A Special Issue on

Emerging practices in the Teaching- learning of English Language and Literature: A Journey from Theory to Praxis

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Emerging Practices in Teaching-Learning of English Language and Literature: A Journey from Theory to Praxis

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Emerging Practices in Teaching Learning of English Language and Literature: A Journey from Theory to Praxis

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Acknowledgements

Preface

About the College

Govt. City College is a 100-year-old autonomous institution affiliated to Osmania University. With a massive strength of more than 4,500 students pursuing academics at both UG and PG disciplines, spanning over 60 combinations of optional subjects, the institution with rich and vast heritage at its back, is a premier institution in the entire Telangana. The college has a cosmopolitan environment with a heterogeneous composition comprising students from diverse backgrounds evincing multiculturalism. The College has nurtured thousands of students over the last 100 years and has produced political leaders, public administrators, academicians, scientists, sportsmen, Guinness book awardees, Arjuna awardees and artists to this country. Thousands of its alumni settled in various positions at national and international level. The college has highly qualified and experienced faculty who are committed to thecause of educating students with innovative teaching methodologies, taking up research projects, organizing seminars and conferences for the benefits of the student community. Sri. Marri Chenna Reddy, Sri. Veerendra Patil, Sri. Shivraj Patil, Sri. Shiva Shankar, Sri SB Chavan, Sri YB Chavan, Kaloji Narayana Rao, JK. Bharavi, Prof. G. Hara Gopal, Prof.K. Nageswar, Prof. SV Satyanarayana, Paruchuri Gopala Krishna are some of the notable alumni. Stalwarts like Sri. Rabindranath Tagore, Sri. Sarvepalli Radha Krishna, Md. Ali Jinnah visited the college.

About the Department

The Department of English is as old as the institution and goes back to the year 1929. City College being a constituent of Osmania University, several eminent English teachers worked in the department during the first few years. Stalwarts in the field of English and American literature like Prof Isaac Sequeria, Prof Anand Rao Thora and several others worked as lecturers in department.

About the Conference

English as a language pervades all the spheres and fields of science and technology, literature, social sciences to carry out multifarious activities. It is flexible enough to assume and accept continuous changes in diverse areas and keep pace with the changing times. The remarkable truth of this language is its wide ranging popularity and outreaching capacity and occupancy in intercontinental regions. India has rocketed into the global setting evolving a unique variety of the language, and carved an exclusive niche for itself crossing many barriers in the course and on its way to establish its supremacy in a variety of literary genres in English. Now Indian

writing in English is a broad and dominant domain on the canvas of world literature with many a promising writer of Diaspora with established name and fame.

Nevertheless, the priority of this language can never be undermined in the fields of industry, technology and academic institutions. In modern era, the role of technology in education and various allied fields has been instrumental and key to success. This seminar focusses on the latest trending practices in language (teaching-learning) and literature. From different perspectives and dimensions, both theoretical and practical approaches.

Language and literature are the two faces of the same coin. Language is the basis, the skeletal structure and the theoretical part and literature is the continuum, and the practical counterpart. Literature plays a key role in transforming the society to a great extent and the other side envisages that the society too with its entire social, political, economic and cultural milieu influences the literature. The seminar proposes to explore varied dimensions on the forms of literature, and literary criticism of different periods. A sweeping survey of creative surge/literary gamut of various eras brings out a panoramic overview through fruitful scholarly deliberations and analytical academic discussions. The seminar sets up a platform for throwing light on a wide range of thematic concerns and issues reorienting in line with the latest trends/practices that come up in contemporary literary world in the backdrop of NEP 2020.

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The National Education Policy (NEP) 2020, an upgraded, revised version of the National Policy on Education, 1986, and the New Education Policy, 1991 purports to bring about equitable, just access to all reforming the earlier systems and practices in vogue.

Similarly, the advent of NEP 2020 in our country paves way for new horizons. In this context and backdrop, a reorientation in terms of a study of language and literature is the need of the hour and especially with reference to an international language, library language, and link language, English. There has been emergence of many a new trend and practice in the teaching- learning process of English language and literature. A detailed, analytical, explorative, and scholarly discussion is to be

taken up for a better outcome and fruitful end.

The present book consists of research papers presented in the Two-Day International Conference on Emerging Practices in English Language and Literature: A Journey from Theory to Praxis (Sponsored by TSCHE, Hyderabad) on 1st and 2nd of February 2024 in Govt. City College (A), Hyderabad. The research papers in this book cover a variety of topics including teaching and learning of English Language and Literature perceived through varied perspectives, viewpoints and dimensions, use of and the role of technology, such as mobile, television, the role of literature and ESP in ELT, Social media, self-learning English, communicative English, approaches and methods in English Language Teaching, Computer Assisted Language Learning (CALL), influence of mother tongue on English Language Learning and Teaching, role of textbooks in ELT, challenges in multi-cultural English language classrooms, learning English through YouTube etc on one hand, and different forms and genres of literatures, varieties of literature, learning language through literature, innovative/current, latest, emerging, upcoming trends/practices in the domains of language and literature are discussed. The unique nature of this work contents will interest professionals and academicians on par.

Dr. B. Krishna Chandra Keerthi, *Hyderabad*

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Environmental Concerns in Kavery Nambisan's '*A Town Like Ours*'

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Abstract

The tremendous progress of man in different spheres of life over the last two centuries made him think of himself as the supreme of the whole creation. His unquenchable thirst for material gains has disturbed the interconnected web of life on the planet, leading to a severe environmental crisis. As a consequence, we often witness the wrath of nature in the form of severe cyclones, torrential rainfall, heavy floods, severe drought conditions, melting glaciers, forest fires killing hundreds of species of wildlife, rapidly increasing list of endangered and extinct species, increased incidence of global warming, the disrupted harmony of seasons and a steep rise in the earth's temperature. Thus, man has not only placed himself but the life of the whole planet on the verge of extinction.

Environmental concerns have found a significant place in literature. The eco-sensibility of writers often makes them evoke the attention of readers to the problem of environmental degradation. Indian writers also have voiced several environmental issues in their works to draw people towards deep interconnectedness between the human and the non-human world with the main objective of reducing environmental harm.

Kavery Nambisan, a renowned writer from South India, often raises environmental concerns in her novels. She discusses several ecological problems by interlinking them with the plot, thus leading the readers to pay attention to the urgency of environmental conservation. This paper is an attempt to study the environmental concerns in Kavery Nambisan's novel A Town Like Ours.

Keywords: Environment, Degradation, Depletion, Kavery Nambisan

Environmental crisis occupies a prominent place in the global humanities debate. In the wake of the crisis getting intensified day by day, ecological consciousness is the need of the hour. Several Indian writers have addressed the

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contemporary ecological problems in their works to expound the ways to build a positive relationship between the human and the non-human world.

Kamala Markandaya's Nectar in a Sieve (2009) and The Coffer Dams (2008) deal with the impact of industrialization and technology on rural India. Munshi Premchand's Godan (1936), Jim Corbett's Man-Eater of Kumaon (1944), Ruskin Bond's The Blue Umbrella (1974) and The Cherry Tree (1980), Rohinton Mistry's Such a Long Journey (1998), Gita Mehta's A River Sutra (1993), Arundhati Roy's The God of Small Things (2012), Indira Goswami's The Man from Chinnamasta (2006), Pundalik Naik's The Upheaval (2002), Shivram Karanth's Return to Earth (2002), Sarah Joseph's Gift in Green (2011), Suravi Sharma Kumar's Voices in the Valley (2012), Na D'Souza's Dweepa (2013), Aruni Kashyap's The House with the Thousand Stories (2013) are some notable works which deal with environmental problems and their impact on human beings.

The novel selected for the present study A Town Like Ours (2014) is penned by Kavery Nambisan. She is a surgeon by profession and is adept at handling both the pen and the scalpel efficiently. She is equally passionate about surgery and writing. She was born and brought up in the most picturesque location of South India, Coorg. Her closeness to nature might have made her sensitive to environmental degradation.

Kavery Nambisan began her literary career by writing stories for children. The story "Once Upon a Forest" won her UNICEF CBT award. Her debut novel The Truth (almost) about Bharat (1991) gained her recognition as a worthy writer. Later on, she added six novels to her credit which include The Scent of Pepper (1996), Mango-coloured Fish (1998), On Wings of Butterflies (2002), The Hills of Angheri (2005), The Story that Must Not Be Told (2010), A Town Like Ours (2014).   The Story that must not be told (2010) was shortlisted for the Man Asian Literary Prize in 2008 and also for the DSC Prize for South Asian Literature in 2012.

Nambisan's first novel The Truth (almost) about Bharat (1991) is a bildungsroman novel that depicts the growth of Bharath, a medical college student. The Scent of pepper (1996) is an account of the Kaleyandas, the Zamindars of the Kodagu (Coorg) region. Mango-coloured Fish (1998) is spun around the themes of marriage and the identity of women. Gender politics is the focus of the novel On Wings of Butterflies (2002). The Hills of Angheri (2005) is a simple narrative of a strongly determined girl Nalli. The Story that must not be told (2010) studies the adverse effects of urbanization. It depicts the poverty-stricken lives of rural immigrants in a thought-provoking manner. Bharath, Nanji, Shari, Nalli, Evita, Simon Jesukumar, Rajakumari, and Saroja are some of the memorable characters created by her.

Nambisan's latest novel A Town Like Ours (2014) depicts the transmogrification of villages into towns and the discouraging and disheartening effects of such change in a comic tone. The destruction created by industrialization and the weakening human links with nature run as undercurrents in the novel. In her interview given to the Hindu on 2nd August 2014, she laments, "the lopsided modernization that we so timidly endorse in our greed for wealth leads to a distortion of the intrinsic fabric of society. The deep and abiding wisdom that is a part of village life is forever lost".

Kavery Nambisan grew up amidst the beautiful surroundings of Kodagu which is well-known for its rich variety of flora and fauna. Owing to its picturesque landscape, Kodagu (Coorg) is called the "Scotland of India." Coming from such a background it is of no surprise that Nambisan gives nature a significant role in her novels. She often sustains the local flavour of Coorg in her novels. The Scent of Pepper (1996) is an interesting account of the history of Coorg interspersed with the colourful description of Coorg. We also find an interesting account of Coorgi culture and traditions in this novel.

A Town Like Ours puts before us several ecological concerns which need to be addressed immediately for the well-being of the earth as a whole. The action of the novel takes place in a town turned village Pingakshipura. Nambisan, through the protagonist Rajakumari, juxtaposes the agrarian and the industrial scenes. Pingakshipura of yesteryears breathed healthy air, ate healthy food, lived a peaceful and contented life till the advent of capitalism into the village. The transformation of the village into a town brings in several irreparable environmental damages to the place. This is the result of the materialist pursuits of man that made him run after artificiality severing his connections with nature.

Nambisan puts forth deftly before us how the capitalist endeavours meant for selfish ends ruin the lives of people at large. Till a certain period of time, people may not know that in the guise of development they are heading towards a disastrous future. By the time they realize, things start slipping away from their hands. The story of Pingakshipura illustrates this. The scenario depicted in Pingakshipura can be applied to India as a whole where the beautiful, green, and serene villages are transformed into dusty, polluted, and toxic dwellings. Thus, Pingakshipura is the microcosm of post-independent India.

Sugandha boss is the man behind the transformation of the village into an industrial town. His capitalist venture begins with the manufacture of Incense sticks which replace the natural smells of the village with artificial fragrance. Later detergent and pesticide factories appear in quick succession. These factories, with their noisy machinery, pollute the environment and make the residents nearly deaf.

Moreover, the western ghats which are an abode of rich biological diversity are drilled and cut for building concrete structures.

Why, the rat-a-tat-tat-tat-tat-tat-a-tat that's cutting short your lifespan every time and making it impossible for you to hear anything else is from the Sugandha quarrying operations on the stubborn stony slope which borders the range of western ghats closest to us. Just as this important bit of information is being shouted into your ears, the hill is being chewed by dozens of stone-breaking, stone-drilling, stone-crushing, stone powdering and hill destroying machines for the construction of a shopping complex. (TLO 8-9)

The earth is dug deep to provide water for these industries. Nambisan remarks, "the experts drilled into the bowels of the earth, going right through its heart or any other wretched heart if it got in the way until the water table was struck and lo, we had a spring here." Nambisan sounds like Aldo Leopold "We abuse land because we regard it as a commodity belonging to us" (Foreword, Sandy). Nambisan seems to reiterate Leopold's view that "when we see land as a commodity to which we belong, we may begin to use it with love and respect" (Foreword, Sandy).

The pesticide factory makes the hair of children turn white at a very young age. The hairs of little babies in the town started to turn white. Born with black hair, every one of them, but around the age of one or so they began to put white hair. Now there isn't a single child or teenager born among us who has a head of black hair.

The rapidity with which white defeats black varies from one child to the next, there's no saying who will have a glowing head of white by the age of twelve and who will be left with an ugly thatch of crow's grey (TLO 49).

The residual waste of the pesticide factory is let into the drinking water sources of the town. Pollution reaches dangerous levels resulting in children's head turning white. When questioned about the possibility of such changes in an interview titled The Ugly Truth given to Jayanthi Madhukar on June 18, 2014 which was published in Bangalore Mirror, Nambisan says:

Though the white hair (of children) is a figment of my imagination, these things can and are happening. In Kerala, due to endosulfan, children are born deformed. So, white hair due to chemical poisoning is not far. This is a reality that people should wake up to. While urbanisation is bringing in good things like schools, hospitals and comforts like televisions, two-wheelers and so on, the corporate world is playing a major role in the devastation of the rural India. Take mining, textile or detergent factories. Nobody knows where the garbage and affluents go. When a soft drink giant in Kerala dumped its affluents in the river, the drinking water got contaminated. In Coorg, water has become an issue and paddy fields have almost disappeared. The wealthy can have borewells but the poor farmers sell their lands

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where a new hotel or homestay is built. A new poverty of losing emotional connection with the community and the land is emerging. (Nambisan)

In December 2020, nearly 600 people of Eluru town of Andhra Pradesh experienced a strange illness for which the reasons were not known then. People experienced symptoms like losing consciousness, nausea, convulsions, vomiting etc. The reason for this illness was found to be the pesticide residue in food and water. The National Institute of Nutrition, Hyderabad, identified triazophos, a pesticide, as the cause of the illness. This chemical was found in the drinking water and also in the blood samples of the patients (Public Health). Nambisan, being a doctor, could sense such catastrophes beforehand and through her writings, she reiterates the urgency to realize the fact that we should mend our ways of dealing with nature.

Nambisan also forewarns us that the indiscriminate use of pesticides leads to the extinction of the existing many small insects like dragonflies, wasps, bees, and, house flies which are very important for the maintenance of ecological balance.

Consider the gains from the new magic dust - a mere pinch added to five litres of water and sprayed on plants will ensure the demise of insects, warms and all those crawling creatures of the soil and even those which flutter in the air, namely dragon flies, wasps, bees and house flies. Then there are beetles, the arecanut insect, the blanket, the blanket bug, white ants, black ants, rust brown ants and the butterfly in all its hues. Down with them! With the insects gone, the birds will disappear too perhaps, good show, those nasty things peck away at grains and fruit without any discrimination, it is perfectly all right by us if we do not hear their pointless chirping. (TLO 55)

Another important problem touched by Nambisan in this novel is the dumping of hazardous industrial waste. The Sugandha Enterprises dumps its industrial residue into a pit. Earlier, it was a freshwater pond that teamed with fish and other aquatic life. It hosted 'many varieties of fish, small as a star twinkling in the sky or big as a newborn infant dived and glided about' (200). People drank water from this source and also used it for other purposes. When it became dry, children played there. Finally, it becomes the dumping yard of industrial debris, that too in the centre of the town. We find several such incidents in many places in our country. We find many such examples around us but consciously or unconsciously put them aside as it is not our immediate concern and will be repressed to think about some selfish concern. We have distanced ourselves from our surroundings unmindful of the interconnectivity of the web of life. As said by Rachel Carson, "Most of us walk unseeing through the world, unaware alike of its beauties, its wonders, and the strange and sometimes terrible intensity of the lives that are being lived about us" (217).

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The villages in India are known for their rich diversity of life. The natural scene of rural India is replete with colourful hues of nature – the beautiful dawn and dusk, starry nights, green carpet of fields, a rich variety of insects soaring high and falling in the sky following the rhythm of the wind, ponds, streams and many other gifts of nature. Nambisan picturises the beauty of nature from her photographic memory of her childhood days. These lines from The Scent of Pepper delight us by gratifying our senses

The hill was thickly wooded, dark and secretive, ridged by gigantic roots that clenched great mounds of earth between them. Overhead, the branches formed a screen of wetly-whispering foliage. Frogs the size of postage stamps hopped about, snails reclined on leaf beds, green scorpions hid in the moss, grass snakes flashed in the scrub, and jungle fowl sauntered, their blue plumes trailing. Wild fruit of every colour and flavour asked to be plucked. Purple, orange, opalescent green, blood-red and shiny black; juicy, acrid, honey-sweet, glutinous. (SOP 71)

She laments that with the advent of the industry, green fields disappeared. No farming of food crops like ragi, turmeric, mustard, etc is found. The towns are filled with concrete buildings. There are no grassy fields for the animals to feed on. Only the buffaloes survive.

Nambisan also raises concerns about tribal displacement. The further expansion of Sugandha enterprises compels the tribals of Pingakshipura to leave their land where they used to grow grain, yam, or groundnut. In their place, tapioca- the commercial crop is grown. It is rapidly-growing and high yielding. Tapioca is the main ingredient of tinned food, in a word junk food which is another malaise of capitalist autonomy. Commercialization of agriculture promoted junk food posing a threat to the health and wellness of posterity. Speaking about capitalist and consumerist ethics, Harari points out that most people today live up to the capitalist-consumerist ideal successfully.

Having been born in the year 1947, Kavery Nambisan has witnessed different phases of the country's development and hence, analyses well the impact of these changes on people and the environment as well. A Town Like Ours proves her insights into the environmental issues right. Further, it reiterates her strong urge to stick to the principles of complementarity and interconnectedness which are very much essential for harmony among different components of the earth.

This presentation concludes with the remarks of the UN's Environment Chief, Inger Andersen, "humanity was placing too many pressures on the natural world with damaging consequences, and warned that failing to take care of the planet meant not taking care of ourselves". She further adds that "we are intimately interconnected with nature, whether we like it or not. If we don't take care of nature,

we can't take care of ourselves. And as we hurtle towards a population of 10 billion people on this planet, we need to go into this future armed with nature as our strongest ally" (qt. in Carrington).

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Importance of Lsrw Skills and their Range in Learning the English Language

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Abstract

Language is the divine gift and finest asset that distinguishes man from animals. It is an integral component of communication and English is the principal language of communication by many nations. English is the global language that bridges the gap between nations and offers every possibility of attaining wide exposure. Knowledge of English helps to attain personal and professional growth. Therefore, it can be declared as one of the most dominant languages in the world. Language essentially is a complex skill involving four sub-skills called LSRW (Listening, Speaking, Reading, and Writing) skills. Speaking and writing are called productive or active skills because while using these skills a learner is not only active but also produces sounds in speaking and symbols in writing, on the other hand, listening and reading are considered receptive or passive skills because a learner is generally passive and receives information either through listening or reading. These four core language skills help learners exchange their ideas, thoughts, and emotions in English. This paper defines language skills and discusses how to improve them in learning the English language.

Keywords: Language, Active skills, Passive skills, Communication

Introduction

Languages are symbolic systems developed and used by human beings for communication (Brown & Miller 1999: xvi).

Language is a multifaceted tool that serves as a means of communication. It is the conduit for conveying and understanding emotions. India being a multilingual country has many regional languages and English as the principal language bridges the gap by playing an essential role in communication. English is the language of opportunity and is in demand everywhere because knowledge of English can lead to

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a better career, higher income, and greater opportunities. Furthermore, English is the language of science, medicine, and technology. As the lingua franca, it helps studying any subject all over the world in business and academia. In addition, many international conferences are held in English so, being proficient in the language can give access to a wealth of important information. While gaining fluency in English can be challenging, the rewards are well worth the effort.

However, it is an undeniable fact that English has acted as an agent of change in India in a variety of ways and a variety of domains while generations of people are reaping its benefits. English has facilitated a two-way movement of ideas between the East and the West. It allows the cross-pollination of ideas and innovation around the world and provides supranational knowledge and ideas. Because of its centrality to the understanding and the role it plays in various facets of human endeavor, it is considered a global language and its importance can be overstated. English plays an emancipatory and transformative role and is regarded as the only language that could put knowledge and progress in touch with the world. Ever since English has been pervasively around, it will continue to reign as the language of choice for all important purposes for the foreseeable future.

Language Skills are essential to mastering any language. These skills play an important role and a person's ability to communicate depends on the proficiency of language skills. Within the realm of English language acquisition, four primary language skills play a central role: Listening, speaking, reading, and writing. Each of these skills contributes uniquely to acquiring language proficiency. In the context of English language acquisition, the four skills are most often acquired in the order of listening first, then speaking, reading, and writing, and these capabilities are often called LSRW skills. These LSRW skills help in acquisition of the English language and acuminating abilities of communication. Listening and reading are often considered as passive or receptive skills as they do not exhibit any production. Whereas, speaking and writing are considered active or productive skills as they need to exhibit proficiency while delivering a speech and creativity in writing an article. However, all the language skills are interdependent and it is very important to maintain a balance of importance among these skills. Thereby, this article delves into the relative importance of the four key language skills and how they complement each other in learning English.

Listening Skills

Listening contributes chiefly to any language expertise as the sound, stress, and intonation of the language can only be adapted through listening. It is an essential and foremost skill in learning English. Listening is a prerequisite for speaking and persons with good listening skills will be able to have successful conversations as the

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most significant part of communication is to provide a clear and meaningful response. Developing good listening skills ensures understanding the information correctly, interpreting messages accurately, and optimizing conversations for effective communication. The more listening ability is increased the more speaking ability increases. Also focussing on listening skills enables to get better at the other skills. Thus, listening skill forms the concrete basis for complete language proficiency and to improve English language ability, one needs to focus and listen to understand the nuances of the language.

Listening is a receptive skill that involves complex affective, cognitive, and behavioral processes. There are two types of listening skills, active and passive. Active listening requires mental engagement from the listener, whereas passive listening means that the listener is simply hearing what is being said. Active listening is truly invested in the conversation at hand and actively taking in all aspects of the convo while even providing input as well. Active listening helps in processing and storing information for later recollection and it is one of the most effective ways to improve language skills. Active listening helps to build strong relationships, improves problem-solving capabilities, increases productivity, boosts confidence, and avoids miscommunications. Therefore, it is vital to ensure that listening should be actively concentrated.

Each language has a specific set of sounds vowels and consonants. When a new language is learned the brain expands its set of language sounds by listening. General listening skills are the ability to understand meaning and focused listening skills are the ability to hear particular sounds. Therefore, one of the best ways to improve English listening skills is through conversation preferably with native or fluent ones. However, it is equally important to listen to oneself and record new words. While listening to the record the differences between the sounds can be observed. The more the differences, the better listening skills. Hence, promoting listening skills results in increased acquisition of the other language skills as well.

Speaking Skills

Speaking is often considered the most critical language skill, as it directly enables human communication. It is an effective communication skill as the majority of communication is done through speech. Speaking facilitates interaction both socially and professionally to express thoughts, ideas, and emotions effectively. If there is one communication skill that everyone requires but few have, it is speaking skill. To sustain in this competitive world, efficient efforts should be made on speaking abilities. Speaking properly assists in many aspects of life as it enhances confidence, builds relationships, and fosters cultural understanding. Speaking effectively includes having clarity, fluency in expression, vocabulary, and most

importantly passion. To speak English, a conscious effort should be made to converse in it. Regularly speaking in English can help to develop fluency. Additionally, conversation with people who are fluent in English enhances proficiency.

One of the noticeable benefits of speaking skills is to boost confidence. It is a known fact that good speakers are highly inspiring. Therefore, there is a dire need to showcase the ability of efficient speaking skills as real success depends on speaking, persuading, and motivating the listeners. Thereby, these speaking skills are to be imparted as they play a major role in all aspects of life. With the right mindset and strategies, the challenge of becoming confident in speaking English fluently can be overcome. Proficiency in all the other skills is necessary but the ability to speak efficiently provides better opportunities. Thus, speaking skills play a pivotal role in learning the English language as it provides several distinct advantages for career advancement and hence should be prioritized.

Reading Skills

Reading is the third language skill to acquire in learning the English language. As with listening, it is a receptive or passive skill that requires to use eyes and brain to comprehend the written language. Reading, like listening, is a decoding process – a process to recognize graphic symbols and their corresponding vocal sounds. It is a complex process involving many physical, intellectual, and often emotional reactions. Reading is an ability to enable learners to understand a language in written form to be able to extract the thoughts, facts, meanings, and information that it was meant to give.

Reading skill in a simple sense refers to the ability to read written language. In language skills, reading skill means pronouncing written language and taking part. It is the easiest and simplest way to acquire knowledge. Reading abilities facilitate the comprehension of various texts, as well as their context and inference. Moreover, reading skills are crucial in improving overall literacy skills as they can help enhance vocabulary, expression, analysis, and communication. Being attentive and focused while reading can help in interpreting the meaning of the text effectively and retain the information for a longer duration. Reading can help develop thinking skills by interpreting the information conveyed accurately. It also helps in enhancing knowledge, builds thought processes, and improves analytical skills. Reading skills expand knowledge and understanding of language by allowing to access a vast wealth of information, literature, and culture. These skills can explore diverse perspectives, historical accounts, and contemporary issues. Furthermore, reading skills play a significant role in academic and professional contexts as they process, analyze, and synthesize written information. Strong reading skills provide new insights and knowledge for career advancement.

Though reading is passive it is the most important skill in learning English. Learning to read English means deciphering the whole world. Reading keeps the mind active and enhances creative abilities. It supports to recognize the world better as it exposes to new thoughts, perspectives, ideas, and information to expand knowledge on various topics and highly improves social skills. Reading regularly improves concentration, memory, critical and, analytical thinking skills. Additionally, cognitive processes like reasoning and problem-solving abilities are enhanced. There are two types of reading intensive and extensive. Intensive reading implies the ability to read not only for detailed comprehension but also for mastering the structure and vocabulary. Whereas, extensive reading implies emphasizing general comprehension while exposing to diverse experiences, perspectives, and ideas. Reading also exposes us to different cultures and ways of life to break cultural barriers and build bridges. Thus, reading promotes a tolerant and accepting mindset as learning is a lifelong process that keeps evolving with time reading skills foster in encouraging lifelong learning. Finally, reading skill holds the key to the development of real communicative competence in English.

Writing Skills

Language skills are insufficient without competent writing abilities. It is the fourth language skill in acquiring the English language. Along with speaking, it is a productive or active skill, as it requires to use of hands and brain to produce the written symbols that represent spoken language. Writing skills are the most difficult skills to acquire. Nevertheless, they are crucial in academic progression and have an important part in communication. Writing also plays a crucial role in preserving knowledge, culture, and history.

Good writing skills allow one to express thoughts and ideas in a structured and organized manner. Writing should be beautiful, clear, and shapely with effectiveness in language and style as it creates the best impression in academic and professional settings. As writing is a challenging skill it requires continuous practice and commitment to develop accuracy and fluency. Effective writing skills are essential for overall cognitive development. They enable to convey thoughts with clarity and precision. Effective writing skills are not only evident in learning English but are linked to better academic progression.

Writing is considered a process as well as a product in the expression of language that involves presenting thoughts in the form of text using the right structure and flow of information. Choosing the right vocabulary, medium, and outline to ensure writing is interesting and delivers the intended message. Writing grammatically accurate text, using short sentences, and researching comprehensively are some ways to make text more impactful. Writing properly entails being able to

communicate thoughts. For successful writing intricate phrases with heavy terminology are not needed instead, the capacity to express concisely, clearly, and effectively when expressed. Writing properly will benefit corporate communication as well as in the creative profession including copywriting, blogging, or social media postings. Finally, incorporating writing skills into language learning is the most effective technique and is a great way to learn the English language.

Conclusion

In this cyber world, proficiency in English has become the most important component for economic and social development. The role of English is not limited to awarding degrees but to impart a sense of self-respect and confidence among the learners. With the learning of English, a transformation takes place at the individual psychological level and develops a different personality. The English language is now the language for survival and career prospects rely on mastering the language by balancing language skills. While these four language skills - listening, speaking, reading, and writing hold individual significance, they are interconnected and reinforce each other. Thereby, creating a holistic approach to learning the English language. These skills also gear up the demands and facilitate to have the confidence to ascend to the forefront with communicative competence. By honing these LSRW skills in learning the English language one can harness the power to inspire their ability not only in academic settings but also in various aspects of life.

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Integration of Role-play as an Effective Strategy in an English language Classroom

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Abstract

In India, the current approach to language teaching predominantly centers on language acquisition rather than the methods employed in instruction. The primary focus is on the learner's linguistic aptitude, neglecting the development of effective communication skills. The challenges in English language teaching stem from the absence of a conducive environment, underutilization of pedagogical resources, and educators' limited awareness of contemporary advancements in language instruction. A highly effective instructional technique, role-play involves learners assuming different roles, embodying specific characters, and engaging in interactions within complex learning contexts. This study emphasizes the efficient integration and optimal use of technology in the English language education classroom. The effectiveness of English language instructors hinges on several crucial factors. Firstly, the chosen subject matter should be authentic and relevant to current circumstances. Additionally, teachers need to adopt roles as facilitators, participants, and observers. Offering constructive feedback, correcting errors, and fostering the improvement of linguistic proficiency and confidence are imperative responsibilities. This article explores the significant advantages of role-play, its application in language classrooms, the process of developing role-play scenarios, preparing students for role-play, and the teacher's role in facilitating these activities.

Keywords: Role-play, role of the teacher, English language teaching/learning, motivation, language proficiency, etc.

Introduction

Wigglesworth (2008), an expert in English language teaching, highlights that task-based language teaching revolves around crafting tasks that replicate real-world activities encountered beyond the classroom (117). The emphasis is on enabling

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learners to use the target language authentically, moving beyond structured conversations commonly taught in classrooms. Techniques like role-play within task-based language teaching play a crucial role in facilitating language acquisition by offering learners opportunities to participate in genuine, real-life scenarios.

Role-play is a very efficient and dynamic method used in language learning. According to Lucantoni (2002), this strategy effectively attracts learners' attention and greatly contributes to improving language acquisition. Role-play possesses a significant characteristic of enhancing the enjoyment of the learning process for students, hence fostering a good and captivating environment within the educational setting.

The fundamental nature of role-play is in its capacity to offer learners excellent occasions to employ language abilities in genuine contexts. Through participation in simulated scenarios, students can fully immerse themselves in circumstances that closely replicate real-life encounters where language proficiency is crucial. The presence of authenticity in language learning enhances its practicality by enabling learners to effectively connect theoretical information with practical application. Within the realm of language acquisition, the advantages of engaging in role-play surpass simply pleasure. This strategy enhances contextual learning by integrating language usage into realistic and unique settings. Contextualization plays a vital role in facilitating learners' understanding of the subtle aspects of language usage, since it exposes them to the complexities of communication in many situations.

Effective communication skills are a primary emphasis when utilizing role-play in language teaching. The collaborative aspect of role-playing necessitates active engagement from pupils, so facilitating the growth of both speaking and listening abilities. By engaging in these exchanges, learners not only reinforce their understanding of language components but also enhance their self-assurance in articulating themselves in the desired language. Moreover, role-play functions as a channel for cultural investigation. Educators have the ability to create situations that accurately represent cultural subtleties and societal conventions, so offering learners a comprehensive comprehension of the language within its cultural framework. This cultural aspect not only enhances the process of acquiring language but also fosters a heightened consciousness and admiration for diversity.

The motivational effect of role-play is remarkable. This method's engaging and pleasurable nature has the potential to spark and maintain learners' interest, transforming language acquisition into a dynamic and participatory experience. The transition from passive learning to active involvement greatly enhances the overall efficacy of the educational process. Integrating role-play into language training is essential for achieving genuine language proficiency. As students encounter various

situations, they instinctively utilize vocabulary and grammar in practical manners. Engaging in genuine language usage improves their comprehension of language structures and cultivates a more instinctive comprehension of the language. Role-play not only enhances language development but also fosters problem-solving abilities. The situations frequently entail overcoming obstacles within the setting of the role-play, promoting learners to engage in critical thinking and discover resolutions. This cognitive involvement enhances the learning experience by adding an additional level of complexity. Role-play is a versatile and influential method for language instruction. The tool's capacity to engage learners, offer genuine language practice, improve communication abilities, and promote cultural sensitivity renders it a significant resource for instructors aiming to establish immersive and efficient language learning environments.

In their study, Ments (1999) argues that role-play is a highly effective and motivating technique because of its dynamic and participatory aspect (13). During role-play, the participant is given the responsibility of adopting the persona of a different person. He is given precise details on the person and situation he is expected to be engaged with. Role-play should not be confused with acting, as it primarily focuses on the interaction and influence of players' roles on each other, unlike acting. Ments (1999) additionally argues that role-play is predominantly used in areas that primarily emphasize communication-related attributes. (19)

Role-play is a form of communication where learners can use spontaneous language. Furthermore, it assists learners in developing practical skills for oral communication. Furthermore, according to Ments (1999), the use of realistic scenarios that combine the specific vocabulary being taught might serve as a catalyst for children to use language in a natural and captivating manner (19). Moreover, it facilitates the development of linguistic fluency and improves lexical abilities. This enables individuals to use language in their real-life situations with freedom and excitement, while also promoting confidence.

Role-play and simulation are separate activities, yet they are often done together and mutually reinforce each other. Role-playing in a simulation exercise entails individuals taking on specified roles to act out a scenario within an artificial environment. The learners or participants are given the chance to assume specific roles in order to examine the situation, utilize skills (such as communication, argumentation, etc.), and get a new viewpoint on the event, while also eliciting and understanding emotions. Simulation is a cognitive process in which the individual employs their particular traits, past encounters, and subjective viewpoints to resolve challenges.

Key Benefits of Role-play in English Language Learning

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The use of role-play as an educational tool greatly enhances the advancement of communication and language skills. It extends beyond simply acquiring language abilities, promoting the development of social skills through collaboration and teamwork. Role-play fosters an environment where learners can openly express their thoughts and emotions by establishing a self-generated and tranquil atmosphere, therefore facilitating self-expression. Furthermore, it enables users to replicate and understand genuine real-world situations, fostering discovery, experimentation, and investigation in various circumstances. Engaging in this exercise not only improves verbal communication but also raises the self-confidence of team members, hence positively influencing their everyday duties. In addition, engaging in role-play activities enhances the cultivation of critical thinking abilities, enabling learners to transcend conventional educational constraints. It has a vital function in enhancing cultural consciousness, fostering originality, and advocating inventive resolution of problems. Moreover, it instills crucial social principles such as rivalry and collaboration, promoting the interchange of concepts and interaction among students and peers. In addition to its academic advantages, role-play enhances self-awareness and empathy by allowing pupils to adopt other views, so cultivating a profound comprehension of different ideas. Specifically, for persons who are introverted, it serves as a beneficial means of self-expression, deconstructing social boundaries, and alleviating feelings of isolation. Role-play facilitates the exchange of knowledge among students and offers teachers valuable insights into the varied abilities of their students, inspiring them to improve their skills in a lively and interactive educational setting.

Role-Play Works in Different Ways

Acquiring knowledge through active engagement and imitation involves a hands-on approach to learning. Students immerse themselves in a subject, vocabulary, or idea by actively participating in activities and imitating examples. This method emphasizes experiential learning, allowing individuals to grasp concepts more effectively by doing and replicating actions. This approach is particularly effective in language acquisition, as it encourages learners to engage with the language in practical contexts, fostering a deeper understanding through active involvement.

The process of acquiring knowledge through observation entails learning by watching simulated scenarios performed by actors, simulators, or instructors. This method relies on visual learning, allowing students to absorb information by witnessing it in action. Observing real-life or simulated situations helps learners grasp complex concepts, behaviors, or procedures, providing a visual reference for understanding. This approach is often utilized in fields that require practical skills or

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involve complex procedures, allowing learners to observe and internalize information before putting it into practice.

Analyzing student input is a valuable strategy for understanding their comprehension levels and identifying areas for improvement. By assessing the responses and contributions of students in various learning activities, educators can gauge the effectiveness of their teaching methods and curriculum. This feedback loop enables instructors to tailor their teaching strategies to address specific challenges or gaps in understanding. It promotes a dynamic and responsive learning environment, ensuring that educational approaches are adapted to the diverse needs of the students. Replicating scenarios within the confines of the classroom involves recreating real-life situations or contexts to enhance learning experiences. This method aims to bring practical relevance to theoretical concepts by providing students with opportunities to apply their knowledge in simulated environments. Through scenario-based learning, students can bridge the gap between theory and practice, gaining valuable insights and skills in a controlled setting. This approach prepares learners for real-world situations and challenges, allowing them to develop problem-solving abilities and practical skills within the safety of the educational environment.

Major Steps in Constructing a Role-play

At the outset, the teacher should establish the goals and objectives of the role-play in order to facilitate skill development and conceptual exploration. Subsequently, it is necessary to take into account external limitations such as the number of students in a class and the amount of space available. Provide a clear and concise description of the duration of the role-play, ensuring efficient time management and maximum participation from all individuals involved. Provide a brief and clear description of the context to help students comprehend the contextual framework of the incident. Offer clear and explicit role descriptions and create many dialogues for the primary characters. In addition, delineate the duties of the observer, which entail documenting criticism and recording enhancements in discussion. Finally, it is essential to explicitly specify the debrief agenda, which outlines the subjects to be discussed after the event, as well as the facilitator's tasks, which are the precise duties they will have during the debriefing session.

Preparing Students for Role-play

To enhance the authenticity of a role-play experience, it is recommended to place participants in physical environments that accurately replicate the real-life situations being simulated. By incorporating actual locations, the realism of the scenarios is heightened, enabling participants to negotiate circumstances in environments that closely mirror those they would typically encounter. In order to successfully lead participants through the role-play, the teacher should furnish them

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with an elaborate personality profile and an extensive set of objectives for each designated role. The transmission of this information can be achieved by powerful audiovisual tools, such as PowerPoint presentations. By presenting information in a clear and explicit manner, using straightforward language, participants can better comprehend their tasks and the required procedures to complete them.

The role-play activity can be carried out either independently, in small groups, or utilizing a think-pair-share style. In the latter scenario, students have the option to work autonomously or in pairs, and subsequently engage in a debate about their findings or conclusions with both their partners and the entire class. Assigning a designated time interval, such as five to ten minutes, provides organization to the task and facilitates control over its length. Following the role-play, participants have the opportunity to record their reflections and feedback, which can subsequently be shared verbally in the classroom. This post-role-play reflection facilitates the examination of students' experiences and perceptions. In addition, the teacher might encourage a class discussion, enabling every student to examine the part they had and present reasons for different results or opposing viewpoints.

Documenting people involved in role-playing scenarios is a helpful educational technique for the purpose of assessment. It allows individuals to assess their skills and shortcomings and record their progress over time. When faced with difficulties in creating an authentic role-playing experience, the involvement of advisors and seasoned actors can offer extra assistance and training to improve the overall success of the activity. By adopting a collaborative approach, students benefit from the expertise of professionals, resulting in a more comprehensive and genuine learning experience.

Using Role-Play Cards

In order to cultivate a stronger bond with the assigned roles, the teacher plays a vital role in offering an elaborate depiction of each position in the role-play scenarios. This detailed review allows participants to gain a deeper understanding of the complexities of their responsibilities, promoting a feeling of connection and involvement. Using the second-person pronoun 'you' in the descriptions improves the personalization of the roles, resulting in a more engaging experience for the participants. This method enables participants to imagine themselves in the provided situations, enhancing the authenticity of the role-play.

In order to enhance lucidity and comprehension, the instructor can initially furnish thorough directives employing cue cards. These cue cards function as visual aids, displaying essential information in a concise and easily understandable way. By employing lucid language and centering on the second-person viewpoint, the instructions become more accessible and immediately applicable to the participants.

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This first advice provides individuals with a firm basis to efficiently navigate their roles during the role-play exercise. By incorporating these tactics, participants' comprehension of their roles is improved, leading to a more captivating and individualized learning experience. When individuals fully engage in the scenarios, knowing their roles clearly, the role-play activity becomes more effective, resulting in more meaningful learning outcomes.

Example 1: Business Negotiation Scenario

Roles:

Company Executive (Role A): This learner will take on the role of a company executive representing a manufacturing firm. Their objective is to negotiate a favorable deal for the supply of raw materials with the other party**.**

Supplier Representative (Role B): Another learner will play the role of a representative from a raw materials supplier. Their goal is to secure a mutually beneficial agreement, ensuring the terms are favorable for their company.

Scenario:

The scenario involves a negotiation meeting between the Company Executive (Role A) and the Supplier Representative (Role B). The negotiation covers aspects such as the quantity of raw materials, pricing, delivery schedules, and payment terms. Each participant has specific goals and constraints, and they must use effective communication, negotiation skills, and an understanding of their respective roles to reach a satisfactory agreement.

Example 2: Health Care Decision-Making Simulation

Roles:

Medical Professional (Role A): One learner will act as a medical professional, perhaps a doctor or nurse. Their role is to communicate a diagnosis and treatment plan to a patient (Role B) in a clear and empathetic manner.

Patient (Role B): Another learner will take on the role of a patient who has just received a challenging medical diagnosis. Their task is to understand the information provided, ask relevant questions, and express concerns or preferences regarding their treatment.

Scenario:

In this role-play scenario, the Medical Professional (Role A) conducts a meeting with the Patient (Role B) to discuss the diagnosis, treatment options, and potential outcomes. The emphasis is on effective communication, empathy, and the ability to address the patient's emotional and informational needs. The role-play helps students develop interpersonal skills necessary for healthcare professionals while understanding the importance of patient-centered care.

The Role of the Teacher in a Role-play

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When choosing a scenario for role-plays, a teacher should take into account the needs and preferences of the learners. Ensure that the selected role-plays are captivating and provide pupils the opportunity to use their obtained information. In order to increase the level of participation in the role-play activity, it is recommended to provide the students the authority to collaboratively choose the scenario. Encourage individuals to generate ideas that really engage their curiosity or to choose a subject from a predetermined set of situations. The teacher may also direct pupils to record instances they encounter in their daily life, or when they interact with books or media. This will enable them to craft the role-play in a manner that enthralls their classmates.

The teacher must allocate substantial responsibility to intellectually gifted students while assigning less crucial tasks to average students. The exceptional achievement of the intellectually talented students will act as a catalyst for their classmates, motivating some of them to take on significant roles in the next theatrical presentation. The teacher possesses the authority to reassign the tasks of students according to their aptitudes. When establishing the composition of each group, the teacher should consider both the abilities and constraints of the pupils. For example, if a group consists only of the most fearful students, their role-play performance is likely to be below average. Hence, the teacher should integrate pupils with diverse abilities into every group.

Once the scenario for the role-play has been established, it is important to take into account the specific linguistic requirements, especially the vocabulary. At first, students are able to manage the language, but as they go to higher levels, it gets progressively difficult to use the appropriate and fitting terminology. Introducing pupils to new terminology and its related definitions through role-playing scenarios is more desirable. It will help pupils accurately predict the exact phrase they should use in various situations. This will enable the students to get a comprehensive comprehension of their given responsibilities and also aid them in discovering new vocabulary.

The teacher must provide the students with clear and specific information and well-defined role descriptions to ensure that they can confidently carry out their tasks. In the context of a bus terminal, the person in charge of presenting information should have relevant information readily available on a cue card. This information should include specifics such as the bus schedule, destination, ticket rates, and other important information. Additionally, one can incorporate specific information such as a fabricated name, societal position, age, temperament, and other relevant attributes. The teacher could take on one of the roles and showcase it as an example

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during the early stages, instead of asking for volunteers to do the assigned role-play in front of the class members.

The debriefing process after the role-play session encompasses more than just identifying and correcting mistakes. Pointing out mistakes can sometimes reduce pupils' self-assurance and motivation to participate in future assigned role-plays. It is important to seek feedback from every student regarding their viewpoint on the role-play, and the teacher should actively promote and value their views. The purpose of the feedback session is to analyze the events that took place during the role-play and the knowledge acquired from it, as well as to collect useful ideas and observations. In addition, the teacher may also question about the participants' assessment of each role-play.

Additionally, the teacher has the ability to document any mistakes made throughout the role-play. The feedback will provide the teacher with vital information to enhance their practice and facilitate review. Teachers should abstain from meddling in the role-play by offering error corrections and should steer clear of demoralizing pupils during their participation in the activity. Educators have the option to assign students role-play exercises as homework, which can aid them in acquiring essential vocabulary and idioms. Furthermore, it enables individuals to reflect on the language and construct the statement in a way that maximizes their role-play performance with confidence.

Conclusion

Incorporating role-play activities in the classroom provides a versatile method to enhance students' experience in acquiring the English language. An important advantage is the incorporation of variety. By integrating role-play, instructors may accommodate diverse learning preferences and styles, acknowledging that students possess unique strengths and preferences in their learning methodologies.

This instructional method also results in a discernible change in the pace within the classroom setting. The dynamic and engaging aspect of role-play introduces liveliness and novelty into the learning process, hence minimizing boredom. This shift in tempo is especially beneficial as it aids in maintaining student engagement and excitement throughout the process of learning a language. Moreover, engaging in role-play exercises provides numerous opportunities for improving language ability. Students are not passive consumers of information, but rather active participants who actively engage in meaningful interactions utilizing the English language. This practical learning opportunity offers a forum for individuals to articulate their perspectives, opinions, and concepts in English, so enhancing their proficiency in communication.

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Role-play not only enhances communication skills but also enriches vocabulary. By engaging in role-play scenarios, students are exposed to and employ a variety of phrases and expressions that are applicable to the given situations. This form of learning within a specific setting enhances the practical and relevant growth of their language skills. The advantages go beyond linguistic considerations. Role-play activities provide pupils with an opportunity to develop and enhance their social skills. Participating in virtual conversations necessitates pupils to traverse social dynamics, comprehend contextual cues, and react appropriately— all vital abilities that go beyond the scope of language acquisition. Furthermore, engaging in role-play enhances one's listening abilities. Students must closely listen to their peers as they actively engage in talks and exchanges throughout role-play scenarios. Engaging in active listening not only improves comprehension but also cultivates a more sophisticated knowledge of spoken English in many situations.

The teacher plays a crucial role in this process. By providing encouragement and incentives, instructors can establish a nurturing atmosphere that inspires kids to actively engage in role-play activities. Positive reinforcement not only enhances self-assurance but also cultivates a feeling of achievement and advancement in the process of acquiring linguistic skills. Furthermore, engaging in role-play stimulates the growth of cognitive abilities such as critical thinking and creative thinking. Students must engage in quick thinking, make judgments, and adapt to unforeseen developments in the scenarios. This cognitive engagement surpasses mere memorization, prompting pupils to utilize their language skills in innovative and flexible manners.

To summarize, role-plays are not only additional activities, but rather a fundamental and indispensable element of the English language teaching and learning process. Their approach integrates linguistic, social, and cognitive skills development, greatly enhancing the effectiveness and fun of learning English in the classroom.

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Identifying Challenges Faced by ESL Learners for Effective Writing
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Abstract

Writing has always been a complex process and this becomes all the more challenging in the case of ESL learners. This paper tries to identify the challenges faced by ESL learners in writing effectively. Limited lexical diversity, different L1 and L2 syntactical structures, direct L1 translations, and bringing in, an authorial voice are some of the challenges identified by the researcher based on personal experience and readings related to developing writing skills in the L2 context. However, to confirm the same, data was collected from final- year undergraduate technical students in the form of a questionnaire followed by a focus griup interview. The results from the student's responses confirmed that they face similar problems identified by the researcher. Each of these is explored and discussed in detail and strategies to overcome them are suggested. Pedagogical implications can be drawn to address these challenges and enable students to write with the expected fluency and flair.

Keywords: ESL learners, lexical diversity, mother tongue influence, authorial voice

Introduction:

Out of the two language production skills, writing is often considered as one of the more challenging skill and this challenge becomes all the more profound in the case of ESL learners. Nevertheless, it is highly valued and indispensable for academic and other practical purposes. There are multitude of factors that come into play when a person writes ranging from socio cultural background, L1 influence, grammatical and lexical knowledge, exposure to the target language etc. Owing to the fact that the writings produced by students for academic purposes are often found to be compromised, it becomes imperative to explore the challenges faced by students to write effectively. The present paper is a pilot study and is somewhat two-dimensional as it first tries to introspect these challenges from the researcher's point of view and later confirms the same from the data collected by the students in the form of a questionnaire and focus group interviews. Limited lexical diversity, different L1 and L2 syntactical structures, mother tongue translations, and authorial voice are some of the overlapping factors that need to be addressed to improve

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student's writing in general. Each of these factors are discussed at length in the following sections and the findings from the student's inputs are analysed and interpreted.

1. Literature Review:

1.1 Lexical Diversity:

One of the most crucial factors in language development is unarguably the lexical aspects, therefore much research has gone into it. As a consequence, many terms like lexical richness, lexical sophistication and lexical density have been coined by different researchers depending on their operationalizing of the term (Ahmad Alshehri, 2021). Therefore, before embarking to discuss its importance, it becomes essential to mention the various definitions offered by different researchers and the measures to evaluate it. Lexical diversity (LD) can be described as the range and variety of vocabulary deployed in a text by either a speaker or a writer.(McCarthy and Jarvis,2007). Failasofah and Alkhrisheh (2018) view lexical diversity as the range of different words used and lexical sophistication as the number of advanced words used. Lexical richness on the other hand is viewed by Nation and Laufer (1995) as a wider term encompassing all the other three terms. Lexical variation means the same as lexical diversity – the range of vocabulary and avoidance of repetition – and is measured by comparing the number of different words with the total number of words written, traditionally using the type (the number of words used in a text)–token ((number of new words in the same text) ratio (TTR). Lexical sophistication is the appropriate choice of low frequency vocabulary items that include 'the use of technical terms and . . . uncommon words that allow writers to express their meanings in a precise and sophisticated manner' (p. 200). Lexical density, attributed to Ure (1971), is usually calculated as the proportion of word tokens that are content words rather than function words and is a dimension that discriminates between written and spoken language. (D. Malvern et al., 2004).

The elusive nature of the terms is not limited to its definitions but extends to the various ways in has been measured.LD is a phenomenon that is measured by a wide variety of indices, each of which offers a specific, verifiable, and objective score of lexical deployment. (McCarthy and Jarvis, 2007).The type- token ratio (TTR) is one of the commonly used indicators of LD. However, this cannot be a reliable measure, as the longer text will be at the risk being calculated as less diverse. Many attempts have been made to overcome this inherent flaw. Vocd a new LD computational measuring instrument offered by Malvern and Richard (1997) was an attempt to solve this problem. But McCarthy and Jarvis (2007) study claimed that vocd also gets significantly affected by text length. The point to explicate here is the

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significance of lexical diversity in language development and hence its evaluation. In the rating scales of major international language tests, as well as in automated evaluation systems (e.g. e-rater), a positive relationship is often claimed between lexical diversity, holistic quality of written or spoken discourses, and language proficiency of candidates. Guoxing YU (2009). Lexical diversity has been considered an illuminative predictor of learners' general language proficiency (e.g. Zareva et al. 2005) and an essential indicator of the quality of their writing (e.g. Laufer and Nation 1995) and speaking (e.g.O'Loughlin 1995; Jarvis 2002; Malvern and Richards 2002) performances. The positive relationship between lexical diversity and second/foreign language proficiency has been made evident in many studies (Malvern & Richards, 2002; Nation & Webb, 2011). The greater amount of vocabulary the learner has, the more language he/she can produce. In other words, "higher lexical diversity is generally considered to indicate more advanced proficiency than lower lexical diversity" (Sadeghi & Dilmaghani, 2013, p. 328). Other studies (Read, 2007; Yu, 2010) have explored this relationship in-depth, focusing on each language skills separately such as, speaking or writing.

1.2 Syntactical Structure:

The lexical and syntactic features of learners' written output are considered reliable and comprehensive indicators of writing quality. (Zhang and Kang, 2022). Almost all the studies related to writing development or evaluation therefore mention both the terms almost simultaneously. Syntactic features usually include terms like syntactical complexity, syntactic awareness etc. However, syntactic complexity is an important measure of second language (L2) writing proficiency (Larsen– Freeman, 1978; Lu, 2011) and is often investigated to measure writing ability. Depending on the nature of the study and the participant (ESL vs EFL, novice vs proficient) syntactic complexity had been operationalized accordingly. At the syntactic level, complexity has historically been operationalized through large-grained indices that measure complexity at the clause or sentence level (e.g., the length of clauses, T- units, and/or sentences). Ortega (2003) indicated that "the range of forms that surface in language production and the degree of sophistication of such forms" were two important areas in grammar usage and called the combination of these two areas "syntactic complexity." Features that measure syntactic complexity have been frequently studied in ESL literature and have been found to be highly correlated with students' proficiency levels in writing.

Studies also showed that students at higher levels of L2 proficiency used a variety of lexical choices, syntactic constructions, and cohesive devices, and that their texts received higher holistic scores. This finding suggests that teachers should help students expand their lexical and syntactic choices by modelling options for them

and by suggesting ways that they could use synonymy, antonymy, and alternate syntactic constructions more effectively. It is possible that such rhetorical, lexical, and syntactic variation (or sophistication) emerges naturally as the writer acquires more of the L2. However, the efficiency and precision of the students' acquisition processes may be improved by encouraging increased class and/or individual student awareness of lexical, syntactic, and pragmatic choices through the types of activities suggested in Bardovi-Harlig (1990), Cerniglia, Medsker, and Connor (1990) and Connor and Farmer (1990). A return to mechanical activities such as sentence-combining is not advocated here, nor is the explicit teaching of structures/devices like the passive or topicalization. Rather, examination of the choices utilized by successful and novice writers (e.g., through in-class analysis of model essays), together with micro-level work on individual student papers (through teacher-student conferences, written teacher commentary, or peer or self-evaluation) is suggested. ESL composition teaching typically focuses on global organizational or rhetorical patterns and/or on specific mechanical errors (grammar, spelling, punctuation) that students make. A study indicates that students could also use specific encouragement in the areas of correct word choice, diversity in lexical/syntactic features, and use of cohesion and coherence devices. The trends observed in the study indicate that micro-level attention and instruction is perhaps of more significance.

1.3 Mother Tongue Influence:

Studies related to mother tongue influence in English writings are many, but the striking difference between them and this study is that in all the cases participants' shared one common mother tongue. Owing to the large language landscape of our country a child is exposed to two or three languages even before reaching school. In school, the language repertoire of children is further modified not only with the medium of instruction followed in the school, but also with the informal interaction with other children or staff belonging to a different language speaking community. Some languages share similar mechanics resulting in positive language transfer while some languages have differences. Due to the differences in language mechanics, there is an existence of negative transfer which will cause ESL learners to commit errors when they attempt to either speak or write sentences in the second language. (Arsad N.A, Munchen, L & Razali, F 2021)

This leads us to infer that even before the commencement of formal education in English, a child in the Indian multilingual context has developed some basic ground rules of language in terms of sentence formation and lexical choices. This is also confirmed by Chomsky's notion of Universal Grammar.

The influence of mother tongue on English writing has been viewed as both facilitative and inhibitory by different researchers, however as the scope of this

paper is to identify challenges faced by students in effective English writing, it automatically directs toward the errors made in writing as a result of mother tongue influence. Cenoz (1997) points out that although multilingual acquisition is often considered as a variation of bilingualism and SLA, it is in fact more complex than the latter because it depends not only on the factors and processes involved in SLA but also on the interactions between the multiple languages being learned.

Language transfer (also known as L1 interference, linguistic interference, and cross-meaning) refers to speakers or writers applying knowledge from their native language to a second language. (Hanafi,2014). Studies pointed to the importance of a distinction to be made between errors and mistakes in writing. Errors are caused by learners' inadequate knowledge of the target language while mistakes are slips of the pen or tongue. (Mannan Zamari et al 2017) Two types of errors normally committed by L2 learners which are interlingual and intralingual errors. Interlingual errors are caused by L1 interference while intralingual errors are caused by the difficulty of acquiring the language being learned (Hourani, 2008). Three main processes interfere in the errors that EFL learners make: a. *transfer of rules* from the mother-tongue, b. *redundancy reduction* by omitting elements and c. *overgeneralization* of foreign language rules. (Hanafi,2014), the same be safely extended to ESL learners as well.

Transfer of Rules:

It refers to applying knowledge from the native language to a second language and is not restricted to English language alone but can occur in any second language acquisition**.**This becomes evident in the sentence structure and vocabulary choices made by ESL learners.

Redundancy Reduction:

This is a tendency by EFL learners to eliminate many items or add unnecessary items, either by ignorance or intensively, which are redundant to conveying the intended message. For instance, in the case of a learner of English language as a foreign language we may meet utterances, such as: "No understand", "return back" etc. It is rather a simplified code of communication or reduced language systems used by foreign language learners especially in earlier stages of the learning process (Hanafi,2014).

Overgeneralization: This type of errors occurs due to two main reasons: *a-* an exception to the general rule or because *b-* a new category and rule must be constructed. In either case, the learner's initial error is due to overgeneralization of the rule in the target language which causes the wrong language output. (Hanafi,2014)

The differences in syntactics between two languages have been shown to be one of the main causes for ESL learners to acquire the English language. An

analysis of 300 ESL learners from a rural secondary school in Kulai, Johor, revealed that common errors are affected by the syntactical intra-lingual interference from the mother tongue (Abu Bakar, Abdul Hamid, Mat Awal & Jalaluddin, 2007). ESL learners also make persistent errors because of the incomplete formation of the linguistic rules and transfer from the first language (Sudhakaran, 2015).

2.3 Authorial Voice in Writing:

Various definitions have been given for voice, Stewart (1972) calls authorial voice the quality that distinguishes each human from another. Elbow (1994) describes it as "that captures the sound of the individual on the page". Matsuda (2001) considers voice as a metaphor for capturing, among other things, or a feature in written discourse that can be percepted by readers, but is not readily recognizable as a single linguistic or rhetorical feature. Hyland (2008) defines voice as "the ways writers express their personal views, authoritativeness, and presence"Ivanic (2001) suggests that L2 learners are in need of a critical awareness for voice to project their own self in their writing.

Matsuda (2001) in his study claims that L2 learners need to be taught or at least made cognizant of certain features that enhance a writer's voice. Stapleton (2002) considers the notion of voice as a critical aspect of writing discourse that should be brought into the realm of pedagogy either through consciousness raising or other ways.

Hyland (2008) described how the writer's stance and audience engagement were manifested in a corpus of 240 research articles in eight disciplines: mechanical engineering, electrical engineering, marketing, philosophy, sociology, applied linguistics, physics, and microbiology. He argued that "all writing has 'voice' and that it is an integral aspect of self- representation in academic discourse."Matsuda (2001) identifies that the reason L2 writers struggle to write with voice may be due to the different cultural backgrounds. Ivanic and Camps (2001) recommend that an L2 writing pedagogy that raises critical awareness about voice can help learners maintain control over the personal and cultural identity they are projecting in their writing. Zacharias (2013) highlights the need for writing teachers to not only be concerned about students 'having' a position when writing an academic paper but more importantly, creating activities that focus on students' developing or sustaining a position.

Zhao and Losa, (2008) replicated Helms-Park and Stapleton's (2003) study to reexamine the degree to which voice, as defined by the voice intensity rating scale, was associated with argumentative writing quality, as represented by the scores on the 42 anchor essays from the January 2007 administration of the New York State Regents Examination in English Language Arts. Results from a series of correlation

and regression analysis showed that voice was a significant and big predictor of writing quality. Zhao and Losa, (2008) thus argued that L2 writing programs and instructors should not treat voice as an irrelevant concept and exclude it from their instruction and assessment.

The importance of Voice is definitely well established in the previous research but because of the elusive nature of the concept different researchers have operationalized it in different ways. One of the early contributions by Hyland adds "perhaps the most visible manifestation of such an authorial identity is the use of first person pronouns and their corresponding determiners. But while the use of these forms is a powerful rhetorical strategy for emphasising a contribution, many second language writers feel uncomfortable using them because of their connotations of authority."

For Ivanic there are three aspects of identity interacting in writing which she calls the 'auto biographical self', influenced by the writer's life-history, the 'discoursal self', the image or 'voice' the writer projects in a text, and the 'authorial self', manifested in the extent to which a writer intrudes into a text and claims responsibility for its content. The use of hedges is another important indicator of authorial voice in writings as "It conveys the writer's judgements, opinions and commitments. Writers' recognition of the presence of their readers "to actively pull them along with the argument, include them as discourse participants, and guide them to interpretations" is known as 'engagement' and it is "more of an alignment function" (Karunarathna 2020).

Park and Stapleton devised the Voice Intensity Rating Scale to further concretize the abstract concept of "voice".

It is an instrument based on a careful isolation of features of voice from the literature. Voice intensity rating scale (VIRS) classifies elements of voice into two levels and four scales:

- **Sentence level Scales**.
- Assertiveness, established through linguistic devices such as hedges and intensifiers
- Self-Identification, established through the use of first-person pronouns and using active structures.
- **Paragraph level Scales.**
- Reiteration of Central point, how often and how explicitly the main argument is rearticulated.
- Authorial Presence and Autonomy of thought, overall presence of the author's voice and to account for quality of identity in writing.

Methodology:

As the research was primarily a pilot study, firstly writing samples of 25 ESL learners, who were in the final year of technical graduation were analysed for common errors. The participants, though exposed to formal English education for more than ten years had less proficiency and struggled to write effectively. The writing samples were collected from regular classroom tasks like report and letter writing, compositions, and essays. Omitting the spelling and punctuation mistakes made by the participants four common issues were identified by the researcher. These errors were identified in light of the readings on research done in developing English writing skills. However, the same would have better validity if students themselves were made to identify these challenges, hence a questionnaire followed by a focus group interview was used to collect data from the participants. The challenges identified by the researcher vis-a-vis the findings from the participants are discussed in the following sections.

2. Result and Discussion:

2.1 Limited Lexical Diversity:

The importance of lexical diversity in producing quality text has been discussed in earlier sections therefore it can be concluded that limited lexical diversity poses a serious problem to language learners. Many times students struggle to figure out the precise word to express their ideas and thoughts and tend to use the same words (in most cases very common and generic) repeatedly, making the text appear dull and boring and awkward in some cases. Further, the range of vocabulary in the English language with narrow differences in their meanings make matters more challenging to ESL learners. For example, contented, satisfied, pleased blissful, joyful, merrily, and ecstatic are all synonyms of the umbrella word– happy, but in the increasing order of intensity. There are innumerable such instances in a language, as a result the average ESL learner ends up using either the inappropriate or the most common word thus rendering the quality of the text very compromised.

Another side of the same coin is the notion of "context" attached to certain words and most often students seem unaware of it. Understanding the dictionary meaning of a particular word or term need not necessarily imply that students grasp the appropriate usage of the words especially in academic writing. Students are often found to replace a word with its synonym without consideration of the contextual meaning of the replaced word or vice versa.

The same has been reiterated by the data collected from third-year undergraduate technical students, as limited word knowledge and selecting the correct word are two problems identified by students in writing effectively. Focus group interviews followed by the questionnaire also suggest that students are mostly confused in selecting the most appropriate word to convey their ideas and a result

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sometimes get demotivated and use a very generic word, although it may not represent what they want to convey.

"The problem is not that I don't have ideas or knowledge, but the problem comes at the time of writing it down correctly, I have a word in my mother tongue, but don't find the same English word."

"Once I'm done with my writing I realize I have used the same words again and again which makes it look funny but I don't know other correct words to replace them".

A closer examination of the above statements given by the students in the focus group interview reveals that limited lexical diversity or lexical sophistication is the root cause of the hindrances they face in writing expressively. It is also evident that students are aware of these challenges and might be willing to participate in any kind of intervention proposed to help them improve.

Classroom activities to build the vocabulary of students and their correct use in terms of context and structure is strongly advocated to overcome this problem, other fun activities like a "new word a day", describing a friend using adjectives, preparing an exhaustive list of synonyms, antonyms, idioms, collocations, etc can be extremely helpful in enhancing the lexical choices made by students in their writing.

2.2Different L1 and L2 syntactical structures and Mother Tongue Influence:

Syntax plays a vital role in any language system and incorrect or inappropriate sentence formations usually alter and in some cases change the intended meaning of the speaker and writer.

The typical S (subject) + V (verb) + O (object) pattern of the English simple sentence is different from the native language (Telugu and Hindi) sentence structures of the participants. This pattern is found to be mastered by the students at an early stage but as the need to produce more complex sentences increases students often make mistakes in using the correct subordinating and coordinating conjunctions. A task was given to rewrite sentences using the appropriate conjunctions, and students were able to produce complex sentences but often with grammatical and contextual errors. The participants of the study also cited "different sentence structure in the mother tongue as a hindrance in framing a grammatically correct sentence". In the focus group interview, students pointed to the different sentence structures within the language which makes it difficult for them to choose the correct one.

"Difficulty in using the correct tense in the sentence and framing the following sentences in the same tense also complicates the matter.

"I know what I want to say but unable to put it in a correct sentence."

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"There are some keywords in my mind but I do not know how to arrange them attractively" Excerpts from the focus group interview also confirms that syntactic complexity is a matter of concern for these students.

Mother Tongue Influence(MTI) as mentioned earlier can have both facilitative and inhibitory effects in second or foreign language learning. To arrive at a conclusion within the realm of this study mother tongue influence was analysed under the three common errors associated with MTI.

Transfer of Rules:

Every language has a set of rules and structures and as there is a striking difference between the student's mother tongue (Hindi and Telugu) and English language they often frame incorrect sentences like" what it is ?" instead of "what is it ?" or "who who is coming?" instead of "Who is coming?", I am going near my friend" instead of " I am going to meet my friend". Such sentences are examples of errors made due to direct word to word translation from mother tongue to English

Redundancy reduction:

ESL learners often tend to make verbose writings which are most of the time due to excessive number of redundant words or modifiers. In a classroom exercise to identify redundant modifiers, students struggled to pinpoint the unnecessary word in the sentence and rewrite it correctly. Excessive use of articles is another frequently made error in writing as there is no counterpart in the mother tongue.

Overgeneralization:

Every language has some grammatical exceptions and a non-native speaker often makes an error when they try to apply the grammar rules to these exceptions. Irregular verbs is one such example where ESL learners frequently commit errors.

The large number of prepositions in English and their varying usage also pose a challenge to a non-native speaker and often students replace the exact mother tongue translated version in their writing. 18 out of the 25 students agreed that they struggle with using the correct preposition or conjunction.

"When the exercise of choosing the correct preposition is given, usually with multiple options, they all seem correct to me and I'm not able to find which it is correct and I get confused"

In the focus group interview and the questionnaire, students said that they usually frame the sentences in their mother tongue in the mind before putting them down in writing, however, they were not able to conclude if this practiced helped them or not.

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Whatever the case may be, to improve the writing quality of students a writing pedagogy aimed at drawing student's attention to these errors and nuanced classroom activities to understand the grammar rules exception would be beneficial. A translation exercise (from mother tongue to English) in the classroom can be favourable to help learner notice the error in their writing to Mother tongue influence can be used in a positive stride by sensitizing the students about the difference and similarities of grammar rules and syntax.

2.3 Lack of Authorial Voice:

'Voice' in writing may sound very abstract and elusive, but in today's data-driven era getting information about any topic is a matter of seconds. The challenge here lies in synthesizing the information and arriving at an individual perspective or point of view. Further with the advent of Automated Writing Evaluation (AWE) tools like Grammarly and Quill Board, students get some assistance in writing, but developing an authorial voice is very important as research in this area indicated a positive correlation between writing quality and "voice" in writing. Voice in writing is especially important in argumentative writing as it requires the writer to foreground their individual opinion often referred to as 'stance'. And most of the high-stakes exams like TOEFL and IELTS test the writing skills of the test takers in the argumentative genre. Though students are exposed to argumentative writing at the high school level, they are not aware of the specific requirements of this genre.

Data collected from the questionnaire and interview reveal that students do not feel confident about their writing.

"Usually in "for and against" type essays, I don't know what to do so I write from both sides."

"I am not sure if I should mention myself in the essay or just write in the third person point of view, I get confused sometimes".

Excerpts from the interview suggest that students are not aware of the concept of voice in writing and might consider it rather metaphorical. But it is incumbent upon language teachers to create awareness about it and encourage students to write with components associated with voice at least at the textual and interpersonal level. A sense of reader awareness is also required for students to write effectively.

The use of model text in many studies has proved useful in identifying and developing voice in student writing. Other components such as hedges and personal pronouns, intensifiers and personal asides can be familiarized to the students in the form of tasks to instill in them the competency to recognize the voice in writing

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and imbibe the same. This will also help in preparing them for higher education when they need to read, interpret and analyse research papers and articles.

Conclusion:

The study aimed to investigate the ground-level challenges students face in their writing and suggests some ways to help improve the overall quality of writing, however, it is up to the language facilitators to find out what best applies to their students. The challenges identified by the researcher i.e. limited lexical diversity, syntax, mother tongue influence and lack of voice are not exhaustive, they might be other factors like socio-cultural background, exposure to the language, learner motivation, etc which affect the writing quality. Parallel research on these factors can yield valuable inputs to improve the language proficiency of students. The sample size of the study was very small and homogenous, a bigger and more diverse student population might divulge valuable inputs untraced in this study The study also gives a bird eye view of the scenario and individual research focussed on each of these factors and many more like this would be beneficial for language learners and teachers. Implications from previous research can be drawn to improve the existing pedagogical approaches to writing in the ESL context.

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Language and Literature – The Dynamic Relationship
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Abstract
The complex and dynamic relationship between language and literature represents a profound interaction that shapes the two fields. Language, the primary means of communication and self-expression, serves as a channel through which literature is created. Conversely, literature is diverse in genres and forms, which mutually influence language, contributing to its richness and adaptability. This study explores the dynamic nature of these relationships through the lenses of history, culture, and language. By exploring the evolution of literary language and its impact on linguistic expression, it uncovers the symbiotic influence between language and literature. The study also explores the role of technology in transforming these relationships in the modern world, exploring how digital platforms and online communities are redefining the boundaries of literary expression. Through an interdisciplinary approach, this research aims to deepen our understanding of the complex and evolving nature of this interconnected domain and contribute to a comprehensive understanding of its role in shaping human expression and cultural identity.
This study investigates the profound relationship between language and literature, examining how literary language has influenced linguistic expression and how technology has transformed these relationships. By taking an interdisciplinary approach, it seeks to deepen our understanding of the complex and evolving nature of this interconnected domain and its role in shaping human expression and cultural identity.

Keywords: Language, literature, dynamic relationship, linguistic expression, Interdisciplinary approach.

Introduction:

The interwoven nature of literature and language creates a dynamic relationship that transcends temporal and societal confines, representing a profound tapestry of human expression. Literature, encompassing a spectrum of written,

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spoken, and symbolic art, serves as the nuanced manifestation of language, encapsulating the essence of diverse cultures, historical epochs, and the continuously evolving social fabric. This intricate relationship between language and literature is deeply embedded in the literary environment, where the refinement of eloquent language plays a pivotal role in shaping verbal expression.

Language, being a complex system of communication, forms the foundational medium through which literature unfolds its narrative. In turn, literature, whether articulated through written word, spoken discourse, or symbolic representation, emerges as the nuanced expression of language, echoing the substance of societies, historical ages, and the ever-evolving social spectrum. This multifaceted relationship is intrinsic to the literary landscape, where skilled pens employ the craft of language—manipulating syntax, alphabet, vocabulary, and erudite nuances—to produce compelling works that resonate on emotional, intellectual, and aesthetic levels. Simultaneously, literature acts as a catalyst for linguistic invention, introducing new expressions, language styles, and nuances that frequently find their way into everyday speech. It serves as a reflective glass, capturing social change and illuminating how language evolves in response to shifting literary, social, and artistic circumstances. As society undergoes transformation, the language embedded within literature becomes a living library, preserving verbal diversity while propelling it forward.

This preface establishes the groundwork for a comprehensive exploration of the symbiotic relationship between language and literature. By traversing literary geographies, examining artistic influences, and embracing the impact of technology in the contemporary period, this study seeks to unravel the intricate dynamics that define and shape these interconnected realms. Through a multidisciplinary lens, we embark on a journey to consolidate our understanding of the profound significance of this symbiotic relationship, tracing its impact on the narrative of human civilization. In doing so, we aim to unravel the intricate threads that bind language and literature, shedding light on their transformative influence on the human experience.

Objectives:

1. Evolution of Language and Literature:

2. Cultural and Societal Reflections in Literature

3. Impact of Technology on Language and Literary Expression

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4. Linguistic and Literary Milestones

5. Literary Theories on Language-Literature Connection

6. Linguistic Theories on Language Function in Literature

Literature Review

The scholarly exploration of the dynamic relationship between language and literature has been significantly enriched by the contributions of eminent theorists such as Roman Jakobson, Roland Barthes, and Gérard Genette. Their works, "Linguistics and Poetics" by Jakobson, "The Semiotics of Literature" by Barthes, "Narrative Discourse: An Essay in Method" by Genette, and Barthes' "The Pleasure of the Text," collectively illuminate key themes, trends, and debates within this interdisciplinary field.

1. **Roman Jakobson's "Linguistics and Poetics":**

Jakobson, a distinguished linguist and literary theorist, delineates the interplay between language and poetics in his seminal work. He identifies six functions of language, one of which is the poetic function that highlights the aesthetic aspects of language. Jakobson's framework provides a foundational understanding of how language, through its various functions, contributes to the poetic elements within literary works. This work serves as a cornerstone in bridging linguistic structures with the artistic dimensions of literature.

2. **Roland Barthes' "The Semiotics of Literature" and "The Pleasure of the Text":**

Barthes, a prominent French literary theorist, significantly contributes to the exploration of language in literature. In "The Semiotics of Literature," he delves into the sign systems and symbolic structures inherent in literary texts. Barthes establishes the role of signs and symbols in constructing meaning within the literary context. Additionally, in "The Pleasure of the Text," he expands on the aesthetic experience of literature, emphasizing how language, as a vehicle of pleasure, is integral to the enjoyment of literary works. Barthes' works offer a comprehensive insight into the intricate relationship between language, signs, and the pleasure derived from reading.

3. **Gérard Genette's "Narrative Discourse: An Essay in Method":**

Genette's work focuses on the narrative structure of literary discourse. By employing a methodological approach, he explores how language choices influence the construction of narratives. Genette's examination of the elements that shape narrative discourse, such as voice, time, and mood, contributes to the understanding

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of how language functions in storytelling. This work provides a framework for analysing the linguistic components that contribute to the narrative complexity in literature.

Methodology

In shaping the methodology for this research, the framework draws upon a nuanced understanding of the dynamic relationship between language and literature. Acknowledging the historical evolution of language and literature, a concise historical overview sets the contextual backdrop for the study. The methodology incorporates insights from relevant literary and linguistic theories, providing a theoretical foundation that informs the research design. While detailed discussions on these theories are appropriately situated in the literature review, the methodology section briefly outlines their significance in guiding the practical aspects of the study. Furthermore, the integration of stylistic devices and language expression, while predominantly explored in the literature review, is referenced here to emphasize its practical application in data analysis. Recognizing the impact of social norms and cultural context, the methodology outlines specific steps taken to practically incorporate these dimensions into the research design. Additionally, the utilization of technology, discussed in detail within the literature review, is succinctly referenced here, elucidating the tools and platforms employed for data collection and analysis. As the methodology unfolds, it becomes evident that the data analysis and research are intricately woven, not only with theoretical foundations but also with practical parameters that illuminate the dynamic interplay between language and literature.

1. **Historical Overview of Language and Literature**:

Origin and Early Speech:

Language, the bedrock of human communication, traces its origins to the earliest days of our species. In the prehistoric landscape, our ancestors communicated through rudimentary forms of vocalization and gestures, gradually developing a system to convey complex ideas. Over time, these primitive utterances evolved into the diverse linguistic structures observed in contemporary languages.

Evolution of Native Languages:

As societies emerged and civilizations flourished, native languages became more intricate and regionally distinct. Native speakers developed linguistic nuances reflective of their cultural identities and social structures. The spoken word became a cornerstone of oral traditions, preserving the collective wisdom, myths, and histories of communities.

Formation of Written Language and Literature:

The transition from oral to written language marked a pivotal milestone in human communication. Ancient civilizations, such as the Sumerians and Egyptians,

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developed writing systems to record important information and stories. The written word allowed for the preservation and dissemination of cultural narratives, myths, and knowledge. Epic poems like the "Epic of Gilgamesh" in Mesopotamia and the Egyptian "Book of the Dead" exemplify early instances of literature, capturing societal beliefs and values.

Exploration of Evolution:

The evolution of language and literature has been characterized by cultural exchanges, conquests, and trade. The spread of empires, such as the Roman and Byzantine, facilitated the dissemination of linguistic influences across regions. The Middle Ages saw the emergence of vernacular languages in literature, breaking away from Latin-dominated texts and making literature more accessible to broader audiences.

2. Literary Theories on the Connection Between Language and Literature:

Structuralism:

Structuralist literary theory, championed by Ferdinand de Saussure, posits that language operates as a system of interconnected signs with arbitrary relationships. In literature, this theory emphasizes the structural elements within a text, examining how language constructs meaning through binary oppositions and relationships. Structuralism offers insights into the underlying codes and conventions that shape literary works.

Application:

Structuralism is often applied in analyzing narratives, advertisements, and cultural artifacts. In practical terms, understanding the underlying structural elements of a text helps critics and scholars uncover hidden meanings, identify recurring patterns, and explore the relationships between elements

Post Structuralism:

Building upon structuralism, poststructuralist theories challenge the notion of stable linguistic structures. Thinkers like Jacques Derrida argue that language is inherently unstable, and meaning is contingent on context. In literature, poststructuralism deconstructs traditional narrative structures, emphasizing the multiplicity of interpretations and the fluidity of language.

Application:

Poststructuralism is frequently applied in literary criticism, cultural studies, and media analysis. In practical terms, recognizing the fluidity of meaning and challenging fixed interpretations allows for a more nuanced understanding of texts and cultural phenomena.

Semiotics:

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Semiotics, influenced by Saussure's ideas, focuses on the study of signs and symbols in communication. Applied to literature, semiotics examines how words, images, and symbols function as signs, conveying meaning beyond their literal definitions. This theory highlights the importance of understanding the symbolic nature of language in literary interpretation.

Application:

Semiotics finds practical application in advertising, film analysis, and visual arts. In everyday life, individuals interpret signs and symbols to make sense of the world.

Pragmatics:

Pragmatic literary theory, drawing from linguistic pragmatics, explores how context influences the interpretation of language in literature. It considers the social and cultural factors that shape communication, emphasizing the role of context in understanding the implied meaning within literary texts. Pragmatics helps uncover the subtleties of language use in character dialogue, narrative tone, and overall textual communication.

Application: Pragmatic theories are applied in fields such as business communication, law, and interpersonal interactions. In practical terms, understanding how context shapes meaning is crucial for effective communication.

3. **Linguistic Theories on Language Function in Literature:**

Sociolinguistics:

Sociolinguistic theories examine the relationship between language and society. Applied to literature, sociolinguistics explores how characters' language choices and linguistic variations reflect social identities, power dynamics, and cultural contexts. It helps uncover the social implications embedded in language use within literary works.

Application:

Sociolinguistics has practical applications in education, business, and policy-making. In educational settings, recognizing language variations and understanding social dialects contribute to effective language teaching.

Stylistics:

Stylistics, a linguistic theory, analyses the stylistic features of language in literature. It examines how linguistic choices, such as diction, syntax, and figurative language, contribute to the overall aesthetic and emotional impact of a text. Stylistic analysis provides insights into the author's unique voice and the deliberate crafting of literary language.

Application:

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Stylistic analysis is applied in journalism, advertising, and creative writing. In practical terms, understanding stylistic choices enhances communication effectiveness. In literature, recognizing an author's stylistic preferences contributes to a deeper appreciation of their unique voice, thematic emphasis, and the emotional impact they aim to convey.

Cognitive Linguistics:

Cognitive linguistics explores how language reflects cognitive processes. In literature, this theory delves into how metaphors, conceptual structures, and cognitive patterns shape literary expression. It emphasizes the role of mental representations in understanding the meaning-making processes involved in reading and interpreting literature.

Analysing these literary and linguistic theories provides a multifaceted understanding of the connection between language and literature. These frameworks offer tools for unravelling the complexities of literary works, examining how language structures meaning, and exploring the dynamic interplay between linguistic elements and literary expression.

Application:

Cognitive linguistics is applied in language teaching, artificial intelligence, and communication studies. In language teaching, recognizing cognitive patterns aids in designing effective instructional strategies. In literature, cognitive linguistics helps explore how readers construct mental images, conceptualize metaphors, and engage with the cognitive aspects of literary experience.

4. Stylistic Devices and Language Expression:

Examination of Stylistic Devices in Literature:

Stylistic devices, ranging from metaphor and simile to alliteration and hyperbole, play a crucial role in shaping the artistic and emotive dimensions of literary texts. Authors strategically employ these devices to add layers of meaning, evoke emotions, and create a distinctive literary style. For example, the use of personification can transform abstract concepts into vivid, relatable entities, while symbolism can imbue objects or elements with deeper, allegorical significance.

Impact of Language Choices on Aesthetic and Emotional Aspects

The language choices an author makes profoundly influence the aesthetic and emotional impact of a literary work. Carefully selected words, sentence structures, and figurative language contribute to the overall tone, atmosphere, and thematic resonance of the text. The use of vivid imagery, for instance, can transport readers into the world of the narrative, while a well-crafted rhythm can enhance the musicality of the prose, adding a layer of aesthetic sophistication. Additionally, the

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emotional resonance of a piece can be intensified through the precise selection of words that evoke specific feelings or moods.

Practical Application:

1. Advertising and Marketing:

Copywriters often use stylistic devices to create memorable slogans, enhance brand messaging, and evoke specific emotions in consumers. Well-crafted language choices contribute to the overall appeal and marketability of products and services.

2. Speechwriting and Public Speaking:

Effective public speakers utilize stylistic devices and language choices to engage and persuade their audience. Metaphors, anecdotes, and rhetorical flourishes enhance the aesthetic appeal of speeches, making them more impactful and memorable.

3. Education and Communication Training:

Teachers and communication professionals can benefit from understanding how language choices influence engagement and comprehension. By incorporating stylistic devices into lesson plans or presentations, educators can create a more immersive and enjoyable learning experience.

4. Content Creation and Storytelling:

Content creators, including writers, filmmakers, and digital storytellers, leverage stylistic devices to captivate audiences. Thoughtful language choices contribute to the overall narrative flow, maintaining audience interest and eliciting emotional responses.

5. Cultural and Literary Criticism:

Scholars and critics employ knowledge of stylistic devices to analyse and interpret literary works. This critical understanding enhances the depth of literary criticism, allowing for nuanced examinations of an author's intentions, thematic choices, and the emotional impact on readers.

Examples of simile, metaphor, alliteration, and hyperbole:

Simile:

A simile is a figure of speech that compares two different things using the words "like" or "as."

Example: Her laughter was like music, filling the room with joy.

In this example, the simile compares the sound of her laughter to the pleasant and harmonious quality of music, emphasizing its positive impact on the atmosphere.

Metaphor:

A metaphor is a figure of speech that equates two unrelated things, suggesting that they share common characteristics.

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Example: The world is a stage, and we are all actors.

In this metaphor, the world is compared to a stage, and individuals are likened to actors. This metaphor suggests that life is a performance, highlighting the theatrical nature of human existence.

Alliteration:

Alliteration is the repetition of initial consonant sounds in close proximity. Example: Peter Piper picked a peck of pickled peppers.

In this alliterative phrase, the repetition of the "p" sound creates a playful and rhythmic effect. Alliteration is often used for emphasis, to create a memorable quality in language.

Hyperbole:

Hyperbole involves exaggerating statements for emphasis or effect. Example: *I've told you a million times to clean your room!*

In this hyperbolic statement, the speaker exaggerates the number of times they've requested a task to emphasize the frustration or impatience they feel. The use of "a million times" is not meant to be taken literally but serves to underscore the intensity of the speaker's plea.

5. **Reflecting and Shaping Cultural and Social Norms:**

Language and literature act as both mirrors and architects of cultural and social norms. Literature, through its use of language, reflects the values, beliefs, and norms prevalent in a society. Simultaneously, literature has the power to shape and influence cultural perceptions by introducing new ideas or challenging existing norms. For instance, the works of Shakespeare reflect Elizabethan societal norms, while modern literature explores evolving perspectives on gender, identity, and diversity, contributing to cultural shifts.

Examples:

Classic literary works like Jane Austen's "Pride and Prejudice" mirror the language conventions of the early 19th-century English society.

The use of formal language and dialogue reflects the social etiquette of the time. Similarly, in contemporary literature, the works of authors like Chimamanda Ngozi Adichie, in "Half of a Yellow Sun," mirror the linguistic diversity and post-colonial influences in Nigerian society, illustrating how literature captures and reflects the intricacies of cultural language use.

6. **Influence of Language on Narrative Structure:**

Language choices play a pivotal role in shaping the narrative structure of literary works. The selection of specific words, sentence structures, and rhetorical devices influences the pacing, tone, and overall atmosphere of a narrative.

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For example, an author might employ a lyrical and descriptive language to create an immersive and vivid setting, while a more succinct and direct language choice can contribute to a fast-paced and suspenseful narrative.

Role of Linguistic Elements in Shaping Storytelling:

Linguistic elements, such as point of view, tone, and narrative voice, significantly impact the storytelling process. The use of first-person narration, for instance, provides readers with direct access to a character's thoughts and emotions, creating an intimate connection.

The manipulation of language in dialogue can differentiate characters, conveying their personalities and relationships. In addition, the choice of linguistic elements influences the overall narrative structure, determining how the story unfolds and how readers engage with the plot, characters, and themes.

7. Influence of Technology on Language and Literary Expression:

Digital Platforms and Social Media:

Technology, particularly digital platforms and social media, has significantly influenced language use in literature. The brevity of social media posts has popularized concise and impactful writing styles. Platforms like Twitter have given rise to micro-literature, where authors craft entire stories within character limits. This technological shift has democratized literary expression, allowing for diverse voices to find a platform and altering the traditional forms of storytelling.

Literature in the Digital Age:

The digital age has given rise to e-books, audiobooks, and interactive storytelling experiences. Literature is now accessible across various digital devices, impacting how stories are consumed and shared. Interactive storytelling apps and platforms encourage reader engagement, blurring the lines between the author and the audience. Technology has become a tool for literary experimentation, with multimedia elements enhancing the immersive nature of literary works.

Applications:

- Online Literary Communities: Platforms like Wattpad and Goodreads provide spaces for writers to share their work and engage with readers globally, fostering a digital literary community.

- E-publishing Platforms: Authors can self-publish through platforms like Amazon Kindle, democratizing the publishing process and allowing for a more diverse range of voices in literature.

Case Studies

1. Shakespeare's Use of Language in "Hamlet":

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In William Shakespeare's "Hamlet," the protagonist's soliloquies, particularly the renowned "To be or not to be" speech, exemplify the intricate relationship between language and literature.

Analysis:

The soliloquies in "Hamlet" are pivotal moments where language becomes a powerful tool for character exploration and thematic development. In "To be or not to be," Hamlet contemplates life, death, and the existential dilemma he faces. The careful choice of words, rhetorical devices, and poetic elements in this soliloquy reveals Hamlet's inner turmoil and philosophical ponderings. The use of metaphors, such as "slings and arrows of outrageous fortune," and vivid imagery contribute to the emotional depth of the character.

Shakespeare's linguistic choices extend beyond mere expression; they become integral to the play's overall atmosphere and dramatic impact. The play's language is not just a means of conveying information; it is a vehicle for exploring complex human experiences, providing insights into Hamlet's psyche and the broader thematic concerns of the play. The dynamic interplay between Shakespeare's language and the literary fabric of "Hamlet" showcases how linguistic nuances elevate the dramatic and emotional dimensions of literature.

2. Jhumpa Lahiri's Cultural Language Dynamics in "The Namesake":

In Jhumpa Lahiri's "The Namesake," the exploration of cultural identity through language becomes a central theme, illustrating the dynamic relationship between language and literature.

Analysis:

The protagonist, Gogol Ganguli, grapples with his name, a symbol of his Bengali heritage in an American context. Lahiri artfully integrates Bengali language elements alongside English, reflecting the character's struggle with cultural assimilation. The use of Bengali words, phrases, and the significance attached to the protagonist's name provide insights into the complexity of linguistic and cultural identity.

Lahiri's narrative choices emphasize the communicative power of language in expressing the nuances of cultural identity. The linguistic duality becomes a narrative device, shaping characters and their relationships. By showcasing the protagonist's negotiation between Bengali and English, Lahiri illustrates how language becomes a dynamic element that influences character development and narrative tension. "The Namesake" serves as a poignant case study in demonstrating how language in literature serves as a reflection of cultural dynamics and a means of exploring identity in multicultural contexts.

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These case studies highlight the dynamic relationship between language and literature, demonstrating how specific literary works utilize linguistic elements to convey intricate themes, explore characters' inner worlds, and contribute to the overall narrative richness. The nuanced integration of language in these examples showcases the versatility of language as a medium for literary expression.

Conclusion

In examining the dynamic interplay between language and literature, it becomes evident that these two entities are intricately woven together, shaping and reflecting each other across time and societal contexts. The exploration of historical, cultural, and technological dimensions has revealed that language is not merely a tool for literary expression but a fundamental component that influences the very essence of literature. From the eloquent verses of Shakespeare to the concise narratives of micro-literature on social media, language's role in literature is both timeless and adaptive.

This dynamic relationship is particularly emphasized in the digital age, where technological advancements have democratized literary expression while simultaneously posing challenges to traditional norms. The brevity of social media posts, the accessibility of e-publishing platforms, and the evolution of language in digital communication have altered the landscape of literary creation and consumption. Despite the debates surrounding the impact of technology, it is clear that understanding the dynamic interplay between language and literature is crucial for navigating the ever-evolving world of literary expression.

Further Enhancements

As we look toward the future, several potential areas for research emerge. One promising avenue involves delving deeper into the influence of emerging technologies, such as artificial intelligence and virtual reality, on literary creation and reception. Exploring how these technologies shape language use and narrative structures in literature could provide valuable insights into the evolving nature of storytelling.

Additionally, future research might investigate the role of language and literature in addressing pressing global challenges, such as climate change, social justice, and cultural diversity. Literature has the power to shape perceptions, evoke empathy, and contribute to societal discourse, making it a potent tool for addressing complex issues.

Understanding the dynamic relationship between language and literature holds broader implications for education, communication, and cultural understanding. It underscores the importance of fostering linguistic diversity, promoting literacy, and adapting pedagogical approaches to meet the evolving needs

of a technologically-driven society. Furthermore, recognizing the nuanced interplay between language and literature is essential for fostering a deeper appreciation of cultural nuances, fostering cross-cultural understanding, and nurturing a more inclusive literary landscape.

In conclusion, the dynamic relationship between language and literature transcends the pages of books; it is a living, evolving entity that continues to shape and be shaped by the societies it reflects. Embracing this dynamism and exploring its future trajectories not only enriches our scholarly pursuits but also contributes to the enduring legacy of language and literature in the human experience.

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Study of "Victory City" and other Novels of Salman Rushdie in the Historic Frame of Indian History

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Abstract

"When you put a frame around things, you intensify them. Experience without that frame is banal."-   Historical framing becomes an essential characteristic that provides a new insight into the formation of popular impressions on readers, and how those impressions are stamped, validated, transmitted, valued, and transmitted and inherited. This approach examines the different ways in which people, spectators, historians, and retrospective interpreters have attempted to interpret events, both in the past and in the present, to make sense of them in the context of their lives and work. History is full of ambiguities. Facts are hard to prove and give rise to many meanings. Our preconceptions, misunderstandings, and ignorance, along with our perception and knowledge, shape the reality. In order to bring history, mythology, and fantasy into the real world, Salman Rushdie employs the magic realism narrative style. In this paper, we will explore how Salman Rushdie uses the historical framework of Indian History in his novel 'Victory City' and other novels.

Keywords: Historical framing, History, Salman Rushdie, Victory City

Introduction

        "Forty years after the publication of 'Midnight's Children', author Salman Rushdie said he believes the India he was brought up in*"is crumbling."*Rushdie, who said it took almost five years to write "Midnight's Children," said both he and the book's protagonist grew up in post-partition Bombay, which he calls*"a beautiful city then and I think happier than it is now without really any measurable communal discord*

        If he had to write "Midnight's Children" today, Rushdie said the situation in India would require writing a darker story." - lite.cnn.com

        In this novel he ran his narrative in the Historic frame of Indian History from 1915-1978. His narrator Saleem Sinai enjoys unleashing his story in the frame of the fixed Historical events.

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The style of Salman Rushdie's fiction is magical realism, which has become a distinct genre. The magic realism depicts fantastical events in an otherwise realistic manner. The use of the style of fantasy realism is used in Rushdie's novels, which show how history, myth, fantasy, politics and reality are all part of a flower as one flower has its own set of petals. His novels, in the same way, provide a flower's fragrance by combining all those petals.

Another important feature of magic realism is metafiction, which examines the impact of fiction on reality, the reality of fiction and the role of the reader between the supernatural elements. Likewise, Historical framing as a background for his narrative becomes an important characteristic that offers a new perspective on the development of popular impressions on reader, how these impressions are stamped, approved, transmitted, appreciated, and inherited - *This approach looks at the various ways in which the participants, observers, historians, and other retrospective interpreters have tried to make sense of events, both as they unfold and over time, in order to make them meaningful to the present in which they live and work.*

"When you put a frame around things, you intensify them. Experience without that frame is banal."- **Stephan Kijak.**

Whether you're telling readers that the story they're about to hear is a true one, based on historical events, based on narrative history or based on counterfactual history, your first point of connection is usually the historical frame.

No matter what kind of history you are talking about, the historical frame is an expression of the physical boundary around that material that shapes the interpretation of that material. Drawing on the framing theories, the theories of Para textual theory, and the theories of classical reception, this paper will unleash the use of events of Indian History as historical frame in Salman Rushdie's novels.

History's got a lot of ambiguity in it. The facts are difficult to establish and can give rise to a number of meanings. Our prejudices, misconceptions, and ignorance, as well as our perceptiveness and knowledge, form the basis of reality. To blend history, myth, and fantasy into real life, Salman Rushdie uses a narrative style of magic realism.

In this work we would look at how Salman Rushdie has depicted the History of India in his "Victory City" and other novels using Historic frame of Indian History.

1. **Victory City**

Victory City has been described as a fictional adaptation of the epic originally written in Sanskrit. Pampa is the narrator and protagonist of the story. The story is partly based on the 14th century princess-poet, Gangadevi. She is cursed with a lifetime of 247 years.

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The story of Pampa Kampana begins with her mother walking into the flames. The women of a small, ruined kingdom, with all their husbands killed in battle, "build a bonfire" on the banks of the river, "say farewell to one another," and "step into death", "quietly and silently." Their burning "took on a cannibal pungency," "sandalwood and cloves also smelled," and Pampa would never be able to eat meat again, not even once, for the next 238 years of her life, during which she would become three times queen and age so slowly that she would look younger than her grandchildren many years later. Pampa was only 9 years old when her mother died. As she walked away from the flames, the goddess whose name Pampa bore visited her, and her powers came to her. A few years later,brothers Hukka and Bukka, herdsmen, pay a visit to her. They were cowherds who had turned into soldiers, and they were on the way from defeat.

Pampa gave a bag of seeds to the brothers, and where the seeds were sown, the air began to shimmer, and a "miracle city" began to sprout, first as palaces and temples, and then as people, whose memories Pampa wanted to be remembered. Entire armies rose from the ground, armed with battle elephants, to defend against sultans in the south of present-day India. The brothers became great rulers in what is now India, first as Hukka and later as Bukka. Pampa married each of them in turn, but her true love turned out to be a Portuguese horse merchant who taught the Sangama how to manufacture fireworks and, in addition, guns.

All this is true in a sense not Pampa Kampana and her seeds, but the mass suicide that happened at the beginning of the 14th century. Hukka and Bukka were real, as was the city they founded, named after Salman Rushdie as the title of his 16th novel, The Victory City. It is Vijayanagar in English, the capital of the empire that ruled the region. Pampa's lifespan is just right, until its decisive military defeat in 1565. Today, the ruins of Vijayanagar are called Hampi, its temples are a UNESCO World Heritage Site, and its architectural remains stretch to the southern tip of the peninsula. The empire's vast armies, reliance on war elephants, and long-standing enmity with the Muslim sultanates to the north are all true, and there were even several Portuguese travellers who noted their travels.

"The Victory City" appears as a manuscript found in a clay pot long buried, in Pampa Kampana's own Sanskrit "great narrative poem": a secret history of the empire compiled by an anonymous contemporary scribe who is neither a scholar nor a poet, but only a spinner of yarns. The world to which Pampa invites is a world of peace, where men and women are equal and all religions are welcomed, but Rushdie's story is being told by someone whose country cannot live up to its ideals forever.

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Hukka and the Bukka claim to want peace but struggle with each other to maintain it and will never be able to overcome their country's intolerance: the strict adherence to a one-true-belief system that destroys the fundamental principles of city plurality.

2. The Enchantress of Florence

The central theme of The Enchantress of Florence is the visit of a European to the Mughal emperor Akbar's court (1556-1605) and his claim that he is a long lost relative of Akbar, born of an exiled Indian princess and an Italian from Florence. The tale travels from continent to continent, from the court of Akbar to the Renaissance of Florence, mixing history, fantasy, and myth. A tall, yellow haired, young European traveller, calling himself Mogordell'Amore, the Mughal of Love, arrives at the court of Emperor Akbar, ruler of the great Mughal empire, with a story that is beginning to fascinate the capital city, one about an unknown woman, beautiful girl believed to possess magical powers and sorcery, as well as her amazing journey into Florence, the far away town.

In the novel The Enchantress of Florence, a woman seeks to control her own fate in the world of men. The story revolves around two cities at the pinnacle of their power, which are unknown to one another: Florence during the High Renaissance, and the hedonistic capital of the Mughals, where the shrewd Akbar the Great battles every day with issues of desire, belief, and his sons' betrayal, and the equally alluring Florence during the High Renaissance, where Niccolò Machiavelli assumes a leading role   as he discovers the true brutality of power through hard experience. 'The Enchantress of Florence' is a stunning book full of wonders that are vivid, compelling, irreverent, bawdy, profoundly moving, and totally engrossing.

3. The Moor's Last Sigh

The story takes place in the Indian cities of Cochin and Bombay. The last Moorish king of Granada, Boabdil, is mentioned frequently in the book and is the subject of the title. The location known as Puerto del Suspiro del Moro, or "Pass of the Moor's Sigh," is where Boabdil last looked upon Granada following his surrender. The narrator's mother and a friend who is an artist both create a painting they both refer to as "The Moor's Last Sigh."

The   book makes   reference   to a wide range of actual historical people and occasions, such as the surrender of Granada by Boabdil, the destruction of the Babri Masjid, the 1993 Bombay bombings, gangster Dawood Ibrahim, and contemporary Indian political groups like the Shiv Sena and Bal Thackeray

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The Moor's Last Sigh chronicles the story of the narrator's family over the course of four generations, and the events that follow will have a lasting impact on the narrator. In the book, the narrator traces the history of his family all the way back to his own life. Moraes, also known as "Moor", is described as an "extraordinary character" due to the deformity of his hand and the fact that his physical aging is twice as rapid as that of a normal person. The book also deals extensively with the relationship between the Moor and the women who share his life, including his first female tutor, his mother, a renowned national artist, his three elder sisters (in addition to his mother), Minnie, Mynah and Ina, and his first girlfriend, Uma.

4. Midnight's Children

Set against the backdrop of historical events, it is a postcolonial, postmodern, and magical realist tale as told by Saleem Sinai, the main character. Fictionalized accounts of history are preserved in a self-reflexive manner. A loose allegory of events in 1947 British Raj India, the novel also covers "The Emergency in India," a 21-month period from 1975 to 1977 during which Prime Minister Indira Gandhi declared a state of emergency throughout the nation.

These events occurred after India was divided, roughly from 1917 to 1977. Saleem Sinai, the story's protagonist and narrator, was born on the day that India gained its independence. He had a very sensitive sense of smell and an enormous, perpetually dripping nose from birth, along with telepathic abilities. There are three books in the novel.

The first book starts with the story of the Sinai family, focusing on the occasions leading up to the partition and the fall of British Colonial India. Saleem is thus exactly as old as independent India, having been born on August 15, 1947, at exactly midnight. Eventually, he learns that every child born in India between 12a.m-1a.m. are endowed with unique abilities on that day. In order to address the cultural, linguistic, religious, and political divides that a highly heterogeneous country like India faced in its early years of independence, Saleem uses his telepathic abilities to put together a Midnight Children's Conference. Serving as a telepathic intermediary, Saleem attempts to understand the significance of the gifts bestowed upon hundreds of geographically separated children. Specifically, children born closest to midnight possess more powerful gifts than other children.

Among these kids are Shiva "of the Knees," who serves as Saleem's adversary, and Parvati, also known as "Parvati-the-witch," who also has a significant role in the narrative.

Amidst the multiple migrations and wars that ravage the subcontinent, Saleem's family experiences these events. Until he goes into a sort of mythical exile in the Sundarban jungle, where he is restored to his memory, he also experiences

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amnesia during this time. He makes contact with his old pals from his youth by doing this. Afterwards, Saleem gets embroiled in 'TheEmergency' declared by Indira Gandhi and the cleansing of the Jama Masjid slum by her son Sanjay. Saleem is imprisoned as a political prisoner for a while; these passages expose his personal power-lust, as well as his harsh criticisms of Indira Gandhi's overreach during the Emergency.

After the Midnight Children's power is exhausted due to The Emergency, Saleem's only options are to gather what little of his life he can find and write the chronicle that includes both his own and his country's history. It is intended for his son, who is similarly bound to history and endowed with supernatural abilities, as well as for his own future generations.

5. **Shalimar the Clown**

The novel describes the transformation of Kashmir from a peaceful and tolerant region into a violent hotbed of extremism and fundamentalism after partition.

The story follows two young people growing up in Kashmir, falling in love, and then being shattered by tragedy, murder and bloodshed. Rushdie uses his signature hyper verbal language and magical realism to explore the roots of violence and how it disrupts and destroys our world. He reveals myths and historical relationships that would otherwise remain hidden. In Rushdie's ninth novel, the history of Strasbourg, the history of Kashmir, the history of India's classical epic Ramayana and a seemingly political murder that is really "personal" are all collated and re-imagined. The story begins in 1993, when former U. S. S. "Maximilian" Ophuls, India's ambassador to the world, is shot and killed by his Muslim driver in front of his Los Angeles residence. It will soon be revealed to the world that the driver is none other than "Noman Sher Noman", a Kashmiri native who was once known as "Shalimar" the Clown.

6. **The Golden House**

The novel takes place in New York and Mumbai. In New York's Greenwich Village, a mysterious billionaire from Bombay moves into a gated community on the day of Barack Obama's inauguration.

Nero Golden, with his implausible name, elusive accent, and palpably eerie aura, has brought his three grown sons with him: the flamboyant artist Apu, the agoraphobic and alcoholic Petya, and D, who keeps a shocking secret from even himself.

René, an aspiring filmmaker who sees the Goldens as the ideal subject, is the neighbour and confidant who tells the story of the wealthy Golden family. René recounts the disintegration of the Golden family: the affluent lifestyle, artistic and fashion pursuits, a dispute between siblings, an unanticipated

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transformation, the entrance of a stunning woman, treachery and homicide, and, in the distance, the discovery of a cunning scheme in India. The Golden House, richly detailed, extravagantly inventive, and full of all the glitz and glamour that gives his fiction the lush atmosphere of a fable, explores the three places we have been, where we are now, and how we got here. The outcome is a contemporary epic about love and terrorism, loss and reinvention—a potent, topical tale delivered with the audacity and style that elevate Salman Rushdie to the status of a beacon of hope in our otherwise hopeless new era.

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Echoes from Below: Reinterpreting Societal Discourse with Working Class Vocalizations

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Abstract

Prominent scholarly consensus posits that literature serves as an expression of society. However, the representation of this expression has often been dictated by the hegemonic voices of society, while the voices of the working class have been continually subdued. The research endeavours to analyse the dynamic nexus between literature and society through the reciprocity which is inherent in their synergistic relationship. This analytical pursuit is anchored within a theoretical framework of working-class literature. The research attempts to systematically scrutinize the complex interplay whereby working-class literature acts and is acted upon by society. This reciprocal action shall be examined on a threefold axis, whose constituent elements include, the role of reflection, social control, and influence, respectively. The initial criterion lays the foundation for utilizing literature as a mirror to gain insight into the conditions of the working class in correlation to the hegemonic voices. The subsequent criterion observes literature as a tool for social control, and identifies the potential social mechanisms that impede the articulation of working-class voices. The final criterion portrays literature as a potent catalyst in bringing about social change and explores possible spaces where working-class voices can find their manifestation and resonance.

Keywords: Society, Working class literature, Indian working class voices, Counterhegemonic discourse, Representation.

Background:

The scholarly examination of the interrelationship between literature and society has been a perennial subject of intellectual inquiry, transcending temporal boundaries. Esteemed thinkers throughout history, such as Plato in antiquity, who pondered over the concept of an ideal social republic, and Madame de Stael, who scrutinized cross-national differences in literature during the emergence of the modern era, have devoted their intellect to this enduring discourse. However, it is

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imperative to recognize that society is a dynamic entity, characterized by continual social evolution. The ongoing transformation of productive forces often clashes with established relations of production, giving rise to new higher relations within the societal framework (Engels 21). This dynamism ensures that social landscapes vary markedly across distinct temporal epochs.

The current social milieu starkly contrasts with that witnessed by Plato and De Stael, as the relentless forces of social evolution propel us into an era characterized by unprecedented changes. Consequently, a fair and scholarly examination of societal discourse necessitates a critical reinterpretation of the dynamic nexus between literature and society. The ensuing arguments will be framed within the context of the new society that emerged post-Industrialization in the 19th century, signifying a transformative phase after the era of feudalism (Marx 23).

The prevailing conception of the term "Society" persists in aligning with hegemonic perspectives within literature, wherein dominant literary works dictate the boundaries of "common sense" and propagate a worldview that is "inherited from the past and uncritically absorbed" (Gramsci 333). This inclination threatens to impose the dictates of social homeostasis upon the broader discourse of society. Antonio Gramsci, in his insightful analysis, argues that the dominant class endeavours to establish a necessary degree of "ideological unity" to secure the consent of the governed (328). The pursuit of this ideological unity manifests in totalizing definitions of literature, that portray it as a metaphor for representing the entirety of the human condition.

While the theoretical underpinnings of Hegemony are rooted in the Western tradition, their manifestations extend to diverse cultural landscapes, as evident in India too. For instance, Vamsi Vakulabharanam observes a conspicuous scarcity of large-scale empirical economic studies measuring the impact of economic and social changes resulting from the liberalization policies of 1991(67). He attributes this scarcity to the dominance of the interests of a particular class, revealing the universal reach of hegemonic influences (67).

As a response to the assimilative tendencies of hegemony, the accommodation of dissent becomes imperative. This alternative or counterhegemonic perspective not only disrupts the prevailing hegemonic narrative but also introduces the potential for transformative change, providing a space for the voices of the marginalized sections of society. Consequently, this research will concentrate on Working-class literature, representing a counterhegemonic stance that challenges conformist ideologies. This research identifies the distinctiveness of the blue-collar, wage-earning sector, for whom, financial assets extend beyond the market valuation of their labour and simultaneously endeavours to articulate their unique conditions.

Two contrasting perspectives define the nature of working-class literature. A more restrictive viewpoint, as articulated by Constance Coiner, claims that working-class literature is a "subspecies of bourgeois literature," characterized by the creation of a "resistance culture in binary opposition to bourgeois culture"(140). In contrast, a broader interpretation, championed by Christopher and Whitson, contend that working-class literature should serve as a "substitute" for bourgeois conformity, reproducing "in literary form, the conditions of the working class" (73). This research aligns with the broader understanding of working-class literature, emphasizing its role in offering an alternative to bourgeois norms by articulating the unique conditions of the working class. Working-class literature, akin to other literary genres, exists in a reciprocal relationship with society. It acts upon society and, in turn, is influenced by societal dynamics. Unlike hegemonic literatures, working-class literature strives to amplify the voices of marginalized sections whose narratives often remain unheard.

In the pursuit of understanding the intricate relationship between literature and society from a working-class perspective, this research employs three prominent theoretical frameworks: the theory of reflection, the theory of social control, and the theory of influence. Within the comprehensive scope of these theories, the research endeavours to examine and analyse the working-class viewpoint on the dynamic interplay between literature and society.

1. **Reflecting the working class:**

The theory of reflection is grounded in social and cultural determinism and excludes personal inspiration (Albrecht 426). This theory highlights the role of literature as a reflection of complex ideas and their interrelationships. Literature, which reflects a vast array of subjects, has been regarded as a mirror or index that represents the values of society (426). It delves into economics, family relationships, climate, landscapes, attitudes, morals, races, social classes, political events, wars, religion, and various other intricate aspects of the environment and social life (426). Literature and art, as per this theory, are influenced by the "mode of production in material life" and the prevailing ideas of the ruling class in any given epoch (Marx and Engels 1). The dialectical process of class struggle, however, ensures that art reflects the tendencies of a rising and potentially revolutionary class. (25, 45, 52-55, 116)

In the context of this argument, the following examples aim to unveil the conditions of the working class in relation to the hegemonic forces in society.
Jim Daniels, in his work *May's Poem* addresses the reality of the workplace through the lens of the lived experiences of the workers. Daniels vividly portrays a physically unpleasant working environment, where the experiences of the workers are dictated

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by a managerial figure symbolizing hegemony (Daniels 62). Building upon this perspective, the theme of John Giorno's work *An Unemployed Machinist,* further elucidates that working-class literature involves a fundamental distrust of authority and an aversion to paternalism—critical tools for sustaining hegemonic control (Giorno 89). These literary expressions thus contribute to unravelling the complexities of the working class's relationship with hegemonic forces within society.

Working-class literature asserts its distinctiveness by deliberately distinguishing itself from middle-class literature, and a notable point of divergence lies in the treatment of individuality. Unlike middle-class literature, working-class literature often eschews the emphasis on individual betterment, highlighting instead the interdependence of social units (Christopher and Whitson 76). Dorothy Allison, in her work *Steal Away*, clarifies that books must not be perceived as a means of individual improvement. The narrator in Allison's work expresses deep seated frustration at encountering books that deny the existence of her own people, the working-class individuals (Allison 84).

The operational dynamics of hegemony are vividly explored in Harold Pinter's *The Dumb Waiter*. The protagonists find themselves confined to a windowless basement room (Pinter 54). Their immobility and marginalization within the building serves as a metaphor for their immobility within the social sphere. The unseen figure, Wilson, can be interpreted as a representative of the dominant class who utilizes the "dumb waiter" as a tool to exert power over the helpless working-class duo, Ben and Gus (58-60). Wilson dictates their experiences through a speaking tube, symbolizing the control wielded by the dominant class.

David Pattie interprets *The Dumb Waiter* as a narrative depicting the "redistribution of resources from the powerless to the powerful," working on a visceral level as food is sent upwards against gravity and normal digestive practice (qtd. in Siddiqui 101). The character of Ben exemplifies the compliant section of the working class, having already consented to subjugation. In contrast, Gus embodies the genuine spirit of the working-class individual, maintaining his class consciousness. This narrative complexity reveals the intricate interplay between hegemonic forces and the working-class struggle for autonomy and recognition.

The condition of the working class in India, while exhibiting slight variations due to the diverse nature of social evolution, is united at the core with the global working class in its resistance against hegemony. In India, particularly in its agrarian context, the majority of the working class is characterized by the peasantry (Sunder). While categorizing the narratives of Indian peasants and western industrial labourers under the overarching term of the working class may seem reductive at first glance, the

shared nature of their subjugation under hegemonic structures often elicits similar responses of counterhegemony.

Terray, a Marxist anthropologist, in this context argues that "By using the idea of classes to understand pre-capitalist social formations, we inevitably reduce the distance separating them from the capitalist formation" (73).

In the context of this research, the peasant working class can be defined as a set of individuals belonging to the categories of "landless labourers" and "poor farmers" (Pranab 76). Mulk Raj Anand's novel, *The Sword and the Sickle*, set in pre-independence India, initiates with the narrative of the protagonist, Lalu, who returns from World War I only to discover that his land has been sold to a Zamindar (Anand 7-42). Subsequently, he joins the Kisan Sabha or farmers union. Lalu, a former member of the petty bourgeoisie class, becomes a subject of exploitation, experiencing a forced downward mobility (45-80). His response comes with the depersonalization of his individual identity and affiliation with the collective identity of a working-class peasant with the goal of staging an effective act of resistance.

Anand's work was set in pre-independence India and hence the peasant mobilizations in this context are directed against an imperialist hegemonic order, differing in most aspects from the post-independence hegemonic order. Nevertheless, it sheds light on the roots of strong class consciousness among the Indian peasantry, exemplified through active resistance movements against imperialist hegemony.

The translation of Sabitri Roy's work into English by Chandrima Bhattacharya and Adrita Mukherjee, titled *Harvest Song*, explores the prospect of a connection between industrial workers and peasants during the inception of the Tebhaga movement. Set within the town of Shivbari, Roy unfolds a narrative where industrial workers who were once farmers subsequently transitioned to working in the Jute Mill. She illustrates that these industrial workers, much like the peasants have experienced capitalist exploitation and are capable of sympathizing with the peasant class given their identical origin. Roy shows how, in the face of shared issues against imperialist hegemony, both groups collaborated in the movement against the Zamindars.

2. Avenues for Social Control:

The conceptualization of literary influence upon societal dynamics has manifested along two distinct trajectories, delineated by the dichotomy of its impact as either beneficial or detrimental. This research endeavours to demarcate the semantic confines of the term 'social control' from the overarching concept of 'influence.' This distinction shall be elucidated by the forthcoming explanation in the subsequent section.

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Within the contemporary milieu, the phenomenon of social control has proliferated as a prevalent societal norm, frequently wielded by the dominant group to advance their hegemonic agendas and amplify their authoritarian discourse. According to Albrecht, the psychological facet of social control entails the mitigation of "anti-social impulses," while its social dimension concurrently serves to "strengthen the social institution of our society" (431-432). Notwithstanding Albrecht's elucidation, a gap persists in the examination of what precisely constitutes "anti-social" inclinations and whether the fortified "social institution of our society" encapsulates the perspectives of the proletariat. Albrecht's omission prompts a critical inquiry into the potential exclusion of working-class voices from this purported reinforcement of social structures. A seminal investigation by Berelson and Salter scrutinizing the portrayal of majority and minority Americans in popular narratives shows a bias favouring the economically powerful stratum, thereby intimating the fact that social control, is perhaps more aligned with the facilitation of hegemony than with fostering social cohesion (188).

Carmichael, in consonance with the broader discourse on social control, arrives upon a definition wherein, social control is conceptualized as an examination of the mechanisms, manifested as "patterns of pressure," which aid the perpetuation of the societal status quo. He contends that these mechanisms serve to "establish and enforce a standard of behavior" for the constituents of society, employing a repertoire of tools encompassing "shame, coercion, force, restraint, and persuasion" to achieve this objective. Carmichael's explication extends to the assertion that social control, wielded by certain social groups, is reactive to behaviour deemed "deviant, problematic, threatening, or undesirable." This orchestration is strategically executed with the overarching aim of consolidating ideological unity.

Further contributing to this discourse, Ross explicates that social control is exercised by formally instituted bodies that are endorsed by societal consensus and yet functions in service of societal interests under "supervision from above" (519). It is imperative to discern that, more often than not, the machinery of social control operates as an instrument to suppress the voices of the working class, employing an array of silencing mechanisms targeted against literature emanating from working-class perspectives.

The application of social control as a tool to stifle working-class ideals finds exemplification in historical epochs, notably during the two "Red Scares" (Martin). This period witnessed a ruthless suppression of working-class ideologies under the pretext of unveiling "supposed communist infiltration" within American society (Martin). Subsequently, the United States has endured a sustained curtailment of

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working-class voices, a consequence of the anti-communist social control imposed by both its civil and political institutions.

The instances elucidated below are examples exemplifying the nature of social control wielded against the articulation of working-class voices:

George Orwell's novella, *Animal Farm*, originally subtitled "A Fairy Story," at first glance, presents itself as a literal beast fable. However, when read allegorically, the narrative alludes to the Russian revolution, symbolizing a subversion of power structures in favour of the working class (Karolides 44). This interpretive dimension led to the prohibition of the novella from classroom teaching at Bay and Moseley High Schools in Florida (44). In 1968, the New York State English Council's Committee on Defenses Against Censorship categorized Animal Farm under "Problems Books" solely due to Orwell's communist affiliations (44). Additionally, in 1963, the John Birch Society objected to the term "masses will revolt" in *Animal Farm* (44), further underscoring the recurrent theme of inhibiting dissent and stifling the aspirations of the working class. Despite the arguable extremity of the call for complete revolution in contemporary society, *Animal Farm* serves as a catalyst for questioning and resisting the imposition of hegemonic consensus.

Howard Fast's historical fiction, *Citizen Tom Paine*, endeavours to revive Thomas Paine's revolutionary fervour and illuminate the authentic roots of the United States' national genesis. Paine's writings in his *Pennsylvania Magazine* addressed diverse issues, including worker rights, taxes, and abolitionism, thereby advocating for the political involvement of the working class (112). Paradoxically, the American Writers Association labelled Fast a "leading Communist" (112). Subsequently, in the 1950s, the House Un-American Activities Committee accused Fast of disseminating Communist propaganda, leading to his blacklisting by the Federal Bureau of Investigation (112). This blacklisting extended to the removal of Fast's works from all public school libraries (111), illustrating the systematic suppression of narratives advocating for the empowerment of the working class.

The system of social control in India, while distinct from its American counterpart, is nonetheless discernible. However, it is not as overtly brutal in its manifestations. While India's history of book censorship is evident, the methods differ from the more aggressive tactics witnessed in the United States. The imposition of restrictions upon certain fringe literature in India often arises in response to instances where such literature catalyzes movements that devolve into indiscriminate violence, thus diverging from the genuine articulation of the ideals of the Indian working class. However, it is noteworthy that in certain cases, literature has indeed been banned when it contravened the hegemonic interests of dominant groups within India.

An example of such censorship is found in the banning of, *The Adivasi Will Not Dance: Stories* by Hansda Sowvendra Shekhar in 2017 by the government of Jharkhand. The ban was placed on the contention that the book portrayed Santhal culture negatively (Datta). The narrative delves into the issue of tribal peasants being displaced from their lands to make way for mining quarries and thermal power plants aligned with capitalist interests. The book elucidates the functioning of ideological state apparatuses employed to persuade tribal peasants that the intended development would be mutually beneficial for both the dominant group and themselves (Shekhar 167-189). It unveils an attempt to broker consensus with the tribal peasants to establish ideological unity, while concurrently addressing fringe elements through repressive state apparatuses. It is noteworthy, however, that the ban on the book was lifted merely three months after its imposition (Pandey), thus highlighting the infrequent nature of direct censorship trends in India.

Ankita Gupta examines the implicit mechanisms of social control within R.K. Narayan's novel, *Swami and Friends*, particularly in the context of the Indian school system (1). Gupta highlights the disciplinary measures imposed on Swami and his peers for absenteeism and for responding out of turn (4). She draws a parallel between the culture of passive obedience prevalent in the school system and the analogous obedience expected in office environments, inferring that this culture serves broader hegemonic interests wherein opposition to dominant leaders and groups invites punishment or disciplinary measures (3).

Gupta further contends that the examination-centric and competitive nature of the educational system, as depicted in *Swami and Friends*, mirrors the social systems under capitalism (4). In this parallel, an individual's existence is predicated on their performance, emphasizing the paramount role of efficiency in the role of an employee. This fictional educational framework, with evident imperialist roots (4), subtly and effectively facilitates the establishment of an ideological consensus among young children who are seen as potential workers.

This fictional educational system portrayed within the novel, serves as an efficient tool for the interpellation of young children, from the working class, into subjects of subjection. Through a meticulous process akin to menticide, their inherent working-class ideals, class consciousness, and potential for dissent expression are systematically eroded. Consequently, these individuals are reduced to mere cogs in a capitalist machine. This shows the insidious nature of social control in shaping the ideological landscape within a space.

3. Theory of Influence:

The present research adopts a focused perspective on the term 'influence,' delineating its application within the realm of positive transformative outcomes.

Literature, characterized by its capacity for unrestricted expression, becomes a powerful medium for constructing narratives that articulate dissent. The manner in which dissent is articulated, as elucidated by Altun, possesses the potential to shape public opinion, steering it away from prevailing hegemonic consensus (389). Altun contends that literary change, far from being a mere theoretical construct, has actively participated in altering cultural norms, shaping public sentiment, and advocating justice throughout historical epochs, primarily through the evocation of "empathy" among readers (389).

This research uses three approaches for analysing the mechanisms that affect literary change.

i. The initial approach elucidates a cause-and-effect relationship between literature and social change, asserting its autonomy from other variables.

ii. The subsequent approach conceptualizes literature as a collective agent collaborating with other social, political, and economic institutions to indirectly facilitate transformative shifts.

iii. The first two approaches are inherently static in nature and retrospectively trace accomplished reforms within a material reality. The third approach however, examines reform as a perennial process. This dynamic perspective envisions literature as a medium that anticipates potential spaces for future reforms, thus embodying an incessant transformative process.

The Three Approaches:

i. Within the purview of the first approach, scholars such as Albert Guerard advocate the notion that literary ideas serve as precursors and guiding forces for political movements and societal reforms. Guerard's examination identifies a direct cause-and-effect correlation between literature and social change, exemplified in Johann Wolfgang von Goethe's novel, *The Sorrows of Young Werther* (Guerard 387). Guerard contends that the novel, particularly its portrayal of existential turmoil, precipitated a series of suicides, establishing a palpable influence on subsequent societal actions. Likewise, Upton Sinclair's *The Jungle*, depicting the squalid conditions of immigrant workers in the U.S. meatpacking industry, stands as another example. However, while Sinclair's work prompted the enactment of federal food inspection laws, it did not yield explicit reforms for the labourers. Similarly, Charles Dickens' *Hard Times* illuminates the exploitation and dehumanization experienced by factory workers during the peak period of industrialization (Butwin 182). Joseph Butwin implies that this novel of Charles Dickens played a direct (and primary) role in catalysing various

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societal actions, including the formation of societies and financial contributions towards social reform (167).

A critical appraisal of this method would involve the acknowledgement of the limitations of envisaging literature as a solitary force capable of independently instigating social change, particularly for the working class. Albrecht aptly argues that the perceived mechanical cause-and-effect relationship between literature and society cannot entirely undermine the entrenched hegemonic systems within a society (430). Such an oversimplified perspective risks overlooking the intricate and multifaceted dynamics that govern societal structures.

ii. The second approach offers a more pragmatic viewpoint, it portrays literature as a collective agent functioning as a positive catalyst in facilitating substantial social change. An illustrative example in the Indian context exemplifies this perspective, notably the transformative impact of working-class literature on Jawaharlal Nehru. Nehru's pivotal role as a prominent figure within the largest national political party during the pre-independence era, and later as the Prime Minister of independent India, significantly shaped the political landscape of the nation.

In this context, the influence of literary works, particularly those rooted in working-class perspectives, played a pivotal role in shaping Nehru's ideological orientation. The writings of Marx, in particular, provided Nehru with insights into the exploitation faced by workers and peasants, unveiling the existence of class antagonisms within society (Bhambri and Bhamberi 134). His intellectual engagement with communism prompted him to endorse a social organization founded on socialist principles, albeit not overtly communist, as a preferable alternative to capitalist principles (134). It is crucial to note that Nehru did not align himself explicitly with communism; however, his intellectual affinity towards the Marxist scientific method exerted a profound influence on India's national policy (143). This example demonstrates the role of literature as a collective force shaping the intellectual affiliation of influential figures and, consequently, influencing broader national policies.

iii. The third approach challenges the static nature of reform, asserting that it transcends historical accounts and material realities, extending into anticipatory spaces where its manifestation is yet to unfold. Embracing a dynamic perspective, reform is portrayed as an ongoing process, constantly evolving, and striving to permeate the boundaries of material reality. Consequently, any literary work possessing an engaged readership and

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seeking to cultivate resistance within diverse societal institutions or society at large is deemed to have initiated a reformative process. Within this framework, literature that articulates the grievances and aspirations of the working class, particularly in opposition to hegemonic systems, becomes a prolific source. Such literary endeavours, aimed at advocating for the working class and challenging prevailing power structures, contribute significantly to the ongoing efforts of reformation.

Mulk Raj Anand emerges as a fervent advocate for a politico-administrative movement against hegemony, as manifested in his novels. A notable example is found in *The Sword and the Sickle*, where Anand suggests a radical approach. Here, he envisions the working class undertaking a political movement explicitly aimed at dismantling entrenched hegemonic powers (Bald 483). Subsequently, the working class would assume control and implement reforms, including the equitable distribution of land and resources (484).

However, such forceful and abrupt societal changes can be subject to steep pitfalls as they may replace old prejudices with new ones, as seen in the historical context of Stalinist Russia. Effective reform must commence with literature and within literature. Literary modes provide a more thoughtful expression of the ideals of social reformation. Thus, a prerequisite for societal transformation lies in initiating a literary reform within the broader hegemonic discourse while emphasizing the crucial role that literature plays in shaping and guiding social change.

Arundhati Roy, in her critical essay *Shall We Leave it to the Experts*, exposes the biased nature of literary scholarship perpetuated by hegemonic industries, operating on exclusionary principles. Roy argues that such scholarship serves as a tool through which dominant groups perpetuate and enhance their influence, contributing to the stagnation and decline of the working class. She advocates for the potential of the working class to nurture social change within the realm of the "politics of resistance." Roy contends that literary expression, particularly in the form of dissent, serves as a powerful means for the working class to counter hegemonic narratives and contribute to transformative societal movements. In this context, literature becomes a vital avenue for the articulation of dissent against prevailing hegemonic forces.

Urszula Clark's work, *A sense of place: Variation, linguistic hegemony and the teaching of literacy in English*, is based upon the examination of the linguistic hegemony prevailing in school classrooms, particularly with respect to dominance of standard English dialects (63). She notes a substantial linguistic divide, between the standard and the working-class English dialects respectively (64). Clark contends,

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while considering dialects as reflections of cultural backgrounds, that students from working-class origins should not be reprimanded for their linguistic choices if they are able to effectively articulate an intended message (65). Proposing a potential avenue for social change, Clark advocates for the inclusion of local cultural contexts in classroom settings with the view to "foster grassroots literacy" (68). This measure, she argues, has the potential to amplify the voices of working-class children, fostering in them, class consciousness and values of resistance that stand counter to hegemonic systems demanding unconditional linguistic assimilation through the eradication of working-class dialects.

The translation of Gurdial Singh's Punjabi novel, *Parsa*, by Rana Nayar exemplifies an innovative approach to counteract cultural hegemony. Nayar's translation aims to internalize dialectics, directing them "inwards" rather than outward, toward physical mobilizations (237). This unique strategy transforms consciousness into a battleground where working-class interests actively challenge hegemonic forces. The novel seeks to overcome class hegemony not through "exclusion or rejection" but through "inclusion" (Nayar 237). However, the novel clearly distinguishes its notion of "inclusion" from the notion of passive assimilation which the dominant group aspires to establish. Towards the end of an inclusive approach which prioritizes the interests of the working class, the novel employs cultural memory as a structural device, constituting an effective counter discourse against hegemonic literatures (Nayar 239). Unearthing cultural sources such as folk stories, songs, and narratives from the peasant class, *Parsa* presents these elements as potent tools of resistance against hegemonic structures that dictate the cultural norms in India (Nayar 240). The novel stands as a compelling example of leveraging cultural heritage to confront and subvert prevailing hegemonic forces, embodying an inclusive and assimilative approach to cultural reform.

Conclusion:

In the culmination of this research that was undertaken with the objective of reevaluating the interplay between literature and society through the prism of working-class literature, several noteworthy insights have been discovered. By employing the lens of the theory of reflection, it became apparent that the challenges faced by the working class transcend geographical boundaries, revealing a global pattern of exploitation and suppression. The voices of the global working class were often stifled by hegemonic forces, intent on assimilating them into an ideological consensus that predominantly serves the interests of the dominant class. By examining the societal dynamics through the theory of social control, a dichotomy was noted between the functioning of social control mechanisms in the Indian and American contexts. While the American dominant classes resorted to overt

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censorship tactics such as blacklisting, banning, and persecution, their Indian counterparts predominantly employed implicit social control mechanisms. This subtler approach aims to draw the working classes closer to an ideological consensus portraying this consensus to be natural. The theory of influence proved itself to be a multifaceted terrain that unravels itself on accord of the diverse interpretations of the term "influence." The cause-effect approach, was found to be circumstantial, and overshadowed by its pragmatic limitations. The collective approach, while pragmatic in its outlook, diminished the centrality of literature, and emphasized the predominance of other socio-political factors in effecting social change. The third approach, was found to be the most suitable form of influence for bringing about social change. Characterized by its holistic nature, it introduces the concept of anticipatory spaces which portray literature as the primary agent of social change. This approach envisions transformative potential across a vast array of spheres like politico-administrative, literary, linguistic, and cultural spheres.

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Impact of ChatGPT (Artificial Intelligence) On English Language Learning

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Abstract

ChatGPT, an AI Revolutionized Model for Language Learning.ChatGPT (chat generative pre trained transformer) a commanding language model developed by open AI (ARITIFICIAL INTELLGENCE) It is designed to carry conversation, responsive, aid with tasks and stimulate inhuman interaction in simple and understandable way . even though the chatGPT features are limited that might not give a all rounded development for all the language skills i.e., (LSRW) in this current era as technology continues to advance ,chatGPT capabilities may be extended the their features . However chatGPT its highly capable to learn a language even with the current features with this language model we can learn language and make ourselves better in pronouncing (phonetic spelling), learn grammar and vocabulary and more... the study shows that and how chatGPT can helps to enhance English language learning and assessment? How chatGPT impacts teaching and learning the English language? What are the major distinctions between chatGPT and other apps and the impact on language education?

Keywords: ChatGPT, OPEN AI, language learning, Ed-tech, language skills language assessment

Introduction:

In this diverged culture and advanced or technical world language plays an curial role not only in education but for business, diplomacy, computer and for the unity among the masses. Learning a single language that is global English language it is essential because English serves as lingua franca. As author Henry Hitchings says in his book " The Language wars :A history of proper English (2011) As we know that English the global language and it is important to its Global ambition . Effective communication plays a vital role these days whether writer , entrepreneur or a student enhancing communicating skills is mandatory . There are

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number of ways to learn English language   coming up with this constantly changing world there are loads of materials , social media networks , Also these days We can see language learning models (LLMS') actually ruling this era everywhere the the word chatGPT is buzzing around along with this   LLM some of other language learning models   for instance   ELIZA (1966) LAMDA (language model for dialogue application) (2021) BERT (2018) are some of the Large language models have been affecting search for years and have been brought to the forefront by ChatGPT and other chatbots. chatGPT is used for deep learning techniques   to produce inhuman responses   by text inputs in a conversational manner.

 Additionally ChatGPT serves as a valuable resources it act like a companion and as tutor language learners are mostly search for companion   and for the good explanation of each mistakes so chatGPT   capable of explanation is irreplaceable.

Future more   ,chat GPT can be useful tool   for expanding learners capability it helps to articulating learners thoughts which is essential for language learning

Moreover it helps the learners who are unable to connect with native speakers or who cannot afford the premium course or else who have the inferior complexity to learn socially

However concerning English language acquisition. ChatGPT effectively helps the learns in the acquisition of reading, speaking, and writing skills of the learners there is no visual or audio feature but when it comes to learn pronunciation we should request the sounds it will provide phonetic description . Though it as limited features it receive positive responses   many studies confirmed that chatGPT has positively influenced language learners for instance   a study conducted by jamal kaid mohammed ali and team in 2023 they were collected samples from 80 teachers and students .

When we look into second side of the coin   AI in education faces other issues human monitoring and misuse .

ChatGPT TUTORING

In current trends the educational world has been bustle with chatGPT ,for personalized education for students or learners   With emergence of these artificial tools such as chat GPT every learner interested owing a personal tutor which is more flexible and access the information at anytime   .

Crompton said "AI is all brain and no heart. There's a human aspect that should always to be added in"

ChatGPT is merely follows the prompts of course it handover all the answers that we have questioned As Crompton said AI is all brain and here's come with attachment A good tutor makes students to learn in flexible environment tutor

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should understand the emotional status then nurturing them in the learning environment.

"if we do not have teachers, tutors caring adults to guide students in how to ask questions … I think we lost," said marks of saga education .

Ways to use chatgpt to learn English

1. Start with simple prompts .Generating creative writing prompts can improve your thinking process
2. Use chat GPT for clear your doubts which you get on daily basis .
3. create sentence with new vocabulary to learn and practice using in the context

Chat GPT can breakdown the language barriers

As we know Language barriers i.e difficulties to communicate due to different languages or dialects. However chatGPT can help bridge the gap. It carries multiple languages and can provide translation for various text inputs.

However ChatGPT is not useful for beginners who are completely zero English language especially vast countries like India cause chatGPT offers limited language edition in India for every 200kms we can see a multiple cultures and languages, dialects some language don't even have scripts(letter) so human tutor is needed .

Embrace chatGPT for better writing

ChatGPT can be our virtual writing assistant helps to improve our writing skills by generating ideas creating content, framing the sentences without grammatical errors ,paraphrasing or writing stylish paragraphs and even for proofreading

POTENTIAL IMPACT OF CHATGPT ON LANGUAGE LEARNING

1. **ENRICH VOCABULARY TEASURE** : By using chatGPT the user can expand the vocabulary weight   by getting instant learning synonyms ,antonyms making sentences on particular sentences
2. **SEEKING GRAMMAR RULES** :chatGPT help us to learn grammatical rules for example   just by asking to generate a text using a certain tense or grammar or we can also prompt the specific part that we did not understand it will provide information with examples.
3. **CONVENIENT AND EASY ACCESSIBLITY** : Chat GPT is very convenient and we can access it from anywhere and at any time   24/7 to practice .and it allowing users   to integrate language learning   seamlessly into their daily lives.
4. **CONVERSATION DRILLING :** chatGPT provides a platform that one can gain fluency it will engage in realistic conversations users can learn to express ideas coherently and gain confidence in navigating different linguistic contexts.
5. **INSTANT REPORT** : chat GPT response onspot or an immediate report

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that means users receive immediate correction for pronunciation, vocabulary grammar and prevent the reinforcement of errors

6. **SUPPLEMENTING FOR TRADITIONAL LEARNING** : ChatGPT is a supplementary learning tool it's a complement traditional language methods .learners can use the models to reinforce lessons from textbook

7. **FLEXBLE   ENVIRONMENT** : comparatively with traditional language learning with limited resources chatGPT is more flexible and convenient with instant suggestions . language learners often struggle with receiving timely corrections but here we can clarify ,rectify immediately this makes learner more flexible or convenient without hesitation even though they can use it in there busy schedule .

8. **CONSISTANCY**: chatGPT provides numerous features for easy access for it users this features enabling them to make consistent progress

9. **CONCURRENT** : Instead of depending on pre written dialogues or exercises , language learners can use chat GPT   and enter On situations based prompt so the learner can gain real time conversation experience this will allow the learners to learn in a more authentic and dynamic way.

10. **CUSTOMIZED** : ChatGPT provides personalized language experience as mentioned about learners can access on time/ real time   situation   the artificial   intelligent bot (chat GPT) can understand   and respond to individual learners' needs and abilities   chatGPT   Can adjust levels of responses to match with each learners' level and learning style

While chat GPT can be a valuable tool for English learning but we should remember it should not be the only source for language practice even we can see many possible ways still there are many cons . to develop well rounded in English language skills , the learners should engage in real –life conversation ,

ChatGPT'S IMPACT ON LANGUAGE EDUCATION

ChatGPT Is an ideal tool for language teaching in the classroom chat GPT has a potential to have a significant impact on language education in the classroom by offering new and   in more innovative ways to teach and learn English language .

As a tool of assessment :

For example , by analyzing learners input chat GPT provide teachers with deatalied information about learners language level strength and weaknesses

 Conducting Activites : with chatGPT Due to its natural language understanding and responses   we can also be used to create interactive language learning activities among the students   like language games ,quizzes, puzzles this we make the learner learning experience more engaging and enjoyable .

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Example :

- ➢ Instructing students to generate creative writing prompts for story ideas
- ➢ Create sentences with specific grammar structures for students to analyze and correct
- ➢ Give a word and ask for synonyms ,antonyms and sentence formation with the particular words

Lacking confidence in social interaction: The chat GPT create a lively text based conversation where they cannot gain a real-life experience when they engage in real life conversation they can't give proper eye contact and proper body language all these leads them to fear when they communicate in real life

Moreover chatGPT'S potential to respond like a human and supplying authentic texts ,fostering skills and customized content in fact while AI technology has advanced but research on chatGPT's role in language teaching is limited. and also many studies found that the chatGPT is lacking quality or accuracy so there should be human validation.

Followed by that is also lacked the human touch as we believe in power of human presence and emotional connection . It also rose worries about losing student creativity and critical thinking.

Moreover close monitoring of student knowledge and skills alignment with school curriculum and oversight of titors assure quality interaction

EXAMINING ChatGPT Vs OTHER SOURCES FOR LANGUAGE LEARNING

CHAT GPT VS GOOGLE

ChatGPT

- ChatGPT uses advanced ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING ALOGORITHMS
- The models's ability to understand and respond to natural language
- chatGPT language processing capabilities are very advanced
- chat GPT is limited to the information it was trained
- The format of output produced by chat GPT is just text based in a conversation manner
- ChatGPT provide information as well as rectify the grammatical mistakes and give instant feedback

GOOGLE

- Google is a search engine uses " RANKBRAIN" i.e machine learning based algorithm

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- Google delivers the relevant search results based on the keywords and phrases and user search queries
- Google language processing capabilities are advanced
- There is no limitation for knowledge
- Google format of output not only the text but also voice and visuals but doesn't engage in interactive conversations
- Google is more about retrieving information from the web it won't considered mistakes or rectifying a errors (grammatical mistakes) from the user

Chat GPT VS GOOGLE BARD

- ChatGPT and Google BARD both are most advanced artificial intelligence (AI) bots how ever there are some differences.
- Chat GPT aims to generate opinions that sound inhuman conversations and produce ideas to related topic

- ChatGPT   is premium even though it offers for free trials for thrice than charges with a few dollars of subscription
- Chat GPT is trained on vast-internet based text data based , including books, articles and web content
- Bard focuses on the context and meaning of questions from users, organizing ideas logically to get better results
- Bard is currently free
- Bard is trained on a training dataset probably know as infiniset for conversations and dialogues
- Google bard it build by google LAMDA technology

ChatGPT   V/S OTHER RESOURCES

- As Hendry Hitchings says , learning English " internationally the desire to learn it is insatiable" the craze for English raises like a wave

1. As Robert Philipson punchily says " English for business is business for English "
2. In this tech epoch Many resources are available to learn English language like numerous app
3. (applications) you tube channels , social medias and many more to earn and learn and learn and earn
4. Some of the apps lik CAKE ,DUOLIGO, AND CAMBLY

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5. Focusing on the one of the apps (applications) cambly which is unlike chatGPT it is not limited for conversational text . rather than we may see multiple learning dimension the key difference between the cambly and chatGPT

6. Cambly involves live video interaction session with native speakers emphasizing on spoken language but chatGPT text-based focising on writing communication skills

7. With Cambly learners can practice speaking and receive instant feedback on pronunciation whereas chatGPT is context –aware response

8. Feedback mechanism both chatGPT and cambly provide instant reinforcement to its users

9. Cambly user can gain real life interaction though chatGPT produced human like responses its mere a text based.

CONSIDERABLE CHALLENGES AND CONCLUSION

1. Our language showcase our beliefs ,ideas and customs indirectly implies our culture so it cannot be separate the language and culture and understanding cultural context is needed for effective language practice chatGPT may not reflects the current cultures cause it was trained pre 2021 knowledge . if we can observe the cultural references such as idiomatic expressions ,proverbs , and social etiquette are changeover the time . if we followed by this we outdated data we may encounter challenges that especially when we are encounter the contemporary culture nuance and references .

2. chatGPT stimulate and provide responses like human but it lacks with human like emotions or cultural nuance chatGPT responses as formal way rather than flexible situational based language so the learner can acquire the language in academic way rather than using it in dynamic or real –life interaction

3. chatGPT primarily text based learning majorly neglecting the other language skills listening and speaking skills especially pronunciation intonation and listening comprehension .

4. language is social activity so the language learners should be allowed to interact with a diverse culture or group of people where in chat GPT language learners may lead to social isolation in the learning process

5. chatGPT in language classes may leads to insecurities like critical thinking /mind or creative insights

6. campareing with chatgGPT even though it response like human but cannot be fully replicated there is undeniable value of a teacher a teacher can encourage students when they struggle and appreciate on their accomplishments and provide them personalized instructions .

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7. Learning with chatGPT is a passive way of learning the chat based learning status a completely relaxing activity when the leaner encounter in real life situations they are lack with confidence .

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The Impact of Media in learning English language
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Abstract

Media is the most important part and responsible for impacting our everyday life. Today the whole generation depends on media for the reason needed things in their daily life. Media is the very source of mass communication. It plays very informative role in our life. The print media mainly the newspaper had been used in the world for a long time, but thereafter newspapers cannot deliver as important messages compared the radio, photography, and film. Electronic media is a platform that can be used to share video or audio materials for viewing and listening by the audience in the classroom. Improvement in technology has made electronic media more accessible and its use has grown significantly in recent years.

Learning a foreign language is a strenuous task for students across the Globe. Students often show lack of enthusiasm to learn new languages. The instructors or teachers have to find different ways to keep the students engaged and attentive to the class. Traditional teaching methods cannot keep students engaged and interested in foreign languages. Media-supported learning has demonstrated its ability to make classes interesting and fun for students. There are several media devices and online learning platforms available to support English language learning. Various media devices comprise computers, laptops, smart phones, stem-based video games; the online video videoconferencing software includes Zoom, Google Meet, Skype, etc. Each device and software has its unique quality to support language learning. The study conducted at government institutions of Wanaparthy town at different levels of language learners to investigate media impacts on learning the English language in different contexts.

Keywords: Media, Print Media, Electronic Media, software, technology, Language learning, videoconferencing & smart phones etc.

Introduction:

Media has transformed the way that people communicate during the 21st century. This occurrence has transformed society in a globalized world by impacting

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social interactions, financial institutions and ways of completing transactions, ways of communicating as well as the educational sector. This study focuses on the impact of media in learning English at the three different levels of learning of the participants. The study shows the way electronic media helps to increase standards of language learning skills. However, certain limitations are there in utilizing electronic media for conveying emotions and decision-making. Besides the constraints, the media showed noteworthy importance in creating a platform for learning English as a second language. The students utilized electronic media as a way of interacting and solving desired problems. English is hugely used in the very recent pandemic situation when the educational system depends upon online mode. Due to the pandemic no schools, colleges, or universities are not opened of the reason of pandemic then the study process is sifted on the internet or online mode. The teachers and students also helped with the online mode. The teachers and staff upload videos on the internet for students they do not want students are not suffering from the pandemic situation they can continue their studies with the help of using the media.

In the present situation, English is the most common foreign language all over the world. In the teaching and learning process under the educational system, English has played an important part. It is considered an international language for any kind of reason. English is always creating significant attention from society. To give access and use of trending technological and scientific resources for study, note the demands of the era of information internet which is on English, exchanging all kind of national or international proposal, opinion, interaction or plan English plays a vital part. For those reasons, English has been involved in the national curriculum of schools, colleges, and universities. Collecting the data on teaching English in all of the academies along with the result of teaching English, researchers and authorities have found so many positive points of learning the English language.

Definition of media:

The definition of media has come from medium, which is a singular form of media. The media refers to the channels of communication with society. Social communications mainly depend on spreading things such as music, news, movies, promotional message, educational videos or relatable things, and other types of data. The mentioned things are spread in large amounts physically, and by media such as television, online magazines, newspapers, radio, FM, telephone, posters or ads, fax, and the internet (Bedford et al., 2019).

According to the social communication system, media is divided into various types of ways that help to easily communicate with society. But the various ways are divided into two main categories they are print and broadcast. The internet has also been included in media and it plays a huge role to communicate with society even in

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recent years. All of the global news, movies, etc., are distributed with help of the internet all over the world. The first category is print media. This media is included several types of printed things which is mainly used for publications such as journals, newspaper, reports, magazines, and books. Another hand, the second type of media, or broadcast media is more spread media compared the print media. The broadcast media most probably is since from middle times of the 20th century respectively.

MEDIA AND ENGLISH LANGUAGE LEARNING:

Learning a foreign language is an arduous task for most students. It is especially evident in the case of English language teaching in India, where the students have to learn English as a second language. English is not the mother tongue in most provinces and students demonstrate a reluctance to learn English due to various factors. Regular classroom teaching is often boring and learning depends on the language skills of the learner, the educator's innovation in teaching, and proficiency. Effective teaching materials and techniques such as visual aid, audio-visual aid, online materials, and media aids have the potential to make the class and learning more fun for students and grow interest in the language. Previous studies have indicated that these techniques and materials may be the possible solution to growing interest among students and aiding foreign language learning (Asika et al., 2018). The shift from traditional methods to a more pragmatic approach like media-based learning can facilitate the overall learning process and aid the educator to surpass own limitations and guide the students in the right direction.

Literature Review:

At that time, the total education system of both teaching and learning had shifted towards hybrid and remote learning models. So, the media played a very vital role in the learning and teaching of English at the secondary level of education. In this situation, several platforms of media were used to offer effective instructions in the English language, increased the engagement of the students, gave needful motivation to the students in the depressed situation, and confirmed the contentiousness of the teaching and learning process in the challenging situation.There are several kinds of available video conferencing platforms. Those are Microsoft Teams, Google Meet, and Zoom. By using such platforms, the teachers of secondary schools conducted, virtual classes during that period. Also, in this way, they could keep connections with students and share study materials through the modes of audio and visual such as PowerPoint slides, images, and other related videos. So that students could get help through this type of education. Teachers could able to create a dynamic and interactive environment of teaching and learning that led to effective ways of learning and teaching of English language.

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The development and expansion of media have rapidly changed the interaction and communication of people, thereby attracting attention in an unprecedented scale. This paper reviews the relevant literature on media and its impact on learning the English language, to yield a better understanding of how it has transformed the way people communicate, acquire and use information. The extensive use of smart phones, laptops, and tablets along with prosperous social media applications has perhaps availed rich linguistic input at the fingertips of their users and has contributed in the production of comprehensible L2 output (Al Jahromi, 2020; Pikhart and Botezat, 2021).

According to this article blended learning is the recent trend. This trend suggests that in this there is a merged method used for teaching and learning the English language. As per this practice, there is the simultaneous use of physical interactive teaching and the virtual model of teaching. Thus it is a very well-known and acknowledges method.

The author of this article has suggested that the physical method of learning English alone involves several disadvantages. Similarly, the teaching of the English language through the teaching method also included few shadows (Albiladi,&Alshareef, 2019). Through implementing blended learning both of their shadows can be converted into a positive point. Blending methods to teach and learn the English language include several other important aspects that help both the tutor and the learner gain a better meaning of the language. It provides more opportunities to learn about the language as this technique includes traditional learning opportunities along with creative teaching abilities.

In the overall view, the author has insisted to shift the focus more toward the bending method of teaching. Along with that it also has been recognized that the traditional method of teaching learning and the digital method of teaching-learning individually is less successful. However, by mixing both methods one can easily learn or teach the language without facing the normal disadvantages oriented with it.

Another scholarly article has recognized that there is an increasing demand in learning the English language and the language is gradually shifting towards the global language. Apart from that the article has also suggested that technology is a growing field in teaching and learning the English language (Elaish, et al., 2021). In modern days mobile learning is an essential requirement among the youth to make them understand the language easily. This article follows the process to study the growth of this technology among the user to learn the English language. As the article suggested that English learning is very important to interact globally. Learning this language provides the individual to understand several aspects of life. It is significantly important due to the reason that English is considered a universal

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language for every domain. Especially this English language is the basic and default language of recent day technology. Therefore it is very much required to learn this language. Apart from these, several other aspects got highlighted in this article (Elaish, et al., 2021). This article has recognized several aspects of this domain. This article has mentioned three factors that were very much required and useful for the review analysis. These factors include the type of learners, the types of language skills involved, and the size of the learner group. All these factors are very crucial to address. However, the author has beautifully implemented and addressed all these factors in this article. According to this article, mobile learning is very much important in the busy schedule of modern people. This method of teaching and learning of English language is very much important for covering huge distances and learning from a restricted area.

In overall terms, the article has explicitly defined the importance of learning the English language for students. In this, the author has portrayed the use of the English language. It also has recognized several important factors oriented to the teaching and learning of English as an important language. Apart from that the article has also demonstrated that considering the group size of learners along with the level of learning is another important aspect of this study.

Several other researchers have explained their view on the field of modern methods that are implemented to teach the English language. This English language has several important applications in several sectors of education and employment. This article has suggested that English as a language holds an important position in this world. The group of researchers has studied about this and according to their studies, English does play a major role in the growth of a person in both academic and work fields. It discusses several methodologies that are followed in several regions of foreign. This has explicitly demonstrated that there is a wide range of methodologies that have been used in foreign to understand the focus of learners during the learning of the English language. It also demonstrates several problems oriented within these methods. Few of the methods included only the traditional outlook of teaching, which missed several opportunities for innovation in making the learners understand the language.

According to this article, there are several solutions oriented with the methodologies that concentrate on the transformation of the traditional methodology to innovative digital learning techniques. However, there are other problems oriented with this type of focus shift. As the sole shift to online learning involves the severe issue of reduced interaction of learners with the trainers and tutors. According to the research findings, several types of technological implementation aid learners to learn about the important aspects of the English language (Ahmadi, & Reza, 2018).

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Although it was suggested that complete dependency on either of the methodology involve several risks for teaching the language it was recommended that the portion where the traditional methodology lagged be covered by technological advancement and the position where the technology has lagged could be covered by the traditional methods.

Therefore there are several implementations involved in teaching and making a learner understand the English language. As the learner needs to understand the language. Thus this article has beautifully covered all this knowledge.

Objectives:

*To find out how media plays a crucial role in promoting language learning skills

*To assess the use of social media opportunities to develop language learning skills

*To identify the impact of media in learning English at different learning experiences levels of the students

*To assess the use of media in crisis situations

*To know and understand the advantages of media in the day to day lives

*To find out use of technology by the language learners

Method:

This study was conducted at the three different levels of learners at high school, intermediate and graduate students of government institutions of Wanaparthy town. The participants are native speakers of Telugu language. The method adopted for this study is questionnaire, consists of 15 questions, is administered through Google form to students Whats App group to find out the impacts of media and other networking websites in learning English language.

Sampling:

For this study the questionnaire is the tool that is used in order to collect the data from the participants. The information for this study was gathered through the questionnaire, Google form sent to the students Whats App group, consists of 15 questions. The data was carefully examined; the sample comprised 307 responses from different language learners. All the participants taken for this study belongs to different government institutions of Wanaparthy town in Telangana state, India.

Questionnaire:

The participants who participated to answer the following questionnaire for this study are as follows.

1) Can you deliver messages through media?

2) Do you feel that media is given priority to written form than spoken form of English?

3) Can you use a dictionary, when you come across new words?

4) What kind of social media do you use in learning English?

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5) When do you usually use media in learning English?

6) How social media can make language learners effective?

7) Do you think media has helped you in learning English during pandemic times better than   that of other times?

8) Do you practice English grammar exercises by using media?

9) Do you follow any special apps to learn English?

10) How can we improve English vocabulary?

 11) How can media influence you in learning English?

12) Do you have prior experience with online learning before pandemic?

13) When do you read a story or comprehension passages? Do you try to understand?

14) What type of print media would you use for language learning?

15) Which area of English do you want to improve through media?
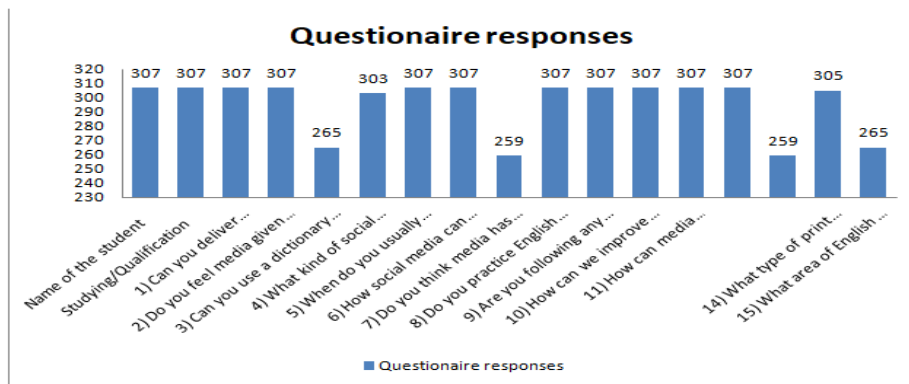
Data analysis & Interpretation:

        The purpose of this study was to examine the students learning standards in English by using various media platforms. The results of the study were structured based on learning outcomes of language learners. The Questions applied to improve the questionnaire. It examined Media's impacts, language skills, and crisis situations, opportunities, learning tools, technology and advantages of learning a language.

As we know that for this article the data has been collected through questionnaire, it showed that 53% of graduate students stated that they use media for different cases. 24.4% of the students use media to learn English language at intermediate

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government institution level, similarly with 22.5% high school participants use media as a communication tool for learning English.

Results reported that the majority of students are interested in using media as an educational tool and that almost for improving the language learning abilities. 67% majority of participants stating that they can deliver message through media YouTube is the major source used platform with 67% of the participants using it for learning purposes.

It reported that media has given priority to return form them spoken form of language with 61% responses. It also reported that majority of the participants with 61% very often the use dictionary, when they come across new words. Participants usually used media during their own specific time at home, the other participants replied to use media in classroom atmosphere also.

Most of the participants replied that they make language very effective, when the easy to understand it. Some of the participants also replied, it is very easy to learn when they new English vocabulary.

Majority of the students were agreed to practice English grammar exercises by using social media platforms with 58%. Participants with 24.9% were neutral in this regard.

It is also stated very really participants are following online apps for learning English. Majority of the participants with 50% recommended that with help of online dictionary only they can improve English vocabulary. Some of the participants were also used offline dictionaries.

It is also replied majority of the participants don't have prayer experience with online learning before pandemic terms media influence learning English with 45% participants thought that media has helped in learning English better during the pandemic times.

Participants were differently answered they wants to improve pronunciation, vocabulary and reading through media with 30% each. They also use newspapers and books mostly for language learning; very they follow magazines and posters finally the stated that they understand reading comprehension passages very easily. Our results also showed that media helps to improve learners' understanding of how to use their English language skills and ability to practice inside and outside the classroom in the real world.

Studying/Qualification

307 responses

- High school student
- Intermediate student
- Graduate student

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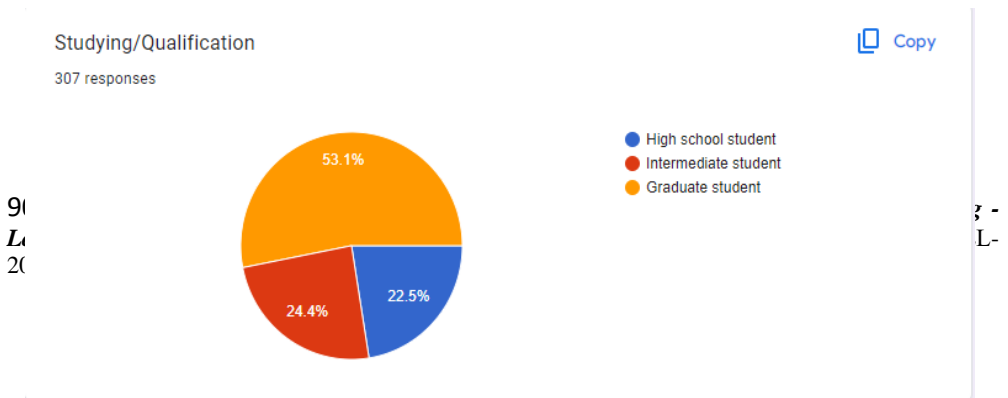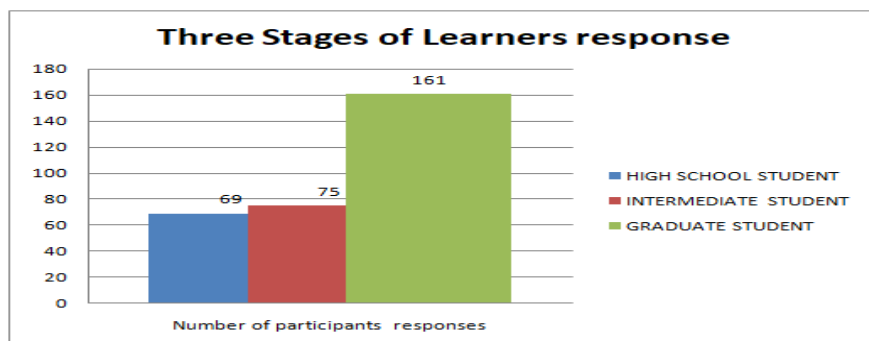
Findings:

As language learners, social media helps pupils to gain new knowledge and be updated with latest happenings around the world. Participants also have access to media to improve language learning skills.Students stated that their parents encourage them to use media to expand their English and life/soft skills and be equipped with current knowledge. They agreed to continue to use media in their daily life because it is helpful for studies and improves quality of living.Digital tools allow learners to expand their social circle,while being enthusiastic in learning English language.

- Media became learning accessible to everyone.
- Majority of the students use media and they give more priority to writing than speaking.
- Very rarely all three levels of participants use an English dictionary.
- Media has helped learners a lot especially in pandemic times.
- Many participants use online English apps to improve their English communication skills and vocabulary.
- Majority of participants prefer print media for reading newspaper/magazines and books..
- Usage of language-learning apps to improve the language skills.
- Lack of teaching staff in using ICT tools in the institutions.
- Most of the students strongly agreed that social media was a good platform for learning.

Conclusion:

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The pandemic initiated a disastrous effect on the education system. Nevertheless, electronic media played a pivotal role in providing the best possible benefits in providing the platform to teach and learn English. Throughout known history, human civilization was riddled with infectious outbreaks of animal-borne diseases. At present time, English has spread into several types of new domains. English has also given opportunities to learn new and innovative functions. English language is highly important, due to the spread of all over world, it has become a symbol of the power of politics and holds a position in the society. But in recent days, English represents the knowledge of science, development, and modernization.The investigated issues become major problems in the present situation. Due to the lack of learning English language with appropriate skills, students do not have the confidence to express themselves by speaking fluently a foreign language gradually. After considering their poor result, it is clear to authorities that for the reasons students cannot communicate in the English language. The gap is made by the lack of paying attention to the teaching learning process.

Media is not only used for world-wise information, it is also used in academies such as a textbooks. The storybook is also important and it is important for readers who love to read various types of books, and novels. The biography of a legendary man and historical things are also spread with help of print media. Print media can help people more educated with provide the knowledgeable thoughts and accurate information. In schools, colleges, offices, and even at home everywhere media emerged. Media is a good source of social communication, it is the most important for today's generation. Media can make our daily life easier.

Recommendations:

Media is an integral part of education system, there are many different ways to use media for education inside and outside of the classroom. The power of media is to make anything accessible in simple mode.

- Instructors use live streaming classes for the students those who cannot attend the class and can join the online or review classes later.
- Recorder classes also very benefit to the learners and they can access it in their own specific time.
- English practicals for students at high school and intermediate level should be enable to improve their English communication skills.
- Students should be make to read newspaper every day in school/college classroom.
- Writing blog posts should also be taught.
- Use media effectively for learning purposes and less use for personal.
- Promote peer interaction in the classroom.

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- Keep the students informed and up to date with topical real world news events.
- Introduce language labs starting from High school students.
- Inter school level language competitions should be conducted.
- Digital/virtual classrooms should be enable from every levels of the students.
- Organize English motivational /soft skills training to students for their progression.
- Participants are suggested to use the English learning apps like, Memrise, Babbel, Busuu, Fluent U, Udemy, Hello English etc.

There is also a need for further study on school level/college level students and their   affective conditions of using media for their academic performance.

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Life Skills In The Process Of Teaching And Learning
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Abstract

The purpose of this paper is to discuss the incorporation of life skills into the teaching of English as a foreign language, the efficacy of teaching English subject using a life skills approach, the students' attitude towards the teaching and learning of English through life skills, and how life skills influence both teachers and students in the process of teaching and learning. In Indian educational institutions, students are taught a variety of vital units, including vocabulary, English abilities (including writing, reading, listening, and speaking skills), pronunciation, grammar, and other parts of the language. Therefore, the faculty of English should be creative to develop strategies of teaching as well as approaches and methods as components of the growth of the English curriculum. It is possible that it will motivate English teachers and writers to explore the evidential state of schools and students in order to address the issue of life skills for teaching English.

Keywords: Life Skills, Language Study, Incorporating Productive Skills in the Teaching- Learning Process

Introduction:

The purpose of this paper is to discuss the incorporation of life skills into the teaching of English as a foreign language, the efficacy of teaching English subject using a life skills approach, the students' attitude toward the teaching and learning of English through life skills, and the ways in which life skills influence both teachers and students in the process of teaching and learning. In educational institutions, children are usually taught a variety of vital units, including vocabulary, English abilities (including writing, reading, listening, and speaking skills), pronunciation, grammar, and other aspects of the language. Therefore, teachers of English should be creative in order to develop strategies of teaching as well as approaches and methods as components of the growth of the English curriculum. It is possible that it will motivate English teachers and writers to explore the evidential state of schools and students in order to address the issue of life skills for teaching

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English.

Personal life skills, academic life skills, social life skills, and occupational life skills are the four categories that might be included in the category of life skills in education. There is an expectation that these life skills will be included in the instructional process across a wide range of topic areas for students attending elementary, secondary, senior high school, and university levels of education. According to Depdiknas (2006), the implementation of all life skills in their entirety to students has the potential to develop the students' individual knowledge in relation to the skills, which in turn has the ability to further increase the students' knowledge and competence in all aspects of environmental life.

Why Life Skills?

It is hoped that by the time the children step out of school, they will have acquired a number of talents that they have acquired during their time in school. It is possible for pupils to develop the self-assurance necessary to face life, particularly when it comes to working if they have many experiences of the life skills they learned in school. Because the resources of English learning that are provided to the students are linked with their individual knowledge, life skills are able to safeguard the students' future lives. It is said by Johnson, Elaine B. (2009) that "life skills encourage the students to have critical thought and creative action."

In the educational process, the system of learning through life skills is the educational method that assists students in understanding the meaning of anything that is presented in academic materials. The children learn by making connections between the academic subjects they are studying and the setting of their everyday lives. Take, for instance, the backdrop of one's personal, social, and cultural existence (Sousa, D. A.: 1995).

A project-based learning strategy is developed by the teachers in this scenario. This strategy is organized in a methodical manner in order to ensure that the acquisition of subjects, particularly mathematics, science and technology, the indian language, and the English language, may be carried out in the most effective manner possible. According to Starr and Zahnier (1982), the processes involved in establishing a strategy are as follows: (1) developing a learning strategy; (2) conducting an analysis of the students' personalities; (3) developing job sheets for the students; (4) developing and preparing the necessary learning resources; and (5) conducting evaluations and developing methods for performing evaluations.

Taking into consideration the concepts discussed above, the concept of life skills in education centres on the study of physics, society, cognition, and the environment. It also encompasses the skills of reading, writing, and accounting.

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These abilities enable people to cultivate positive and harmonious connections with one another as well as with the places in which they live. It is expected of someone who possesses social life skills, for instance, that they will be able to possess responsible and saved acts, the ability to make accurate decisions, the ability to communicate effectively, and the ability to protect or sustain life in any condition. According to Bowen and James (2007), the objective of building human life skills using a holistic approach is to assist individuals in leading lives that are successful, productive, and satisfying.

To put it succinctly, the purpose of incorporating life skills into the process of teaching and learning English is to assist students in cultivating meaningful relationships with other individuals. In a constructive manner, they are able to regulate their feelings and increase their engagement in a wide variety of activities that can contribute to their social life (DBE3 USAID: 2008).

An example of a social life skill that is the topic of study are the following: working together as a team, taking responsibility for the group, participating in both local and global culture, doing fair work, working in groups, demonstrating social responsibility, engaging in social contact, developing one's physical potential, practising discipline, maintaining emotional control, and leading a healthy life. In order for the kids to feel like they are taking responsibility for their work as a group, it is expected of them to collaborate with their friends in various groups. Within the context of their studies, the students make an effort to search for and discover the answers to the task together. They can implement and apply the social contact in the study in a fair manner, which will allow for the development of both the physical and prospective work in a healthy manner through the utilization of discipline and emotional control.

Following are some questions that can be used to formulate the difficulties, which are based on the hot concerns of basic life skills that were discussed earlier. (1) What are some ways that practical skills can be incorporated into the process of teaching and learning English to speakers of other languages? (2) To what extent do English teachers incorporate life skills into the process of teaching and learning English? and (3) Under what circumstances does the effectiveness of life skills influence the attitude of students during the learning process? In order to provide academic evidence that social life skills play a systematic role in influencing the rise of learners' cognitive, emotional, and psychomotor abilities, these questions need to be investigated.

Life Skills for the Nature and Dynamics of Writing Poetry

According to Hasbullah (2003), poetry is a medium through which one can convey their ideas, thoughts, knowledge, and experiences, as well as the art of

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expanding science and technology. Poetry possesses significant powers to excavate human potential in the process of learning. According to Arsyad and Azhar (1999), it has the ability to carry out the inner potential of an individual to be developed for social life, politics, science, and technology alike. Moreover, poetry is typically utilized for the purpose of expressing love, criticizing politics, providing constructive criticism to leaders, governments, morality, the utilization of science and technology, laws, regulations, social life, and a variety of other topics (Dick Davis: 1996; AinunNajdib, Emha: 1992; Jodhy, Setiawan: 1998; and Soekarno: 1967).

According to Brookfields, S.D. (1987), the purpose of writing poetry is to "draw an imaginative awareness of experience expressed through meaning, sound, and rhythmic language choices in order to evoke an emotional response." In light of this, poetry can be incorporated into the instructional process at schools for students who are not learning English because it has the potential to influence the students' ability to develop their English vocabulary and communication skills. The students are able to unleash their inner potential by mastering the ability to express their ideas and views in a competitive manner.

Poetry is a great way for people who are learning a language other than English to improve their life skills, such as their personal, social, academic, and occupational life skills. The learners' capacity to write poetry can be supported by these skills, which the learners can use. Through the process of learning, in which the learners are required to be trained directly by their teachers, it is possible to achieve the combination of writing poetry with these life skills (DBE3 USAID: 2008).

There are a number of personal life skills that are necessary for producing poetry, including personal confidence with knowledge, logical thought, personal learning skills, personal belief, self-potential, self optimal, acknowledgement of personal identity, and personal behaviour (Kafi Hamadan: 1626; Rendra: 1998; Rahman Arge: 2001). The teachers of English are obligated to establish a connection between the personal abilities of their pupils and the growth of poetry instruction. (DBE3 USAID: 2008 & 2009) The students' personal life experiences serve as a source of inspiration and motivation for them to develop their own literary competency in the course of their study of poetry.

When it comes to creating poetry, the social life skill that is most important is to assist students in developing positive relationships with other people. In a constructive manner, they are able to regulate their feelings and enhance their engagement in a variety of activities that involve composing poetry and can contribute to their social life (DBE3 USAID: 2008 & 2009).

Teamwork, group responsibility, social contact, developing physical potential, discipline, emotional control, and a healthy living are the focal points of social life skills in the nature and dynamics of writing poetry (Thomas Herbert: 1627; George Puttenham: 1589; Abu Sa'id: 1492). These are the things that are the focus of social life skills. It is expected of the students that they will collaborate with their peers in a group setting in order to develop a sense of group responsibility in the process of composing poetry. Within the context of their study of poetry writing, the students make an effort to search for and discover jointly the answer to the task. They have the ability to implement and apply social contact in the study of writing poetry in a fair manner, which allows for the development of both the physical and potential work in a healthy manner through the utilization of discipline and emotional control.

The purpose of incorporating academic life skills into the process of creating poetry in a natural and dynamic manner is to assist students in acquiring scientific abilities. For instance, mastery of technology and analysis is required to achieve success in formal education and in the workplace (DBE3 USAID: 2008 & 2009).

Having the ability to think critically, creative thoughts, problem-solving, the ability to use technology, scientific skills, strategic thoughts, communication skills, making decisions, research skills, and exploration skills are all examples of academic life skills (Sousa, D.A.: 1995). Academic life skills are related to the mastery of knowledge, scientific thoughts, learning skills for long life, critical thoughts, creative thoughts, and problem-solving skills.

Learners are provided with the technical skills and the manner of behaviour that are necessary for the profession through the acquisition of vocational skills in writing poetry in a natural and dynamic manner. Skills that are specific to a person's chosen job are referred to as vocational skills (Alvermann, D: 1996). Examples of occupational skills that can be acquired through the process of studying poetry include but are not limited to, the following: lumbering, farming, electrics, handicraft, automotive, business skills, information and communication technology, cooking, home industries, and a lot of other talents (Armstrong, T: 1968).

According to Wena and Made (2009), teachers have the ability to ask a few specialized professionals to visit their classrooms and share with the students both the theory and practice of the abilities in question. It is possible to ask the students to compose poetry in the classroom using their own thoughts after they have received the essential knowledge from the experts. Following that, they will be able to present their English poetry to the class and discuss with the other students the primary message that is conveyed by the poetry.

According to some scholars, who study English poetry, they never combine

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it with the development of English vocabulary and communication abilities through the use of life skills in the classroom. For the purpose of fulfilling the curriculum implementation for learning English as a foreign language, they conducted a study on the learners' interest in producing poetry using the questionnaire. There were schools in Java, Sumatra, and Bali where they conducted their studies.

In light of the nature and dynamics of the abilities necessary to create poetry, I wish to urge teachers of English to conduct research into the ways in which students who are not native English speakers can improve their vocabulary and communication skills through the use of poetry in the classroom. The formulation of questions for this topic includes the following: (1) to what extent does the character and dynamics of writing poetry boost the learners of English vocabulary in non-English language learners such as those in countries like India? (2) To what extent do the character and dynamics of composing poetry contribute to the development of English communication skills among individuals in the world who are not native English speakers? And (3) Is there any evidence that non-English language learners, such as those in India, have made considerable progress in terms of their English vocabulary and communication skills in relation to the nature and dynamics of producing poetry?

The objectives of the recommendation are: (1) to investigate the nature and dynamics of writing poetry in the increase of non-English language learners of English vocabulary in India;
(2) to investigate the notable significant improvement of learners' English communication in India; and (3) to find out the influence of nature and dynamics of writing poetry toward the increase of non-English language learners in vocabulary and communication

Conclusion

When it comes to the teaching and learning process of English as a foreign language in India, particularly in junior high schools, life skills will be an innovative strategy that will be utilized. In the first place, there is a significant expectation placed on English teachers that they would be able to use this strategy to enhance the utilization of innovative English learning. The second benefit of teaching life skills is that it will encourage rapid innovation and skills among English teachers, and it will also be able to pique the attention of students in joyfully learning English. In a third point, life skills will have the ability to transform the way teachers think, shifting them from a traditional approach to an innovative one. In conclusion, life skills, which include personal, academic, social, and vocational abilities, will be an intriguing and novel method to increase students' accomplishment, and it has the potential to encourage instructors' creativity in the process of teaching in particular.

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A Brief Study on The Role of Personality in socio – Economic Conflict Management

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Abstract

The Influence of Personality on Socio economic Conflict Management Style. It is an inevitable aspect of existence. Pecchioni, Wright, and Nussbaum (2005) argue that encountering conflict in childhood is crucial for a child's development, as it enables them to understand that individuals might hold various perspectives. As individuals mature, they concurrently cultivate inclinations and methodologies for navigating their surroundings. Given that conflict is an inevitable aspect of life, it is imperative to employ at least one of these tactics to effectively handle conflict. Researchers have established that individuals generally possess a favored conflict style, which, as stated by Hocker and Wilmot (2014), arises from an intricate combination of personal features and past experiences—both influenced by both upbringing and inherent characteristics. Various interpersonal and intrapersonal elements are thought to influence individuals' conflict management choices. It has been noted that individuals tend to adapt their conflict style based on the specific circumstances of the conflict, despite having their own favored styles. It is common for individuals to employ different conflict styles when interacting with their family members at home compared to their colleagues at work. Observations have shown that individuals may employ different conflict styles during a single conflict episode. For instance, an individual might initiate a disagreement by evading it, then progress to exerting dominance, and then conclude the conflict by adopting an integrating approach. The present study shows how the socio economic conditions brings conflict in the management.

Keywords: socio economic, environment effect, cultural barriers and financial difficulties

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103   Proceeding of A Two-Day International Conference on "*Emerging Practices in Teaching - Learning of English Language and Literature: A Journey from Theory to Praxis*." (ICEPTLELL-2024) on 1st & 2nd February 2024, Govt. City College, Hyderabad

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Introduction:

Scholars have been interested in studying the impact of intrapersonal qualities, such as personality, on individuals' preferred conflict style. This discussion will examine the literature on personality traits and the way individuals handle conflicts.

The focus of this discussion is the influence of personality traits on one's preferred approach to managing conflicts. The avoiding conflict style, often referred to as withdrawing or suppressing, is characterized by a minimal amount of care for both one's own interests and the interests of others involved in a conflict. The objective and aspiration of this approach is to evade conflict by whatever means necessary, and it is viewed as being indirect and uncooperative. Behaviors linked to an avoidance style encompass the act of disengaging from the conflict scenario, either by physically or emotionally distancing oneself. The strategies employed to psychologically disengage from a conflict include denial, making indirect or evasive remarks, diverting the conversation to a different topic, or utilizing comedy as a means to evade confronting the conflict (Gross & Guerrero, 2000). A clear drawback of this approach is that it entirely precludes the opportunity for personal development or any advantages that may arise from resolving the problem. Consequently, an individual employing an avoidant style may also be seen as indifferent towards the issues or the relationship (Rahim, 2001).

Hocker and Wilmot (2014) assert that although conflict is commonly seen as negative, it can really have a good impact on relationships. Therefore, if all conflict is deliberately avoided, it can harm a relationship. They additionally assert that refraining from engaging in conflict might result in adverse consequences, such as detrimental effects on one's health, for the one who adopts this approach. However, this style does have certain benefits. By temporarily evading an issue, individuals can enhance their comprehension and develop a strategic approach to resolving the issue. Compliant. The conflict management technique that prioritizes the interests of others over self-interests is referred to as obliging or smoothing. This conflict style is commonly employed by those who prioritize harmony and prioritize the interests of others over their own needs (Gross & Guerrero, 2000). Typical behaviors associated with the obliging style involve disregarding one's own personal demands in favor of the other person or the relationship, allowing the other person to make decisions, relinquishing one's own position, or conceding to the other party. An accommodating approach can be highly beneficial, since it appears to mitigate the negative consequences of conflict, and in specific circumstances, this approach can be favorable. For instance, if an individual is aware that they have harmed someone else, displaying a readiness to fulfill the other person's requirements signifies the

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significance of both the relationship and the other individual. Similarly, when the matter holds little importance to one party, adopting an obligatory approach is frequently the most suitable course of action. Nevertheless, this approach also possesses clear drawbacks. constantly yielding to someone who constantly employs a dominant conflict style is detrimental to both the relationship and the person who is accommodating. Consistently accommodating another party can result in sentiments of bitterness, and just like avoidance, if conflict is never resolved, neither the relationship nor the individuals involved can experience the advantageous outcomes that might arise from conflict.

Integration/ Collaboration. The integrating style of conflict management is evident when individuals exhibit a significant degree of consideration for both their own interests and the interests of others. Additionally, it can be perceived as emphasizing the collective resolution of issues. Gross and Guerrero (2000) observed that acts associated with an integrating approach often include both analytic remarks and conciliatory statements. Analytic remarks encompass descriptive, disclosing, qualifying, or information-seeking words directed towards the other party. On the other hand, conciliatory remarks involve demonstrating support, making compromises, and accepting responsibility. The primary objective of communication in this method is to effectively and satisfactorily resolve the problem while fully maintaining the relationship between both parties (Gross & Guerrero, 2000). This approach aims to appease all parties involved, necessitating their openness, honesty, and willingness to communicate. When this technique is effectively employed, individuals can fully reap the advantages of actively participating in conflict. Through mutual exploration, individuals can gain insights into each other's personalities and their own, fostering a deeper connection and personal development for both the partnership and the individuals involved. Nevertheless, integration does possess certain drawbacks. Occasionally, in situations where prompt choices are necessary, one may endeavor to employ the integrating/collaborating approach. The integrating style of conflict management is observed when individuals exhibit a significant degree of consideration for both their own interests and the interests of others. Additionally, it can be perceived as emphasizing the collective resolution of issues. Gross and Guerrero (2000) observed that acts associated with an integrating approach often involve both analytical statements and conciliatory remarks. Analytic remarks encompass descriptive, disclosing, qualifying, or information-seeking words directed towards the other party. On the other hand, conciliatory remarks involve demonstrating support, making compromises, and accepting responsibility. The primary objective of communication in this method is to effectively resolve the problem in a manner that satisfies both parties and maintains the relationship intact

(Gross & Guerrero, 2000). This approach aims to appease all parties involved, necessitating their openness, honesty, and willingness to engage in communication. When this technique is effectively employed, individuals can fully reap the advantages of actively participating in conflict. Through mutual exploration, individuals can acquire knowledge about each other and themselves, fostering the development of a more robust relationship and personal growth. Nevertheless, integration does possess certain drawbacks. There are situations where using the integrating style to resolve conflict is not possible due to the need for quick decision-making. Similarly, there are times when it is not worth the time and effort to utilize this style if the relationship or issue is not of high importance (Hocker & Wilmot, 2014). Exercising control or striving for superiority. Individuals that prioritize their own interests over others' interests in a confrontation are employing a dominant style of conflict management. This style is characterized by the utilization of position, power, aggression, verbal dominance, and tenacity (p. 206). It is commonly linked to a mindset that focuses on winning at the expense of others. The behaviors exhibited by this style are assertive, noncompliant, and straightforward. Behaviors commonly linked with this style include criticism, accusations, aggressive questioning, denial of one's own responsibility, blaming others, and making threats. Within interpersonal contexts, the dominant style, also known as the competing or distributive style, has been found to be ineffective and inappropriate. Individuals who employ this style are often perceived as lacking concern for others and frequently disregard or overlook the needs of the other party, resulting in the other party feeling marginalized. Nevertheless, there are instances, such as when individuals are compelled to assert their rights or advocate for their convictions, where a dominant approach might prove advantageous. Conceding. The compromise style of conflict management differs from the other four methods by exhibiting a moderate level of care for both self-interests and the interests of the other party, as opposed to high or low levels. The objective of compromise is to identify a middle ground, an intermediary stance, that presents a resolution acceptable to all parties involved. A person who compromises will give more than a person who dominates, but less than a person who is obedient. Additionally, the level of communication and exploration in a compromise situation is higher than in an avoidant situation but lower than what is observed in an integrative one. When individuals possess divergent objectives and are unable to cooperate in order to devise a solution that will fulfill all of their requirements, compromising is frequently regarded as the most favorable course of action. Compromise is not universally the optimal approach for conflict resolution, although it can be effective in situations where alternative techniques prove unsuccessful.

Four additional studies examined the connections among personality traits, conflict style, and various factors such as task effectiveness or motives (Aliakbari & Amiri, 2016; Barbuto, Phipps, & Xu, 2009; Macintosh & Stevens, 2007; Park & Antonioni, 2007). These studies yielded significant findings as well. Barbuto, Phipps, and Xu (2009) examined the connections among personality, conflict styles, and efficacy. The researchers discovered a direct correlation between agreeableness, openness, and the utilization of the integrating conflict style, hence validating Antonioni's (1998) previous findings. Additionally, it was discovered that both personality traits and conflict management approaches had an impact on different components of leaders' performance. Park and Antonioni (2007) employed a distinct methodology, initially examining the correlation between conflict styles and personality and subsequently exploring how an individual's conflict style is influenced by the conflict strategy employed by the opposing side. The data revealed significant correlations between integration and agreeableness, extraversion, and neuroticism, while showing a negative correlation with openness. Dominating behavior was found to be negatively correlated with agreeableness and positively correlated with extraversion. Obliging behavior was positively correlated with agreeableness, while extraversion was negatively correlated with both obliging and avoiding behavior. Notably, this study found that the reciprocity of the other party's approach had a substantial impact on one's conflict strategy, indicating that the behavior of the other party influences how one responds. Macintosh and Stevens (2008) examined the relationship between personality traits and conflict resolution tactics within the customer service domain. While certain findings indicated potential connections between personality factors and conflict style, they did not reach statistical significance. This finding was unexpected, given that all previous studies indicated the presence of at least one link. Nevertheless, this research was confined to a certain category of interaction, therefore potentially leading to biases. In their study, Aliakbari and Amiri (2016) examined the impact of personality and concern for face, which refers to individuals' positive self-perception, on conflict style. Upon analyzing the impact of personality, it was discovered that personality traits indeed influence one's preferred conflict style. Individuals who employed an integrating or dominating approach, both of which necessitate a certain level of assertiveness, were found to be the most influenced. Notably, the data gathered for this study also showed that situational factors have an impact on how people handle conflict.

Conclusion:

While there is a lack of consistency in the findings of many studies, the literature examined in this research provides significant insights into the comprehension of interpersonal conflict. An essential outcome of this research is that

personality and conflict style are not isolated entities. The literature demonstrates that a wide range of additional factors—both internal and external to the person—have an impact on and influence these elements. The complexity of humans is astounding, and they are susceptible to multiple influences at once. Under these circumstances, scholars may discover that if a study were replicated exactly, distinct associations or outcomes may arise. Nevertheless, additional investigation is required to enhance researchers' comprehension of the derivation of favored conflict management techniques. It is crucial to acknowledge that each study examined in this analysis has certain limitations.

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Navigating the Digital Frontier: Harnessing ICT for Future Education

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Abstract

The goal of the teaching and learning procedure is the development of the learner as a whole. Researchers and administrators have long worked hard to improve the caliber of learning experiences for students in order to support their learning. Teachers' interest in understanding more about the circumstances, factors, and mechanisms involved in human learning is reflected in the recent evolution of learning paradigms over time. Instructional tactics have always been modified and adjusted as a result of the application of current concepts of acquiring knowledge. Technology makes it possible for students to acquire knowledge by themselves using a variety of resources, including electronic devices and coursework. As an outcome, the process of learning and teaching is now more fruitful and significant. ICT supports real-time communication between educators and students through e-mail, chalkboard sessions, e-learning, online learning, CD-ROM, TV audio-videotape and other means. It also keeps students informed and improves the skills and abilities of educators. Professionals and students can now engage in blended learning that even reaches remote places and gives students an almost real-life encounter while studying thanks to edusat technology.

Keywords: Technology, e-learning, communication, knowledge, ICT

Introduction:

Since the beginning of the existence of humans, individuals have been active in imparting, acquiring, and creating knowledge. The method of teaching and learning has emerged as official and organized as the content of learning expanded to include more and more aspects. The requirement for techniques and approaches to improve the quality of teaching first emerged. Teachers and educational administrators have been worried about how to make teaching and learning more effective for decades. These days, the introduction of technology has led to breakthroughs and societal transformations that have completely altered the ways individuals engage in daily life, and believe (Grabe, 2007). Technology has significantly altered how people engage within the educational system globally and has emerged as a necessary

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component of the majority of educational institutions. Recent developments have made it possible for educators to creatively use modern technology to maintain records of student progress and results, establish learning objectives, design learning materials and educational methodologies, provide guidance, incorporate ongoing evaluations, and give necessary assistance as per student requirements.

The use of technological advancement for educational purposes has also been given priority under India's 2020 New Education Policy. The policy encourages for providing technological infrastructure, the setting up of electronically stored databases and virtual classrooms, the creation and enhancement of online classrooms and tools, teachers must be trained to create high-caliber online content, the planning and execution of online tests, and the establishment of standards for curriculum, material, and technology for the teaching and learning of content online.

With the introduction of modern technological innovations like Kindles and other e-books, interactive classes, online learning, digital and enhanced reality, and the use of artificial intelligence (AI), the field of education has seen a dramatic transition worldwide. ICT is regarded as a crucial instrument for creating technologically advanced societies (UNESCO, 2003), and in particular, it may be used in schools and colleges to assist reconstruct the systems and processes that contribute towards successful learning for every student.

The concept of teaching and learning has altered with the introduction of ICTs.

ICT has the ability to improve the management, learning, teaching, and dissemination of knowledge while also lowering costs and increasing accessibility to educational resources. Therefore, educational institutions should make significant changes to current teaching methods and materials in order to enhance the learning atmosphere and help students develop habits and skills for continuing education throughout their lives. ICTs are useful and effective instruments that can support this goal, and every educational institution should have them.

In this regard, the One Laptop per Child (OLPC) initiative, created by MIT researcher John Negroponte in the United States, could serve as a shining instance. A paradigm change in both subject matter and teaching techniques might result from proper implementation of ICT to change all aspects of teaching and learning. ICT has the capacity to bridge boundaries and spatial limitations. The use of ICT in educational institutions has had a significant positive impact on learning outcomes. It's commonly accepted that integrating ICT will enable us to increase educational accessibility and affordability. Improving the standard of learning opportunities available to students located in rural and distant sections of the country will result

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from greater involvement for ICT in classroom instruction. This will increase democracy in the educational system.

Using ICT to Improve Classroom Instruction:

Utilizing technical tools like laptops, cell phones (such as smartphones and tablets), megapixel cameras, social networking sites, software, and internet access to help students acquire the material more deeply is known as incorporating technology in the learning environment.

As smartphones, internet access, as well as various technological amenities become more widely available nationwide, Indian educators have become increasingly accustomed to utilizing technology in the educational environment. Faculty members are currently conducting experiments with methods of encouraging learners to go transcend text-based and parametric the learning process.

The contribution of technology in education has changed from providing a computer in every classroom to incorporating it into the means by which topics are explained and evaluated. EdTech is providing teachers with efficient methods to connect with a variety of learners and evaluate how well learners comprehend in multiple ways. As a result, learning becomes more student-centered and enables learners to interact with one another on tech-related tools.

ICTs facilitate education at anytime and anyplace. ICTs can be defined by their unique ability to go beyond location and time.

Learning with a delay in the course of teaching and the student's acceptance of it is known as online learning, and it is made feasible by ICTs. For instance, students are able to access their learning materials anytime, seven days a week, twenty-four hours a day.

The need for all students and the teacher to be present in a single classroom is also eliminated by ICT-based learning, such as the material for learning that is broadcasted on the radio or television networks. Furthermore, some ICTs—like a telephone conference tool—allow multiple students who are spread out regionally to get educational lessons at the same time.

Technology-Assisted (ICT) Teaching in the Classrooms:

ICT technology is developing very quickly and quickly becoming outdated, necessitating the frequent acquisition of new information and skills. ICT concepts and principles must be thoroughly understood before adaptation can be implemented. Adapting to the rapid advancements in technology and the evolving set of skills that both educators and learners need to possess. It is imperative that traditional learning be replaced by ICT-based learning.

Enhancing the caliber of teaching and learning is essential, especially in the context of the current surge of opportunity for learning. ICTs can improve the quality

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education provided in a number of ways, including through upgrading training of educators, boosting the interest and enthusiasm of students, and enabling the improvement of fundamental abilities.

ICTs can be utilized to create engaging and actual information that will involve students in their learning experiences and give them the chance to interact with real people and take an active part in real-life situations. Examples of these ICTs include YouTube clips, television shows, and software for computers that combines written material, sounds, and colorful, animated pictures.

In order to develop courses that meet the needs of learners with varying levels of understanding in the classroom, educators use a variety of digital resources and applications. The presence of numerous free and commercial apps and internet-based platforms provide educators the means to create interactive lesson plans. Teachers can utilize or modify these materials, which include both organized and unplanned syllabuses, based on the requirements of their classrooms. Teachers are able to utilize a wealth of online multimedia materials (images, music, films, etc.) through national platforms like DIKSHA, which offer a catalogue of educational materials.

Faculty can get readily available teaching materials that fit with the curriculum from specific websites. The responsibility of a instructor is made a bit easier by online tools that offer pre-built teaching materials complete with resources like assignments, YouTube clips, quizzes, and more. Faculty can also cooperate with others to jointly develop lesson plans to acquire instant feedback on them.

Teachers benefit from online classroom teachers' forums through websites like Teacherly, which facilitates collaboration and feedback on lecture preparations. Multimedia resources, such as presentations, tales, music, videos, and more, are available on portals like Seesaw and Story weaver to add excitement to learning programs. In addition, educators are investigating systems that offer differentiated course materials that are generated automatically based on the understanding abilities and progress information of the learners.

With the advent of platform such as SWAYAM Prabha, educators may now conduct lessons in the classroom by using an internet connection that has pre-programmed information. One possible way to teach the concept to kids who use SMS for messaging is through WhatsApp. Educators utilize popular platforms such as Zoom and Google Classroom to impart knowledge via live teaching and e-classrooms.

Writing tasks can be created, sent in bulk, and graded with the aid of this free online tool for educators. Using the same channels, learners can ask questions and get solutions. These websites are now widely used for distance education. These kinds of platforms have helped educators in becoming mentors, guiding learners,

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and personalizing the material. Teachers have found that the method has made teaching easier to understand, more organized, and multimedia rich.

Utilizing New Educational Technologies (ELT):

We are living in the modern age of technological advancement. All of the students are open to learning about emerging technologies including computers, internet surfing, iPods, and iPhones. This is a creative age for technology. Using digital devices in the classroom and for learning is a good way remain up to date with current developments. Our modern environment is full of ubiquitous, ever-present technology that is evolving at a rapid pace. Let's promote the usage of ICT to improve learning institutions' teaching and learning methodologies.

With the emergence of ubiquitous computing, U-Learning (ubiquitous) has recently achieved yet another revolutionary advancement. Following the introduction of electronic devices into the classroom, e-learning and mobile learning have revolutionized the area of education. U-learning refers to learning any subject anywhere, at any time, and from any source (the internet, etc.). A variety of equipment (PDA, smartphone, laptop, or any other technical gadget) collect the information in the suitable manner. E-learning and mobile learning are the two parts that make up U-Learning. Internet-based material, online learning spaces, web-based teaching and learning via the internet are only a few of the many applications and procedures that make up e-learning. All digital media, such as the internet, intranet, extranet, CD-ROM, and collaborative broadcasting networks audio-videotape, are used to deliver lessons for online learning.

The Drawbacks of Incorporating Modern technology in Education:

Teachers may face serious difficulties while integrating technology. There are a number of obstacles; some are external and have to do with time, materials, training programs, and support systems; additional challenges are internal and have to do with teacher reluctance and perspectives, opinions, and behaviors. The instructors find it to be a daunting challenge because they have to always stay up to date with the latest advancements. Educators are continuously adjusting to new approaches of teaching and learning simultaneously. The digital gap has a significant impact on access to ICT tools in a multicultural nation like India.

Faculty may find it most difficult to integrate cutting-edge tools if they have little or no accessibility to hardware gadgets. Teachers in several remote Indian schools are forced to use textbooks because they lack basic amenities like internet service and electricity. Teachers' motivations are also influenced by elements at the institutional level, such as organizational culture, and teacher-level characteristics, such as attitudes towards technological devices and instruction.

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It can be challenging to integrate electronic devices into learning environments if there is a lack of knowledge about digital technologies and sufficient ongoing training regarding how to utilize it. Lack of time and material to put their ICT skills into practice is another barrier. The deadline to finish the textbook syllabus and non-teaching duties additionally prevent teachers from using technology in the classroom. It is challenging for educators in India to use technological gadgets in the classroom and research internet-based materials because of all of these issues.

Conclusion:

We are living in a technological age. It appears as though technology and digital devices are involved in everything and everyone. There are several indications that the generations to come will become entirely contingent on electronic devices and computers. Education has undoubtedly become more challenging over time, with students receiving an increasing amount of information. It is critical that learners get training in this setting that is engaging, interactive, and exploratory in order to facilitate effortless and joyful learning. Without a doubt, the world is moving heading in the direction of ICT-based education.

Thanks to technology, teachers are becoming guides who assist students on their learning journeys rather than just being instructors. Teachers' ability to effectively use electronic devices is being hampered by a number of factors, including contextualized materials, non-teaching activities, lack of digital content, and infrastructure issues. In order to create a long-lasting model for ongoing enhancement of educators, blended learning that incorporates both online and offline materials should be supported.

Easy access to these resources will be facilitated by the accessibility of improved smartphone apps for educators. Any investment in learning technology must start with teacher training provided by ongoing technical and educational assistance. Teachers, legislators, administrators, and other interested parties must collaborate together to plan and carry out training programs as well as make decisions. Teachers' perceptions regarding technological equipment will be positively shaped by this, and they will be more inclined to maximize its use in the learning environment.

For instance, our India's information and communications technology has advanced extremely quickly, from 1962's sole channel of broadcasting to over 100 channels at present. The nation's classrooms have been using the satellite Instructional Television Experiment (SITE) since 1974–1975 (CWCR). Collaborative multidisciplinary learning through the internet is offered by Gyan Darshan, Vyas Higher Education Channel, Eklavaya Technological Channel, and World-Wide Internet Communication. To help individual who is interested in

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learning, IGNOU is establishing the Gyan-Vani cooperative radio network across the nation. There are built-in mechanisms in Edusat's platform that address many of the current interrelated issues that arise during telephone conversations. Thanks to the online access to the multimedia classroom instruction, time will no longer be an issue.

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Building capacity of teachers / Facilitators in Technology- Pedagogy Integration for improved Teaching and Learning (UNESCO2003)

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Role of A Teacher In Learner-Centric Classroom

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Abstract

*It is the teacher's effort who always strives to improve his teaching method and tries
to reinforce his teaching and the output of the learning. Learner-centric education
has emerged despite instructional teaching methods. It is a known fact, the learner
autonomy is significantly less in traditional teaching approach compare to learner
centric teaching method. It is evidential, a teacher has a very significant and eternal
impact on his students. It involves teaching particular academic skills and fosters the
student's self-esteem. Reinforcing it in the classroom is associated with increased
motivation and learning of the student, so if choose the learner-centered approach it
keeps learners active by bringing their knowledge and recalling experiences and
ideas. It differs from the traditional method of teaching due to the different roles
played by the teacher.*

Keywords: Teaching, teacher, learner centric, teacher role, impact, learning,
motivation, recall

Introduction:

Learner centric class room is a new approach to in teaching and really near
to the learner. It is a new design, and approach of teaching. In it the focus is on the
needs, skills, and the interests of the learner. A deep look into it reveals it as a problem
based approach. These are picked to the interests of the learners.

Here, in it the focus is the learner, and the authentic problem, not exactly the
structural analysis of the syllabi or curriculum content. As per the teaching approach
of NC State University, USA, the traditional approach is mostly spending in
classrooms and lecturing of professor, watching and listening of students, but in
learner centric approach the student work individually on assignments. This method
shifts the focus of the activity from the teacher to the learner. The learner centric
methods include Active, Cooperative Learning, and Inductive Teaching and
Learning.

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In Active Learning the learner solve the problems, answer the questions, prepare their own question pertained to the content of the context, explain, and debate. In Cooperative Learning the learners work in teams on a problem, where as in Inductive Teaching and Learning the learners present the problem first, then through inductive method solutions are found to the questions.

Objectives

The main objectives of the study are

- To study the effectiveness of the learner centric teaching
- To understand the outcome of the learner centric teaching
- To know the importance of the role played by the teacher

Research methodology

The data has collected from both the primary and as well as the secondary sources. Most of the data has collected from the direct observations of the researcher while implementing different teaching methods in tenure of teaching.

Analysis

There are several cases which were proved the learner centric teaching is more superior to the traditional teaching method (NC, State University, 2021), but the question is how long the outcome of it sustains. The method gives a variety of the knowledge to the learner such as critical thinking, creative skill, positive attitude, presentation skills, and develops self confidence towards the subject of learning. Richard Fedlar from NC State University, USA wrote several research papers, authored and coauthored a book on learner centered teaching. This method often accompanied by a problem based approach.

The teacher is playing different roles like teacher, mentor, facilitator, leader, resource person, tutor, collaborator, communicator, controller, participant, prompter, demonstrator, creator, and soon in traditional teaching. The learner centric teaching is a revolutionary change in education. The method revels the philosophy of how one teaches, and the relationship between the teacher and the student, and how the classroom is structured, besides it talks about the curriculum. The topic of highlight described in a few keywords as constructivism, learner centered, and problem based learning. The idea is the learner learn best when they absorb the topic, and motivate to seek out new knowledge because they need to solve the problem at their hands. It is the fact that everyone need to accept most of the time reading textbook and attending class is a passive activity, but the goal is one need to make it active. The fact is when the students involve in active learning they learn, when they are learning, it means they are motivated. The realistic setting motivates the learner. In such cases the teacher should act as a facilitator, and as a mentor in designing the problem to

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engage the learners in a group. Obliviously it takes more time than the usual time of a classroom, if a teacher structures a problem carful the learner will seek relevant skills. The learner may not notice they are undergoing instruction, and learning naturally.

In traditional teaching the focus is on the content. The curriculum structures around the basics. For each content area the experts divide the topics into small bundles, each of it teach in a prescribed small lessons. The technological changes brought a revolutionary change in the teaching process, and these enable many constructive ideas to carry out. Computer provides a wonderful technology support since long. Some of the schools have been using tools such as chalkboards, index cards, and video tapes. To move these ideas there should be a start somewhere.

It observed, in teacher centric method the relationship between the learner and the teacher is distant, and sometimes it is neglected in some of the cases. Several times it happens in Higher Education classes the professor is confined to lecturing, and delivering the content. In learner centric teaching the learning process absorbs, and the learner finds meaning to different concepts through collaboration with teacher, and peers.

John Dewey, Jean Piaget, and Lev Vygotsky were the theorists focused on how students learning, and informed the move to learner centric learning. The learner centered mindset views the learner as the primary, and as a unique learning agent, engagement, and connection. Teacher centric learning is tending to view the learner as passive, and without any uniformity (Stanford Edu.).

Career Ready Education Through Experiential Learning is a book authored by Dr. Maryellen Weimer. In it she addresses the characteristic features of learner centric teaching in the 11th Chapter of the book.

The learner centric teaching is directly engaging, and it is providing clear skill instruction, besides it provides the learner encouragement to reflect on what and how they are learning. It provides the learner motivation by giving them a control over the learning process. The method provides a platform to build the relationship between the instructor and the student, and student and student with collaboration. It is the method keeps the learner active during the classroom hours, by reducing the role of the teacher or instructor. The learners bring their own knowledge, past experiences, ideas, and education. It will help them to learning new information (Caroline Lawless, 2021).

Here are some of the learner centric approaches, ie. Play, Inquiry, and Project learning. There are some other approaches of leaerner centric teaching such as Debates, Group Discissions, Experimental Learning, Service Oriented learning, Performance Based Learning, etc. what it gives to the learner from the classroom.

Since the learning is in the control of the learner it increases the engagement of the learner. The approaches are off to the rote learning with its practicality. This method allows several learning activities with the learner, so it is determined, what, and how they study. The method often involves working with others then the work will be completed. This complexity will give the chance to the learner who does what.

The learner centric approach is suitable to all the standards of the classes, but specifically it to suits best in higher education to impart the desired skill in the learner (Write, Gloria Broun, 2021). The mindset of the higher education learner and the culture of education given by the institution at that level of approach relate and supports the learner. The transferable skills such as problem solving, critical thinking, and reflective thinking are learned easily with the active participation of the learner. It promotes communication with teachers, and peers (Hoidin, Sabin, 2017). The European Standards and Guidelines for quality assurance insisted to follow learner centered teaching, so they designed the programs which can engage the students actively in learning process (ESG, 2015).

A Hong Kong University promote learner centered learning across the university. It brought a wonderful results revealed by the survey conducted after two years of the program implementation in the University (Kember, 2009). The quality of teaching and learning has improved significantly; with it several universities started implementing learner centric teaching in their universities (Geven K, Attard, 2012).

In traditional teaching a teacher's role is to teach the syllabi, and impart the specific skill or knowledge related with curriculum, but in learner centric teaching his role is different, shares knowledge, gives education, and teaches about life are his primary responsibilities. He encourages, and nurtures the learners while leading their own learning. It means the teacher spends whole class time working closely with the learners by extending his support in their needs. The teacher's role changes from teacher to a friend, facilitator, guide or intervener by promoting and constructing a conductive classroom through planned activities. The teachers in learner centric teaching are enthusiastic, friendly, easygoing, able to develop rapport with learners, and dedicated to the learner growth, and be as a role model.

Conclusion

The primary goal of the learner centric teaching is engaging the learner actively, and lively keeping off from monotony, so the role of the teacher changes from the instructor to the facilitator, coordinator, and a guide. The effectiveness of the method is visible in the improvement of learner's communication, problem solving, and critical thinking skills. Students are working independently then it

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creates uncomfort to them. Teacher's preparedness and the sometimes huge strength of the classroom will become a hurdle in this approach.

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From Confrontation to Compromise - Evolution of Sita in Anita Desai's 'Where Shall We Go This Summer?'

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Abstract

Anita Desai, irrefutably one of the most influential contemporary Indian novelists has presented an ideal image of modern "New woman" in her novels. She is renowned for her discerning depiction of the inner recesses of the female characters. Her novels explore the friction among family members, alienation, immobility and frustration experienced by the middle-class women. She attempts to explore the feminine sensibility as she concentrates on the predicament of modern woman in the society. She presents the turmoil of a woman and her ultimate destruction at the altar of marriage. Anita Desai's novel "*Where Shall We Go This Summer"?* revolves around the character Sita and her feelings of boredom and sense of meaningless existence. Her attempt to escape from the reality and finally compromising on real time situations form the crux of the novel.

Keywords: Alienation, Identity crisis, Disappointment, Torment, Fulfilment

Introduction

Desai, a pioneer in women's studies has explored the inner psyche of woman through her novels. She presents a mirror image of the plight of women in the patriarchal society. The novel '*Where Shall We Go This Summer?',* deals with the story of an oppressed mind. It depicts an intense identity crisis of the protagonist, Sita, a sensitive woman in her early forties who finds herself emotionally alienated from her husband and children. Sita is hypersensitive and is incapable of looking at things in the normal way. The paper attempts to focus on the mental and emotional evolution of Sita's character from confrontation to finally compromise with the situations. But the trauma undergone in the process and the inclination towards

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extreme decisions, restraining the self from the same, depict the growth of the character.

The novel begins with part one titled "Monsoon 67", where Sita is married to a prosperous businessman, Raman. Life seemed to be happening and she didn't have any regrets with the way things were happening. "She had had four children with pride and pleasure- sensual, emotional, Freudian, every kind of pleasure – with all the placid serenity that supposedly goes with pregnancy and parturition" (29). It's during her fifth pregnancy that she feels abhorrent and alienated. She develops a strange sense of restiveness in her existence.

Sita's own attitude to married life must have been distorted by the knowledge and experiences that she faced during her childhood. The cause of her discontent is rooted in the miserable and lonely childhood. Her mother abandoned them and left to Benares and did not leave any information about herself. The father failed to take proper care of the children as he felt depressed and humiliated. Sita, thus was deprived of parental love and always longed to develop a strong emotional bond. Certain facts about her sister Rekha also disturbed her terribly as she noticed that her father showered excess love towards her step-sister.

The protagonist of this novel is named Sita and exhibits similarity to the legendary character Sita of Ramayana in some ways. She had spent many crucial years of her life on the island of her childhood, Manori. Raman, the husband though the name matches with the legendary Rama fails to understand his wife. The marital discord of the modern Raman and Sita is presented in contrast to the idealized relationship that existed between the legendary Rama and Sita. The similarity is seen only in names and situations but the reality is in contrary to the epic. Neither Raman nor Sita could find any solace in marriage which lacked harmony and they lead their lives like an ill-assorted couple.

The house is like a prison to her which offers nothing but a crust of dull dreariness and unpromising disappointment. She finds her rational husband suffocating and the surroundings make her feel unpleasant and cruel to cope with. She tends to become hypersensitive and resorts to smoking. She abuses her children without reason and shouts at the servants for trivial things like talking in the kitchen. She then decides foolishly not to bring the fifth child into a world of violence and hatred for the world is a place where *"the crows that were attacking a wounded eagle on a neighbouring roof top"* (31). *She cried and says, "I don't want to have the baby"* (30). She further says, "*I mean I want to keep it. I don't want it to be born*" (31) in this desolate and overly meaningless world. Madhusudan Prasad observes that this novel deals: "*A recurrent existential theme that lies bare in the agonized modern sensibility of an Indian woman*" (25).

Sita feels caught in the web of discontent and suppression as she develops defiant behaviour. The anxious mind makes her rebellious against her family and in desperation, she decides to leave the house. At that vulnerable moment, when her husband, Raman asks the innocuous question "*Where Shall We Go This Summer*"? She responds in an impulse that she would like to go to the island of her childhood, Manori, with an expectation to find the same magic that she experienced as a childish. She says, *"What I am doing is trying to escape from the madness here (the house where she lives), escape to a place where it might be possible to be sane again"* (32) and *"I will go. I am leaving tomorrow. On the Island – it'll be different"* (33). The thought of returning to Manori is an attempt to avoid the reality and dwell in the world of fantasy and illusion. She decides to isolate herself from her daily activities as a homemaker as an attempt to shut down emotionally. She finds refuge in illusion which can act a shield and help her adjust herself to the existing norms of the society. Desai here embodies the common yearning of womanhood for an individual identity and a passionate longing for the fullest life.

The frustration and annoyance with the present helpless situation drives her to the island, Manori, a corruption free world, void of mere appetite and sex. The image that is imprinted in her mind from her childhood. She strongly believes that she can retain her sanity by escaping from the fret and turmoil of the urban atmosphere in Bombay and flee to Manori. It is only after spending a few months there that she begins to realize her effort to be away from her family, her husband and her children is nothing but a mere fantasy. It is her foolishness to think and find respite in the past. The fact is, there is no escape from the harsh reality of the world and hoping to go back in time is futile. It is not the physical isolation that she needs to feel satisfied with her life, but it's something more and beyond that. When Raman persuades her to go back with him, she was initially perplexed and dejected. But she agrees to go with him because she doesn't have an alternative. She thus tries to make a compromise between herself and her situations in the real life and realizes that Manori is an island which is an illusionary symbol to escape the real life and it cannot provide a solution to the ills of reality and it stands for spiritual peace and manifestation of individualism. Through this consciousness aroused in Sita, Desai attempts to express the philosophy of acceptance of life, the bitter truth of life.

The intentional usage of interrogative tone in the title of the novel, '*Where Shall We Go This Summer?*' is an attempt to awaken a sense of inquisitiveness among the readers and suggest a sense of indecisiveness among the characters. The name is also evocative of an escape from the summer that reflects the raging inner tension, frustration, disappointment, mental discord, and disharmony of the inner consciousness of Sita. Anita Desai views the violence through the eyes of a woman

in the limited arena of her domestic relationship. Desai concludes this novel with Sita's acceptance of the existential nullity. Sita as a "broken bird" of the seashore analyzes the cause of her anxiety and neurotic behaviour and learns to cultivate the art of survival in the destined life. Her triumph over her illusion renders the island devoid of its powers and miracles.

It is only through her personal experience that Sita realizes the reality and that the past is irrevocable. Her moderate ego paves way for her becoming conscious of human relationship. The realization that her escape from the realities of life would not offer any solution to her spiritual impasses makes her regain her lost faith. Sita is a strange combination of weak and strong traits within herself. She initially attempts to protest her circumstances, and then takes the blame on herself for being a coward and not being bold enough to face the reality. Desai's pre-occupation with the woman's inner recesses, frustration and storm raging inside her mind intensify her predicament. She also excels in portraying the miserable position of highly sensitive and emotional women who are the victims of negligence and loneliness. She is excellent in depicting the internal furies of women and their rising tone for emancipation and empowerment.

Being a motherless child, Sita was deprived of love and affection during her early years and grew up in the want of love. After the demise of her father, she got married to Raman, a prosperous businessman. He was the son of one of the closest acquaintances of her father. As a husband, he thinks it is enough to provide social and psychological security to his wife. Being engrossed in his work, Raman could hardly give time to her and was oblivious of the changes in her psyche. She becomes emotionally deprived and frustrated about her routine life. Though she is a mother of four and was pregnant again, she had not experienced the real bliss and maternal satisfaction.

Relationships were mechanical to her and people in Sita's words: *"They are nothing- nothing but appetite and sex. Only food, sex and money matter. Animals*." (P. 47)

The temperaments of Sita and Raman are poles apart, the arrival of visitors and guests gives him pleasure, whereas it causes pain to Sita. She is disgusted with everyone around her and blamed them for being materialistic. Even when she was with her in-laws out of her aloofness and irritation:

> *She behaved provocatively-it was there that she started smoking, a thing that had never been done in their household by any woman and even by men only in secret- and being to speak in sudden rushes of emotion, as though flinging darts at their smooth, unscarred faces.* (P. 48)

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Sita craved for love and tenderness in and around her life but could not find. Disillusioned by her perception of trivial context of life, her inner conflict takes the form of two opposite forces clashing between conformity and rebellion. Her heart is filled with intangible longings but is unaware to find respite anywhere. The emotional crisis she suffers is the root cause of her miserable existence. Sita.... was turned a living monument to waiting. (P. 55) she behaved like a wanderer in search of affection and love, but the emotional vacuum blocks her possibility for spontaneity. Being nostalgic about her past also troubles her married life. She is disgusted at the humdrum of life in Bombay. On her pregnancy, she felt:

> *More and more she lost all feminine, all maternal belief in childbirth, all faith in it, and began to fear it as yet one more act of violence and murder in a world that had more of them in it than she could take. (P. 56)*

Sita got anxious on her fifth pregnancy. The only fear being the world into which her child would be born. The dreadful world, where she opines that people do not value attachments anymore. She did not want to pass her loneliness to her unborn child as love holds no place in the lives of people.

Sita's children were more attached to Raman, which also made her feel more alienated. Her attitude, gestures, and dull appearance substantiates her whimsical approach. Her endless smoking presents a gloomy picture of her in front of her children and Raman. Yet no one tried to understand her frustration that made her do all this. If no one cared, then what was she...? Why did she exist...? Such questions tormented her psyche. She feels:

> *Had not her married years, her dulled years, been the false life, the life of pretence and performance and only the escape back to the past, to the island, been the one sincere and truthful act of her life, the only one not false and staged. (153)*

Sita is unable to identify her own self. She finds it difficult to relate herself with the surroundings. She had not been able to acquire the competencies required for a healthy interaction in marriage, parenthood, and socialising. Little incidents of life disturb her inwardly. A sense of insecurity encompassed her life and she is torn within. The novelist has introspectively stated Sita's confused psyche in these words:

> *"How could she tell, how decide? Which half of her life was real and which unreal? Which of her selves was true, which false. " (153)*

She could not find any meaning of her existence. Even when she comes to Manori, she is surrounded by sense of pain and loneliness. When Raman comes over there to take children back home, she says to him; *'Perhaps I am only like the jellyfish washed up by the waves, stranded there on the sand-bar* (P. 149). A life without any form and definite identity. Sita thinks her life as a shapeless existence. Sita had been

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inclined towards art not science, as once she was trying to explain Menaka about art, knowing that her daughter has no interest in her talks. Sita's daughter, Menaka aspires to become a scientist, whereas Sita expresses her repressive desire in this way:

> ...*if only I could paint, or sing, or play the Sitar well, really well, I should have grown into a sensible woman. Instead of being what I am... I should have known how to channel my thoughts and feelings, how to put them to use. I should have given my life some shape then, some meaning. At least, it would have had some for me- even if no one else had cared. (P. 117.)*

It indicates that Sita is not a will-less person. She thought of art as an outlet for all her feelings and desires. But she did not possess the talent to do so. This shows her positive attitude, may be for a temporal time.

Sita's problems give a panoramic view of the absurdity of human condition. The disparity between thinking and action, expectations and reality, and the unusual childhood affected her psyche badly. As a consequence, she lost faith in goodness and relations and developed trust issues. The core of Sita's existential dilemma is best expressed in Becker's lines, where he says: "*The most difficult realization for man is the possibility that life has no meaning.*" (P. 30) In brief, Sita's character exhibits this very problem which results in her querulous behaviour that made her life and her family members' lives miserable. Her rebellious attitude towards the vegetable existence and her own fury frightens her. The feeling of unbecomingness simultaneously leads to her loss of identity.

Sita is a depressed creature, but the saving grace of her being is that she possessed a desire not to just survive, but to live life in true sense. Instead, she felt; *'Life had no periods, no stretches. It simply swirled around, muddling and confusing, leading no-where'.* (P. 155) After so much anguish, pain and intra-psychic conflict she compromises with life. She accepted the life as it is since she had no other option. Sita's character unravels the hidden mystery of life that it is better to face the challenges of life boldly rather than running away from it. In this sense, her character appears most real and identifiable. Sita accepts the reality with all its boredom and hypocrisy. Anita Desai here brings home the point that it is better to learn through experience, rather than refusing reality. She realizes that escapism adds to one's misery instead of lending answers to life's problems. As suggested by Alan W. Watt:

> *"Waiting to get out of pain is pain.... When you discover this, the desire to escape "merges" in the pain itself and vanishes. " (P. 89)*

Sita found it safer to go back to the accepted norms and laws of society. Her refusal to lead a life of chaos made her shift to Manori and the realization that untroubled existence is just an illusion pushes her back to the reality which she avoided.

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The gender stereotypes associated with Patriarchy influence the life of the protagonist Sita to the extent that she feels torn apart mentally and emotionally. The novel reflects her turmoil to negate with her husband and be independent to be able to make decisions for her life. Sita's wedlock with Raman just remained a sham that could only make her feel like a machine producing children. Her married life is to discharge responsibilities and duties without any understanding between the couple. He didn't consider it important to respect her feelings and emotions. She couldn't get any emotional support which is very common with many women characters of Desai. Raman treats Sita just as the mother of his children and nothing beyond it.

Contrary to Raman's view, Sita is sincere and self-assured. The despondency about the place is not just physical as shown explicitly, but it is the internal turmoil that makes Sita feel alienated and escape to the past. The unpleasant married life forces her to think about Manori, her birthplace. She is so discontented with her life and develops an aversion towards the people around. She is in turmoil and feels that this world is not the right place for her child. Reminiscing the blithe of her childhood in Manori, she assumes that she can regain the bliss. To her surprise, her children Maenaka and Karan do not appreciate the life on the island and long to get back to Bombay, the place where their childhood is associated with. Without taking her mother into confidence, Maenaka writes a letter to her father asking him to come and take them back home. The enchantment of her childhhod home is shattered when Raman comes to take back his children. The fact being that it is not in the place but is due to the lacuna in her mind. She finally compromises and comes to terms with the real situation, thus decides to go back home with her husband. Noteworthy critic T. S. Anand has rightly pointed out that "*Her desire to bear the child and retire with Raman to the land signifies her return to life, community and society in spite of the debased dullness of life . . . .*" (100)

In the end Sita settles with circumstances and goes back to her husband. Thus, her marriage keeps going from confrontation to compromise.

Conclusion

Desai's women characters are a mirror image of the wretched circumstances of many married women. The hopelessness of married life makes them desolate. Not many of her heroines are able to handle the turmoil. The weak succumb whereas the strong willed conciliate like Sita in *Where Shall We Go This Summer?* who discovers her own new way of finding fulfilment in the world and continue to lead the life.

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A Comprehensive review on Role of Communication Skills for Marketing Students

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Abstract

For any business professional, effective communication is essential. In addition to facilitating idea sharing, effective communication skills also help to build positive working relationships. Communication, whether it be verbal or nonverbal, is equally important. Verbal communication involves vocabulary, whereas non-verbal communication involves appropriate voice modulation, proper intonation, facial expressions, body language etc., As Employers are looking for people who can communicate both verbally and non-verbally and who are well-rounded speakers and listeners. The students are unaware that their goal is to establish a constructive work environment and that they rely on professional collaboration from their staff. Following corporate writing conventions and giving persuasive presentations are seen by both employers and students as crucial to succeed in the workplace. Provide the necessary knowledge and skills in a time of change and seize the opportunities posed by climate change for the organization and marketing time is a major challenge.Thus, the current review was carried out while considering how important this topic is to students.

Keywords: Communication, verbal, nonverbal, vocabulary, voice modulation, proper intonation, facial expressions, body language.

Introduction

In the past, the technical skills of employees were crucial for the success of organizations. However, with the workplace becoming more digital, staff members' communication skills are now essential to a business' success. The reason for this is because an organization's capacity to carry out a variety of tasks connected to customers depends on the effective management of its human resources. Interpersonal, group, and mass communication skills are all necessary for these positions.

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The act of communication is constant and active in our surroundings. Our time spent communicating—that is, exchanging information—through diverse channels, accounts for about 70% of our time.

In conventional perception, communication can take two forms: verbal and nonverbal [1]. But people's perceptions of communication indicate that it encompasses a wide range of topics, based on a field that is fast evolving. Face-to-face interactions (such as meetings in upscale locations) and digital literacy—which includes using social media, email, and virtual environments like Instagram, Twitter, and Facebook—as well as ePortfolios are some of these areas. The rules for spelling and language, nomenclature, accepted norms, target audience, texts used for particular communicative objectives, message length, and other aspects of communication vary depending on the area. Communication can be defined as the process of communicating intended meanings from one entity or group to another by using mutually understood signs and semiotic norms. Communication can also take place through touch, visual, or auditory channels.

Origin of Communication:

Originating from the Latin words "communicare" and "communis," which mean "to impart," "to participate," "to share," or "to make common," comes the English term "communication. [14]"

Importance of Interpersonal Communication Skills

In the course of daily encounters at work, this study emphasizes a few critical interpersonal communication skills. Interpersonal communication skills are a vital component of communication that is often overlooked in favor of cliché training, which requires people to acquire and hone these abilities after enrolling in programs. Teaching and preparing students for successful English communication is a direct responsibility of ELT specialists. But instead of teaching the vital (IPC) skills necessary for career success, they simply concentrate on teaching verbal skills.

In order to teach these abilities at the educational level and prepare future ESL/EFL instructors to incorporate them into their teaching pedagogy on communication skills, it is necessary to incorporate both theoretical and practical components of the subject matter into the course "The role of IPCS in HR and management."

Successful businesses require well-developed collaborative skills. They are best described as having the capacity to understand and respect the dynamics of the team while working effectively as a team member. Each member of the team is given a specific task to do; failure to do so may reflect poorly on other members of the team and the team's overall assignment. The following sub-skills need to be cultivated since working as a team requires cooperation and building relationships.

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1. The capacity to work well in a team;
2. The ability to plan ahead, get organized, and deliver work on schedule;
3. The ability to come up with new ideas and suggestions for enhancements;
4. The ability to respect alternate viewpoints, solutions, and preferences;
5. The ability to participate in team decision-making.

Industrial Training:

The goal of training is to produce effective performance in a variety of tasks by modifying or developing knowledge, abilities, and attitudes through learning experiences [7; 8]. Training is a planned and systematic attempt to do this. Industrial training is a deliberate attempt on the part of an organization to support workers in acquiring competencies linked to their jobs: behaviors, knowledge, or abilities that are essential for successful job performance. Generally speaking, it is an individualized educational approach for personal transformation [9]. On-the-job training might include industrial training (OJT). Industrial training prioritizes the job and the individual from the standpoint of human resource development. Application-driven, it seeks to impart skills that are immediately applicable in specific work or real-life scenarios.

Objective of the Study:

The study aims to investigate how students perceive the use of English language oral communication skills throughout industrial training and how their exposure to various sectors can enhance their English language oral communication skills [15].

"Effective listening is more important in communication than just using words; other important factors include body language, speaking pattern, and mannerisms. It's critical to consider context and culture while communicating effectively. A corresponding professional degree and technical abilities are essential for employment and career eligibility [16]. However, in line with the modern digitalized and globalized world, research and studies have shown that interpersonal communication skills, or IPCS, are now crucial for attaining and sustaining success. People with strong interpersonal skills in addition to the necessary professional and technical qualifications are actively sought after by employers [17]. Thus, consideration is given to deserving applicants who possess strong interpersonal communication abilities.

Theoretical Background:

Operating a business is a legitimate, sanctioned endeavor carried out with the intention of making money. Three areas can be used to measure and categorize business performance: manufacturing (transformation of input into output through a revolutionary process), trade (purchasing and selling of items), and services

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(provision of advantages in exchange for payment or rewards). Services are described as a collection of advantages and benefits that a customer service provider offers to their client [4]. For the purpose of providing benefits and rewards (fees, salaries, wages, fee, etc.), the customer service company offers advantages and rewards to its customers based on their talents, capabilities, experience, and expertise, among other factors [12].

The fierce competition among banks to draw in potential consumers has intensified as a result of financial liberalization and deregulation. To keep their esteemed clients happy, all bankers strive to give them the best services available. Customer satisfaction is a collection of goals, sentiments, or outcomes related to the client's familiarity with any given good or service [13]. A customer's overall assessment, psychological state, and impression of whatever service they receive from a bank determines their level of satisfaction. Numerous studies have assessed consumer satisfaction with regard to customer services in the cutthroat banking industry [3]. For any large firm, the most contented customers are the true and fundamental asset that guarantees long-term output and profitability even during periods of intense competition.

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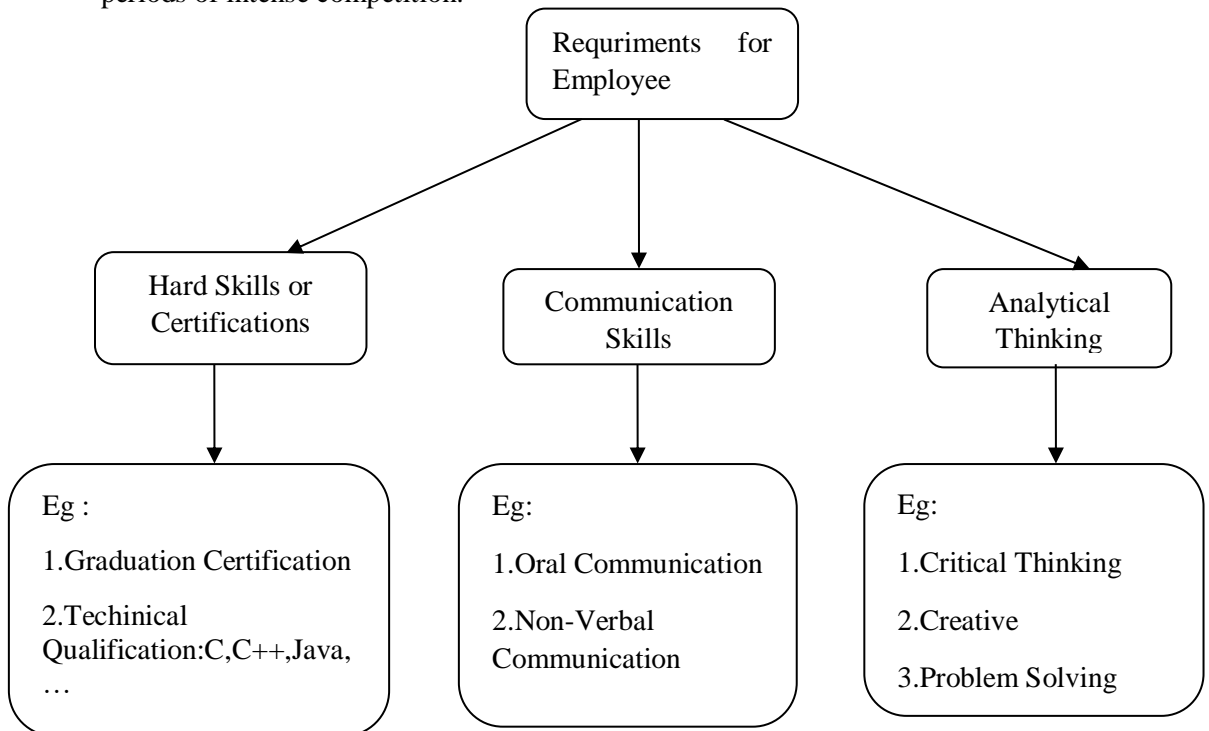
Hard Skills or Certifications:

Specific aptitudes, capacities, and skill sets that a person may exhibit in a quantifiable manner are known as hard talents. Learnable abilities known as "hard skills" allow people to carry out tasks relevant to their line of work or may be necessary for a particular position [6].

Employers consider the hard talents an applicant lists on their résumé when hiring new staff. Proficiency in more broad hard skills, including second language fluency, can also be highly valued in addition to job-specific hard abilities.

Hard skills usually center on certain actions that must be performed in order to do a project, such as using particular software, tools, or other equipment. They can be acquired by education, training, apprenticeships, online courses, certification programs, and experience.

Communication Skills:

Proficiency in speaking and writing is a prerequisite for having communication abilities. Effective speakers can express their speech to meet the needs of the audience, use a variety of terminology, and talk correctly all while maintaining eye contact with them [5]. Likewise, a proficient writer must possess the ability to convey their ideas and message to readers through a variety of written word forms and strategies [10,11]. It should be possible to write, speak, and listen clearly in any circumstance. For this reason, proficient speaking, writing, listening, and reading skills are necessary for efficient communication.

Analytical Thinking:

The ability to look at information, whether it be qualitative or quantitative in nature, and identify patterns within it is known as analytical reasoning, or analytical thinking [1]. Understanding the fundamental structure of a set of relationships, identifying logically comparable claims, and drawing conclusions about what could or must be true from given facts and rules are examples of deductive reasoning that is used in analytical thinking without the need for specialized knowledge. Since the validity of analytical reasoning is obvious, it is axiomatic. On the other hand, synthetic thinking necessitates the inclusion of empirical observations.

Conclusion:

The perceived significance of communication skills for management students and their actual presence of these skills were shown to be somewhat at odds with each other. Less of the pupils had the abilities that were deemed more crucial. Findings from earlier research [2] indicated that having the same components in one's spoken communication skills was more likely to translate into writing communication as well. Studies that have been conducted on students worldwide, including in India, have revealed that students' written skills possess deficiencies. despite the fact that

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written skills account for the majority of the corporate communication course's instruction.

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Between Dreams and Reality: Camus' Explorations in 'The Stranger'

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Abstract

This paper delves into the depths of Albert Camus's "The Stranger," exploring the intricate interplay between dreams, narrative, and the construction of reality. Through a psychoanalytic lens, the paper examines how the protagonist's inner world, characterized by disturbing dreams and a sense of unreality, manifests in the narrative structure and language of the novel. The analysis focuses on the blurring of lines between dream and reality, the unreliable nature of the protagonist's narration, and the symbolic significance of recurring motifs and imagery. The paper presents a compelling case study of how the postmodern narrative technique can be used to explain complex psychological experiences which would otherwise be not possible.

Keywords: Albert Camus, The Stranger, psychoanalysis, dreams, narrative, unreality, subjectivity, Lacan, Freud, postmodernism.

Introduction

"The Stranger," a novel by Albert Camus, centers on Meursault, an eccentric individual who diverges from the conventional, routine-driven society. Meursault, in his pursuit of autonomy, ultimately faces societal rejection due to his nonconformist tendencies. The novel culminates in Meursault paying the ultimate price for his independence: his life. This consequence arises from his disregard for societal norms and regulations.

Albert Camus emphasizes transcending restrictive political and social circumstances through art, advocating for a focus on deeply personal dilemmas. He contrasts life's often oppressive and emotional nature with art as a form of compensation and control, as exemplified by his admiration for the controlled emotional expression in Madame de Lafayette's "La Princesse de Cleves". Camus incorporates these themes of stoic detachment and mastery of suffering through artistic expression in his own works, like "The Stranger" and "The Plague," highlighting the value of stoicism and acceptance of destiny. (Huges, 2007)

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Meursault's actions, particularly his lack of emotional display at his mother's funeral and the murder of an Arab, catalyze his alienation from society. His apathy during his mother's funeral, perceived as inappropriate by societal standards, marks him as an outcast. The plot of "The Stranger" is unconventional, lacking a clear structure or direction, and is characterized by a series of events leading to Meursault's demise. This narrative style aligns with elements of the absurd, reminiscent of Kafka's works, where occurrences often seem senseless.

The novel employs a first-person narrative perspective, with Meursault serving as both the narrator and the protagonist. This narrative choice raises questions about the reliability of Meursault as a narrator, given his potentially distorted perception of life's events. The distinction between Camus as the author and Meursault as the narrator becomes evident in instances of apparent disagreement between the two. From a critical standpoint, Camus' omniscient authorial insight is deemed more credible than Meursault's constrained first-person viewpoint.

Meursaultl, epitomizes a character of sparse verbal expression and minimal convictions, particularly in his belief that individual choices hold little significance in the broader context of the universe. However, paradoxically, it is his very choices that lead to his condemnation, particularly by those who contend that his actions have repercussions in an afterlife, the existence of which is dubious according to the narrator. While many decisions may appear inconsequential, certain pivotal moments, such as the decision to either pull a trigger or refrain, can irrevocably alter the course of one's life. Meursault is portrayed not as a figure discontented with life, but rather as an outsider to it, navigating the world according to his own perspective, and ultimately being denied life by those who presumptuously play the role of God, assuming their beliefs and judgments to be absolute, when in reality, they are as transient and insignificant as those of any other being.

Absurdist and Eccentric Narrative

The utilization of the first-person narrative in "The Stranger" is pivotal in delineating Meursault's psychological landscape. It allows readers to delve into the intricacies of his psychological state in a manner that a third-person narration might fail to capture. The hypothetical reimagining of the novel from a third-person perspective highlights the potential loss of the acute psychological depth that is a hallmark of the first-person narrative in the novel.

The novel can be classified as an absurdist piece, intentionally devoid of a discernible point, reflecting the author's deliberate choice. Meursault is portrayed as living in the present, detached from both past and future. He acts impulsively, without consideration for consequences, driven by basic, instinctual needs such as eating,

sleeping, and sexual desires. His actions are not guided by societal or moral norms but by spontaneous, momentary impulses.

Unlike typical criminals who may express remorse or seek forgiveness, Meursault, an atheist, refuses to repent. His act of self-defense, leading to the murder, is condemned by society, with his lack of repentance exacerbating his perceived guilt. In prison, Meursault adapts to the loss of freedom, inventing ways to pass time and coping with psychological challenges, including the onset of possible psychosis.

Environment and Unreality

The narrative occasionally suggests that Meursault's experiences might be hallucinatory or dreamlike, with references to a bright sky, headaches, and illogical behavior. This dreamlike state is further hinted at through the unnatural language used, including the frequent use of passive voice. Meursault's reflections on his life, particularly during his vigil for his mother where he engages in activities deemed unusual, reinforce this dreamlike scenario.

The environment in "The Stranger" plays a significant role, particularly in how Meursault reports physical sensations like heat. The novel predominantly unfolds during the daytime, with no significant plot action occurring in darkness, underscoring Meursault's focus on the present physical state rather than any deeper emotional or psychological analysis. This aspect contributes to the dreamlike, unreal quality of the narrative.

The novel suggests a universe that is irrational and indifferent to human suffering, a theme deeply embedded in Meursault's character. His indifference and lack of emotional attachment are contrasted with the more traditional reactions of other characters. Meursault's struggle between societal beliefs in rational existence and his perception of the meaninglessness of actions and experiences forms a major conflict in the narrative. This conflict is manifested in his indifferent reactions to life events, reinforcing Camus's exploration of the absurd and irrational nature of existence.

The concept of a dream reality as the underlying narrative structure in Albert Camus's "The Stranger" presents a fascinating lens through which to examine the protagonist, Meursault's, experiences and actions. This paper posits that the entirety of the novel may be interpreted as a dream, an idea that finds resonance in the numerous instances of absurdity and irrationality that pervade the narrative.

Dream phenomenon and Existentialism

Camus notes that a life absorbed in routine, filled with mundane daily tasks, numbs the mind, epitomized by Meursault's mechanical existence. This habitual life, as exemplified by Meursault's apathy towards his mother's funeral and disinterest in change, hints at a deeper avoidance of confronting the reality of death. This avoidance

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symbolizes a failure to fully embrace the absurdity of life, a key duty of the absurd man in Camus's philosophy. (Manly, 2000)

Freud posited dreams as veiled manifestations of suppressed childhood desires, a concept both comprehensive and deceptively straightforward. In "The Interpretation of Dreams," he aligns the intricate, mature act of dreaming with this early focus, attributing elements like daily remnants, intellectual efforts, adult worries, and visual or poetic imagery to these deeper, infantile wishes. He asserts that these primary desires are central to and the catalyst for every dream. Conversely, both Carl Jung and Alfred Adler significantly diverged from Freud's core assumption. Jung leveraged dreams as pivotal proof of a collective unconscious, an innate vision surpassing even early childhood, interpreting the dream's apparent content often as a real, sometimes prophetic, event. Adler reinterpreted dream theory to reflect an individual's entire personality and as a mechanism of adaptation, though he did not explore these ideas extensively. (Huttler 1975)

The protagonist Meursault is arrested and charged with murder. His indifferent attitude toward his legal representation, as he neither selects a lawyer nor disputes the court-appointed one, aligns with existentialist themes, particularly the emphasis on individual choice or the lack thereof. Meursault's passive acceptance of an appointed defender underscores his perception that his actions are indefensible, reflecting a resignation to his fate.

Existentialism, a central theme in Camus' work, also manifests in Meursault's unwavering commitment to his own truth. This is evident when he rejects his lawyer's suggestion to falsely claim that his mother's death and a resultant state of shock influenced his actions. Meursault's adherence to his personal truth, irrespective of societal expectations, is a crucial aspect of his character.

The interrogation scene with the magistrate further explores existentialist themes. Meursault's honest admission of his atheism leads to a dramatic reaction from the magistrate, who equates belief in God with a meaningful life. This interaction not only highlights societal expectations regarding religious beliefs but also underscores the protagonist's alienation from these societal norms.

As the trial progresses, Meursault remains largely passive, a mere observer of the proceedings. His detachment is evident as he witnesses his character being maligned and the facts of the murder misconstrued. His lack of protest even in the face of a potential death sentence suggests a deep resignation or a possible subconscious desire for the cessation of his life. The perceived absurdity of his explanation for the murder—a reaction to the sun's glare—and his admission of firing multiple shots further alienate him from the court's understanding.

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Camus' known opposition to the death penalty raises questions about the implications of Meursault's execution. Is it a commentary on societal judgment, a rejection of an individual who does not conform to societal morals, or an act of passive suicide? These questions remain open to interpretation.

In the end when Meursault shows a journalistic interest in the guillotine and confronts a prison priest with his atheism, culminates in a stark assertion of his existential beliefs. This final act before his execution underscores the themes of alienation, existentialism, and the search for authenticity in a seemingly indifferent universe.

In dream states, experiences often defy logic or coherence. Commonly, individuals encounter deceased relatives or relive past events, suggesting a detachment from the constraints of reality. Similarly, Meursault's experiences and his indifference towards them could be perceived as manifestations of a dream-like reality where conventional emotional responses and logical sequences are absent. This interpretation is substantiated through several eccentricities in the novel. Firstly, Meursault exhibits an unsettling indifference at his mother's funeral, focusing more on the oppressive heat than the loss itself. This reaction diverges significantly from societal expectations of mourning, aligning more with the illogical and emotionally detached nature of dreams.

Secondly, Meursault's life is marked by monotony and an apparent lack of ambition, as evidenced by his indifference to career advancement. This repetitive existence and his contentment with mundanity again echo the nonsensical and cyclical nature of dreams.

The third point of analysis is Meursault's relationships, which are characterized by a startling lack of empathy or conventional human connection. He defends a friend who has committed domestic abuse and engages in a relationship with Marie without genuine affection. These actions, devoid of typical emotional responses, further align with the dream hypothesis.

Perhaps the most compelling evidence of this dream-like reality is Meursault's inexplicable murder of an Arab. The portrayal of this act, along with the subsequent trial, deviates from reality in significant ways. The trial, rather than focusing solely on the murder, condemns Meursault for his failure to adhere to societal norms, such as expressing grief at his mother's funeral. This surreal turn of events reinforces the idea of the narrative being a dream, where the impossible becomes possible. Furthermore, Meursault's experience of time in prison lacks coherence, mirroring the distorted perception of time often found in dreams. The indistinct passage of time in the novel parallels the timelessness typical in dream states.

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Lastly, Meursault's adamant refusal to conform to religious expectations or acknowledge guilt can be interpreted as a characteristic of dream logic, where conventional moral and societal constructs are often irrelevant or distorted.

In conclusion, the myriad of eccentricities and surreal elements in "The Stranger" can be compellingly argued as characteristics of a dream reality. This interpretation offers a unique perspective on Meursault's behavior and the novel's thematic exploration of absurdity and existentialism.

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Unlocking Language Proficiency: The Role of Literature in Comprehensive English Language Teaching

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Abstract

The objective of any language should be to prepare the learner for a lifelong ability to communicate effectively via both written and oral means. This study seeks to highlight the widespread use of literature as an effective method for teaching fundamental language abilities (such as reading, writing, listening, and speaking) as well as language components (such as vocabulary, grammar, and pronunciation) in contemporary education. The assertion is made that learning language through literature is a stimulating and distinct method for acquiring language skills, since it aids in the facilitation of language learning processes. The language plan is comprehensive and incorporates various elements such as grammar, reading, spelling, vocabulary, writing mechanics, creative writing, and thinking abilities. Skilled and innovative teachers utilise this plan to effectively teach these components. In truth, this strategy has been demonstrated to be exceedingly efficient. This paper examines the reasons why language teachers should incorporate literary texts in the language classroom. It will also discuss the types of literature that language teachers should use with language learners, the relationship between literature and the teaching of language skills, and the advantages of using different genres of literature in language teaching.

Keywords: English language skills, communicative ability, language components, language acquisition, creative thinking, writing mechanics, etc.

Introduction

For English as a Second Language (ESL) learners, delving into the realms of literature offers a rich and immersive approach to language acquisition. Literature serves as a gateway to the diverse facets of English, providing learners with an opportunity to explore vocabulary, grammar, and cultural nuances within the context of compelling stories. Unlike conventional language learning methods, literature

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presents language in its natural and authentic form, allowing learners to absorb idioms, expressions, and colloquialisms organically.

By engaging with literature, ESL learners can enhance their language skills through exposure to various writing styles, diverse voices, and a broad spectrum of themes. Literary texts often mirror real-life situations, enabling learners to grasp the subtleties of communication, emotional nuances, and the cultural intricacies embedded in language. Moreover, reading literature fosters critical thinking skills, encouraging readers to analyze characters, plot structures, and underlying themes, which in turn deepens their understanding of the language.

The beauty of learning English through literature lies in its ability to transcend mere language instruction; it opens doors to cultural insights, historical perspectives, and societal reflections. Through literary works, ESL learners gain access to a treasure trove of knowledge that extends beyond language proficiency, offering a holistic understanding of the English-speaking world. As learners immerse themselves in the narratives of various authors, they not only refine their language skills but also broaden their horizons, cultivating empathy and a deeper appreciation for the diversity of human experiences. Thus, learning English through literature is an immersive and transformative journey, allowing ESL learners to navigate the language with depth and sophistication. As they embark on this literary exploration, they not only acquire linguistic competence but also develop a profound connection to the cultural tapestry woven through the written word, fostering a lifelong love for language and literature.

English Language Teaching/Learning through Narrative Approach

Studying English Literature from a language teaching perspective can be both intriguing and impactful. It highlights the connection between storytelling and the real-life experiences of individuals in a constantly changing world. This approach emphasises that narratives exist solely within language and that the complexities of life can only be understood through the structured patterns of language used by different societies and people worldwide.

Literature plays a fundamental function and serves as a primary resource in the language curriculum, and its importance has been increasing. The disciplines of literature and language can collaborate and mutually influence each other to enhance the learning experience for both students and educators. It will result in the proliferation of intriguing ideas, knowledge acquisition, and enhanced pedagogy for everyone. Many educators perceive the incorporation of literature in language instruction as an intriguing and valuable approach.

This paper highlights the necessity and significance of literary texts in achieving advanced language proficiency. Literature has a beneficial impact in a

language class, encompassing both cultural and linguistic aspects. It has recently gained renewed importance as a crucial element in English language instruction. Literature is often regarded as an independent discipline that is unrelated to the process of acquiring linguistic skills. However, the challenges encountered in teaching foreign languages forced educators to discover and cultivate novel approaches and strategies. This assumption is derived from a simplified understanding of the concept of language instruction and acquisition. Including literature in the educational curriculum for language learning offers numerous advantages for language learners.

The current focus of English teaching is mostly on its practicality as a means of communication, enabling individuals to secure employment, further economic endeavours, or engage in many sorts of entertainment. In the modern world, there is a demand for English for Special Purposes, which refers to the comprehension of scientific or technical terminology that is unique to many disciplines that learners are interested in. Literary texts offer ample opportunities for us to properly acquire the skill of utilising words in various settings. For teachers, the primary focus is not only teaching language, but rather cultivating learners' proficiency to enable them to effectively utilise the language for diverse communicative objectives.

There exists a distinction between instructing on the subject of the language and engaging in actual communication using the language. Many educators hold the belief that instructing students about the structure and rules of a language will enable them to effectively utilise the language for the purpose of communication. Indeed, there frequently exists a significant disparity between knowledge and the capacity to effectively employ that knowledge in the context of communication and the manipulation of oral communication.

In the present era, the use of information technology and the process of globalisation require international communication in several domains such as economy, trade, politics, and business. In order to effectively engage in communication, it is necessary for the students to acquire knowledge in both culture and language. Contemporary research in linguistics, particularly in the field of sociolinguistics, demonstrates that the acquisition of culture plays a significant role in international communication. Thus far, it can be asserted that incorporating literature or literary texts into the curriculum for non-native learners will:

a. Address the issue of acquiring appropriate vocabulary for social interactions.
b. Equip students with the necessary skills to become proficient translators in various domains, including trading, business, science, law, and technology.
c. Establish a connection between language and culture to enhance ordinary conversation.

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Literature, in contrast, offers content that can inspire learners and assist them in discovering the potential applications and interpretations that significantly boost their language proficiency. Both literature and language teaching encompass the cultivation of a sensitivity towards language. The learners' responses to reading and comprehending literary texts will aid in the development of their reading skills.

a. Memorise valuable quotations and expressions.
b. Incorporate language skills such as listening and reading as receptive abilities, and speaking and writing as productive abilities.
c. Gain exposure to authentic conversations and dialogues commonly utilised in real-world settings.
d. Prepare them for conversations that simulate real-life scenarios in the classroom, allowing learners to practise language skills that are applicable in society.

Need for Literary Texts in a Language Classroom

English literature holds a position of superiority in the realm of language acquisition. Short stories are effective for improving students' language proficiency. Due to its brevity and focus on creating a singular impact, the students can easily comprehend the narrative of the piece. The suitability of short tales as a literary genre for English education is substantiated by Collie and Slater (1991), who enumerate four benefits of utilising short stories for language instructors. (196) Firstly, short stories are pragmatic due to their concise nature, which allows for complete coverage within a single or dual class periods. Furthermore, brief stories pose minimal complexity for students to independently engage with. Furthermore, short stories offer a multitude of options to cater to diverse interests and preferences. Short stories are versatile and can be utilised across all proficiency levels (from beginner to advanced), age groups (from young learners to adults), and educational settings.

The incorporation of short stories in English instruction should be focused on motivating students to apply their prior knowledge. By implementing this approach, the learning process will be oriented towards the needs and interests of the students. Nevertheless, the teacher has a significant impact. She must select an appropriate literature for classroom use and assist her students in comprehending the narrative through several exercises. The language learners' syllabus should encompass both verbal and non-verbal communication, as well as incorporate elements such as short narratives, stories, dialogues, conversations, and interviews. These concise literary texts will assist teachers in familiarising themselves with language usage, enhancing their own proficiency, and comprehending language as a social phenomenon rather than a solitary domain of study.

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Transforming classrooms into platforms for authentic communication in the target language is a pivotal step in language education. Educators play a crucial role in recognizing that language is intricately linked to social norms, extending beyond the classroom setting. By encouraging a comprehensive examination of classroom language, educators can draw parallels with real-world linguistic usage, elevating communication to the realm of societal obligation. This approach not only enhances the cognitive capacity of learners but also exposes them to a diverse array of linguistic and literary expressions, fostering a deeper understanding of the communicative functions of language. The incorporation of short stories into the curriculum becomes instrumental, offering a versatile tool for instructing students at various language proficiency levels in listening, speaking, reading, and writing (LSRW). Through this holistic approach, classrooms become dynamic spaces where linguistic proficiency seamlessly integrates into communicative competence, empowering learners to navigate language in authentic social contexts. This immersive strategy not only facilitates the implicit acquisition of grammar but also cultivates a meaningful connection between language and its real-world applications.

Literary comprehension

According to Murdoch (2002), short stories can be used effectively to improve the language skills of intermediate-level learners by providing high-quality text content. According to his perspective, short stories can be highly advantageous resources for reinforcing language training. They can be utilised in many learning activities, including discussions, writing exercises, and enacting conversations. (9) Short stories are highly beneficial in endeavours to enhance kids' vocabulary and reading skills. The number of words can vary according to the teacher's discretion. This practice facilitates the acquisition of more vocabulary for students, while also instructing them on the proper utilisation of a dictionary. This phenomenon may occur due to the fact that students engage in active interaction with the text during the reading process. Through involvement with the text, individuals decipher and make sense of the information they read. Through the process of analysing and comprehending written material, individuals can actively strive to enhance their English-speaking skills with a greater level of inventiveness.

Writing

The utilisation of short stories as a potent and inspiring resource for writing is evident. Short tale as a model occurs when students' writing closely resembles the original work or obviously imitates its substance, theme, organisation, and style. However, when student writing demonstrates original thought such as interpretation or analysis, or is creatively inspired by the reading, literature becomes the topic of their work. According to Oster (1989), reading aids students in enhancing their

creative writing abilities. (103) Teachers have the ability to design a range of writing exercises that aid in the enhancement of students' writing abilities. If students have achieved a high level of language competency, instructors have the option to assign writing tasks such as dialogues or more intricate writing assignments.

Speaking

Short stories can serve as potent and inspiring tools for instructing both spoken communication and auditory comprehension. Oral reading, dramatization, creativity, role-playing, reconstruction, and discussion are useful learning activities that focus on a short story class and can be utilised to enhance these two skills. Requesting kids to orally read a narrative can enhance their proficiency in both speaking and listening. Furthermore, it also contributes to enhancing pronunciation. Instructing non-native-speaking students in Foreign Language Literature can be a challenging endeavour. The process of language education varies not only between different countries and cultures, but also among individuals. The students can receive instruction on literary terms and word meanings, and thereafter be prompted to analyse the subject of a literary piece, a process that can prove challenging for non-native speakers due to its abstract nature. The process of analysis involves repetitively comprehending the material, primarily through memorising and, at most, partially through rephrasing. In addition to short stories, another method known as "Simple Story-Telling" can be employed to enhance students' spoken English skills.

Utilising theatrical performances may also yield effective communication. Incorporate authentic materials into the first curriculum to engage students in creative language use, enhance their linguistic proficiency, liberate them from excessive reliance on dictionaries, foster a positive response to the subject matter, and cultivate an appreciation for literature. Plays are consistently an excellent option for novices. They possess a tendency to be concise, condensed, and evocatively engaging. The students can also be instructed to visualise the plays as they read the text, and to imagine the manner in which a character might deliver a specific phrase. Therefore, they can experience a feeling of involvement. Students are required to bring their own contributions to class, such as newspaper clippings, articles, photographs, or any other items that they believe represent the characteristics of the twentieth century. They will then present these things to the class. Following this exercise, kids will acquire the ability to enhance their communication skills, experience a greater sense of comfort, and engage in the exchange of ideas pertaining to the environment they inhabit.

In addition, Ur (1996) enumerates other benefits of using literature as a resource for language teaching. (201)

Literature stands as a remarkably enjoyable and effective instrument for honing language skills. Its pages unfold a panorama of diverse writing styles, presenting authentic language usage that transcends conventional instructional materials. Beyond its linguistic merits, literature proves invaluable for expanding vocabulary, exposing learners to an extensive array of words and expressions within rich contextual frameworks. Moreover, it serves as a catalyst for the cultivation of varied reading abilities, nurturing a nuanced understanding of language nuances and structures.

Beyond the realm of language acquisition, literature plays a multifaceted role in education. It becomes a dynamic tool for stimulating intellectual engagement, fostering debates, and inspiring written expression. The fusion of affective and cognitive aspects within literary exploration contributes to individual growth, nurturing both empathy and analytical thinking. Within the context of comprehensive education, English literature holds intrinsic worth. Its profound impact extends beyond language proficiency, contributing to the development of analytical and imaginative thinking skills. By exploring literary works, students not only enhance their grasp of language but also gain insights into the intricacies of the world around them. It serves as a gateway to diverse human experiences and conflicts, fostering an awareness that transcends the classroom, making it an indispensable component of a holistic educational journey.

Conclusion

This article has aimed to demonstrate the potential of literary texts in facilitating English language acquisition.

Young learners are typically enthusiastic and eager to study a foreign language, hence these literary works will assist them in acquiring the language as a tool for communication. In order to accomplish this, teachers should direct their attention not only towards language aspects, but also towards literary and cultural components. Given that literary texts encompass the features of poetry, short stories, and plays, they prove to be exceedingly advantageous for utilisation in language education classrooms. They can be utilised to offer diverse exercises for reading, listening, writing, and speaking sessions. Short stories, poems, and plays provide a significant framework for teaching many languages and enhancing students' interpretive strategies. This strategy can also be used to other languages or talents, such as vocabulary enhancement. The language teacher can offer the learners captivating excerpts from the most exquisite works of English literature, which inspire a longing in them to cultivate a habit of reading and enhance their skills in comprehending written texts.

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Undoubtedly, literature plays a crucial and thought-provoking function in the process of acquiring language in a meaningful and cause-and-effect manner. Based on the findings and recommendations presented in this paper, we can confidently assert that literature or literary texts have a crucial impact on enhancing language proficiency among non-native English learners, enabling them to effectively use language for communication in real-life situations.

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Unlocking Potential: Language Acquisition As A Catalyst For Communication And Life Skills Enhancement

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Vagarthaviva sampriktau vagarthah pratipattaye jagatha pitarau
Vande parvathi parameswarau……..SRI KALIDAS

Abstract

Language is a basic instrument that goes beyond simple communication; it serves as the conduit for culture, knowledge, and the growth of society. The significance of language proficiency extends beyond the bounds of linguistic competence within the context of education. There is a close connection between it and the development of life skills, which are the fundamental abilities that enable individuals to manage complex problems in the modern world successfully. It is of the utmost importance to have a comprehensive understanding of the symbiotic link that exists between language and life skills. Contemporary educational research underscores the integral role of language proficiency in the development of critical thinking skills. Language becomes not only a medium for conveying information but also a scaffold for analytical reasoning and problem-solving. This paper explores the idea that language competency is not a skill that can be considered independent of other skills but rather a catalyst for the development of life skills and investigates the dynamic interplay that exists between linguistic competence and the broader spectrum of competencies that determine an individual's capacity to thrive in a variety of personal and professional circumstances.

Keywords: Life Skills, linguistic proficiency, emotional intelligence, empathy.

Language is a basic instrument that goes beyond simple communication; it serves as the conduit for culture, knowledge, and the growth of society. The tapestry of human existence is carefully woven with the threads of language. From the first statements of our ancestors to the intricate linguistic landscapes of modern society, language has been the foundation of human connection and comprehension throughout the course of human history. The significance of language proficiency

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extends beyond the bounds of linguistic competence within the context of the field of education. There is a close connection between it and the development of life skills, which are the fundamental abilities that enable individuals to successfully manage the complex problems that are present in the modern world. It is of the utmost importance to have a comprehensive understanding of the symbiotic link that exists between language and life skills.

This paper is based on the idea that language competency is not a skill that can be considered independent of other skills but rather a catalyst for the development of life skills and investigates the dynamic interplay that exists between linguistic competence and the wider spectrum of competencies that determine an individual's capacity to thrive in a variety of personal and professional circumstances.

Changes in the Nature of Communication:

Throughout the course of human history, the progression of language has been parallel to the story of human advancement. The ability to communicate has been a driving force behind the advancement of society, enabling the transmission of ideas, the preservation of cultural heritage, and the collective understanding of our shared human experience. This ability has been present from the primitive grunts of early homo sapiens all the way up to the sophisticated languages that are spoken today.

Transformation from verbal to Written Expression:

The transformational potential of language was further raised as a result of the move from oral traditions to written languages. Writing evolved into a medium that served the purpose of conserving knowledge, encouraging intellectual curiosity, and establishing a connection between different generations. In its capacity as a mode of linguistic expression, the written word was crucial in laying the framework for educational systems and institutionalized learning.

This investigation is based on the idea that language competency is not a skill that can be considered independent of other skills, but rather a catalyst for the development of life skills in their whole. This argument is at the core of the present educational landscape. We go beyond the conventional conception of language as a collection of grammatical rules and vocabulary, and instead investigate the dynamic interplay that exists between linguistic competence and the wider spectrum of competencies that determine an individual's capacity to thrive in a variety of personal and professional circumstances.

Despite the fact that linguistic competency continues to be an essential component of language acquisition, its significance goes well beyond the boundaries of syntax and vocabulary. It is an essential component of soft skill sets. Because of the many facets that it possesses, language transforms into a dynamic instrument that

has an impact on cognitive processes, emotional intelligence, critical thinking, and the ability to solve specific problems in real-life contexts and challenges.

The overall concept emphasizes the inextricable connection that exists between the development of life skills and the ability to communicate effectively in a language. Weaving together linguistic mastery and the growth of skills that equip students to adapt, to effective communication, and meaningful contribution to the society is the central tenet of this holistic educational approach, which proposes that it should go beyond segmented learning.

Research conducted in the fields of linguistics and cognitive science in recent times has shed light on the fact that language is more than just a means of communication; rather, it is a cognitive instrument that shapes thought processes. The ideas of Lev Vygotsky, for example, place an emphasis on the sociocultural aspect of language development. Vygotsky's theories postulate that language not only reflects but also shapes cognitive capacities. Theories of Vygotsky's Sociocultural framework states that the process of language acquisition is intricately connected to the development of cognitive abilities.

"Vygotsky's social development theory asserts that a child's cognitive development and learning ability can be guided and mediated by their social interactions. His theory states that learning is a crucially social process as opposed to an independent journey of discovery. He expands on this by stating that a child's learning benefited greatly from being guided by a more knowledgeable member of the community - such as a parent or teacher. Vygotsky's sociocultural theory also suggests that children internalise and learn from the beliefs and attitudes that they witness around them. He believes that culture plays an important role in shaping cognitive development and therefore that this development varied across cultures. Vygotsky also stresses the importance of language as the root of all learning."

Focusing on the dynamic relationship that exists between language and cognition, the interactionist perspective highlights the importance of this dynamic relationship. Language is not merely a passive reflection of cognition but rather an active tool that does both. The notion of how linguistic proficiency contributes to larger cognitive capacities is founded on this approach, which serves as the conceptual foundation.

Emotional Intelligence and Language Acquisition:

The investigation of emotional intelligence within the framework of language reveals a complex interaction between the expression of one's emotions, feelings, and ideas through language and the comprehension of one's own emotions as well as the emotions of others. Researchers in the field of psychology, such as Daniel Goleman, have brought attention to the significance of emotional intelligence in terms of both personal and professional achievement.

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The expressive capacity of language provides a medium through which a wide range of feelings can be conveyed, ranging from happiness and empathy to frustration and sadness. Individuals who are proficient in language are able to explain complicated emotional states, which not only helps them express themselves but also contributes to their emotional resilience.

The ability to perceive the feelings of other people through verbal and non-verbal clues is a clear indication of the association between language proficiency and empathy. Interpersonal skills are also a significant component of empathy. The ability to communicate effectively, which is a result of having language competence, provides a channel via which strong interpersonal relationships can be developed. "Empathy refers to the cognitive and emotional processes that bind people together in various kinds of relationships that permit sharing experiences as well as understanding of others" (Eslinger, 2007).

Linguistic skills are needed to understand one's self and other people. Success in all walks of life is assured to those who have better communication skills.

Soft skills are all about abilities and traits pertaining to personality, attitude and behaviour that help in non-technical and non-domain skills**.** According to Wikipedia, "Soft skills, also known as power skills, common skills, essential skills, or core skills, are skills applicable to all professions. These include critical thinking, problem-solving, public speaking, professional writing, teamwork, digital literacy, leadership, professional attitude, work ethic, career management and intercultural interaction".

Whereas Parasuram & Hariprasad (2015) opine that there is a collection of several soft skills such as team building, leadership skills, self-motivation, time management, interpersonal skills, presentation skills, positive attitude, lifelong learning skills, professional ethics, etc. There are nearly sixty soft skills which everyone should know well in order to progress in their work environment. These skills are also known as people skills, emotional intelligence, social skills and interpersonal skills.

Critical thinking and the use of language:

Recent studies in the field of education have highlighted the significant part that linguistic competence plays in the development of analytical and deductive reasoning abilities. Language evolves into not only a medium for the transmission of information but also a framework for the development of analytical reasoning and the resolution of problems.

The development of linguistic variation professional language users demonstrate improved analytical skills, including the ability to dissect material, see patterns, and understand the meanings that lie behind the surface. Participating in

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activities that include complicated linguistic constructs helps to hone one's ability to perform critical analysis.

Language as a tool for reasoning: The ability to communicate through effective language improves one's ability to reason logically. Through the process of engaging in verbal expression and interpretation, individuals develop the ability to formulate and follow solid arguments, which in turn enhances their capacity for logical thinking.

Range of capabilities and abilities:

The term "language proficiency" refers to a wide range of abilities that go beyond simple communication and encompass a wide variety of skills that are necessary for successful expression and comprehension. At its most fundamental level, proficiency incorporates a command of vocabulary, grammar, and the subtleties of phonological construction. The more people develop along this continuum, the more their linguistic repertoire grows. This gives them the ability to negotiate complex language structures and adjust their communication style to a variety of audiences and situations.

The acquisition of fundamental linguistic aspects, such as vocabulary and grammatical structures, is the foundation of language proficiency. People who have reached this basic stage are equipped with the ability to explain their thoughts and ideas in a clear and concise manner.

Comprehension of nuanced language: Acquiring a command of nuanced language constructions is necessary for progressing along the language proficiency continuum. Among these are a comprehension of idiomatic expression, colloquialisms, and linguistic subtleties, all of which help to communicate in a way that is both successful and appropriate for the setting.

Competence in active listening: Language users who are proficient display exceptional abilities in active listening, which is a skill that goes beyond the simple reception of spoken words. Through active listening, one can develop a more profound comprehension of the speaker's message by paying attention to the speaker's tone, non-verbal clues, and delicate subtleties.

The ability to comprehend and make sense of information within particular situations is a key component of contextual listening, which strengthens the effectiveness of communication. Those who are skilled listeners are able to navigate a variety of contexts, changing their comprehension to different settings such as academic, professional, or informal settings.

Clarity and articulation: Skilled public speakers can articulate their thoughts accurately and clearly, guaranteeing that their words are communicated without any

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ambiguity. In addition to linguistic precision, this encompasses the appropriate utilization of tone, pace, and emphasis with the language.

I.A.Richards in his seminal book Practical criticism : A study of literary judgement, he stated that tone is the attitude towards audience/reader. Furthermore, the speaker has ordinarily an attitude to his listener. He chooses or arranges his words differently as his audience varies, in automatic or deliberate recognition of his relation to them.   The tone of his utterance reflects his awareness of this, his sense of how he stands towards those he is addressing. Again the exceptional case of dissimulation, or instances in which the speaker unwritingly reveals an attitude he is not consciously desirous of expressing, will come to mind.

Capacity for Adaptation in Communication: The ability to communicate effectively is more facilitated by language proficiency. Whether they are speaking to a general audience, engaging in academic discourse, or participating in professional interactions, proficient speakers are able to modify their language to meet the needs of a variety of audiences. This is where language becomes a soft skill more apparently.

Understanding Written Texts: Language proficiency gives humans the ability to grasp written texts in their whole. Readers who are considered proficient are able to navigate a wide variety of literary genres, academic publications, and technical materials, thereby extracting nuanced meanings and synthesizing information.

Lifelong Learning Through Reading: The ability to read well is the cornerstone of learning that continues throughout one's life. Skilled readers who are able to extract knowledge from a wide variety of sources, participate in ongoing intellectual research, and maintain a flexible approach to adjusting to new information are known as proficient readers. Applying knowledge in real life contexts requires practice and skill.

Abilities in Writing: Expressive Competence: Skilled writers exhibit expressive competence by deploying language in a way that is cohesive and successful in conveying complicated ideas. The capacity to organize thoughts in a logical manner, adapt one's writing style to suit a variety of goals, and communicate effectively in written form are all indicators of advanced language skill.

Writing Styles That Are Adaptable : Language proficiency extends to writing styles that are in a state of adaptation. Skilled writers are able to make a smooth transition between formal and informal writing, which allows them to meet the requirements of a wide variety of genres, including academic essays, creative narratives, and professional letters.

The Importance of Language in the Process of Developing Life Skills:

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The ability to communicate effectively in a language is one of the most important factors in the development of analytical skills. Individuals who are proficient in the use of language are able to analyze information, recognize patterns, and assess arguments critically. Being able to interact with intricate verbal constructions is one of the factors that leads to the development of a thoughtful and analytical frame of mind.

Individuals develop the ability to traverse linguistic nuances as they grow along the continuum of proficiency. This ability is referred to as **linguistic nuance navigation**. Through the cultivation of a more profound comprehension of underlying meanings and the capacity to dissect complicated concepts, this heightened sensitivity to the complexities of language contributes to the enhancement of critical thinking.

Capabilities in reasoning:

Language as a medium for reasoning: The ability to communicate effectively through language is a crucial factor that helps to the development of logical reasoning. Individuals learn the ability to build and follow sound arguments through the process of verbal communication and interpretation. Engaging with a wide variety of linguistic structures and rhetorical strategies is a great way to enhance this cognitive ability.

Application in Problem Solving: The ability to solve problems effectively is closely correlated with one's level of language proficiency. Those who are proficient in a language approach problems with a heightened capacity for creativity and adaptation, making use of their linguistic tools to investigate a variety of angles and come up with original solutions.

Competence in the Solving of Problems:

Enhanced Creativity and flexibility: Language users who are proficient demonstrate increased creativity and flexibility when confronted with challenging decision-making situations. Language transforms into a dynamic instrument that can be used to investigate a variety of potential answers, articulate ideas in a convincing manner, and alter communication tactics in order to effectively manage multiple complicated difficulties.

The ability to articulate and grasp complex concepts is a key component of language proficiency, which enables individuals to successfully traverse issues that involve multiple facets. In order to allow collaborative problem-solving, which is a process in which individuals contribute their own unique viewpoints and in order to arrive at comprehensive solutions, the ability to communicate concepts precisely is essential. Expression of Emotions with Nuanced Expressions: Language users who are proficient are able to express their feelings with nuance and precision. Enhanced

self-awareness and emotional expression are both outcomes of this expressive skill, which goes beyond the ability to communicate basic emotional terminology and include the capacity to transmit nuanced shades of feeling.

Emotional well-being can be improved through the use of language skills, which helps individuals to successfully articulate their feelings within the context of interpersonal relationships. Effective communicators are able to convey their emotions, demands, and worries in a way that not only promotes comprehension but also helps to preserve healthy emotional dynamics.

Compassion and the ability to interact with others:

The ability to interpret the feelings of other people through verbal and nonverbal signs is a skill that is particularly useful for language users who are proficient in the language. This enhanced understanding of empathy helps to improve social skills, which in turn helps to develop positive interactions and interpersonal connections that are constructive.

Language competency is a fundamental component of efficient social communication, and it is absolutely necessary for effective communication in social contexts. Proficient communicators are able to traverse social nuances, adjust their language to varied social circumstances, and display a great understanding of relational dynamics, all of which contribute to the development of excellent interpersonal skills.

The Resolution of Conflict:

Conflict Resolution and Constructive Dialogue: The ability to communicate effectively in a language helps improve one's ability to resolve conflicts. The ability to communicate one's own needs, actively listening to others, and engaging in constructive discussion are all characteristics of effective communicators. These abilities lead to the successful resolution of conflicts, which in turn helps to cultivate harmonious relationships in both individuals' personal and professional lives.

Language proficiency is a key factor in facilitating negotiation and compromise. It makes these processes easier to accomplish. Language users who are proficient can negotiate without difficulty, strike a balance between aggressiveness and cooperation, and arrive at mutually advantageous settlements in various life situations.

Conclusion:

There is a symbiotic relationship between language competency and the development of life skills, and the investigation into this relationship develops as a thorough trip through historical backgrounds, contemporary research, educational approaches, problems, and potential answers. : Language, which has traditionally been regarded as a tool for communication, is now being recognized as a dynamic

catalyst for cognitive development, emotional intelligence, critical thinking, and problem-solving. The narrative of holistic development is woven via its transforming power, which goes beyond linguistic proficiency. It is of the utmost importance to foresee a future in which students not only emerge as excellent language users but also as lifelong learners who are equipped with a range of life skills. The integration of language and life skills is not just a method for education; rather, it is a vision for the development of persons who are capable of navigating the challenges of the 21st century with resilience, adaptability, and a thorough grasp of their roles in a global society.

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Narrative Techniques in the Select Fiction of Sudha Murthy

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Abstract

What do you think, how an author establishes his/her plot? What do you think, what makes a story very interesting to read? What do you think, how an author attracts his/her reader to read their story without any pause? What makes a reader to guess what is going to happen next and to recognise some twist is going to come which changes the protagonist life? Yes, the answer is "Narrative techniques". As we all know to build a story narrative techniques are very important to an author and to attract his/her readers while reading. Narrative techniques generally is used in story telling by a writer. The techniques we might see are point of view, theme, character, setting. A narrative technique may be used by works of literature in order to produce a specific effect on the reader. Indian English Writing (fiction) writers cannot refuse the same effect on their writings. In this paper we are going to discuss about the narrative techniques used in the selected novels of Sudha Murty who is the Indian educator, author, philanthropist, chairperson and co-founder of Infosys. She was awarded Padma shri, the fourth highest civilian award in India for her social work by Government of India in 2006. Later in 2023 she was awarded the Padma bhushan the third highest civilian award in India. She also received R.K.Narayana's award for literature. She had written five novels (fiction) in total, in which she pleasantly talks about love, marriage, culture, society, human relationships, values, etc. She establishes her story by narrative techniques which helps her readers not to loose their interest while reading the story. The way she narrates the story is very interesting, in which her readers can visualise the place, protagonist, etc. While reading her novels. This paper is going to study how the author has established her story by using the narrative techniques and what are the narrative techniques used by author in the selected novels. And how they helped to understand the plot, twists and turns, etc.

Keywords: Narrative techniques, plot, story, protagonist, reader, visualise.

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Introduction:

Narrative techniques are the methods that authors used to tell their stories. When analysing a novel, it is important to identify these techniques in order to shed light on the ways in which they function in the story. Narrative technique is one among the important aspects of literature. It deals with the facts and imagination as based on the narrator. A narrative technique consists of a set of events as recounted by the author through the narrator in which the events are arranged in a particular order, like telling a story through a first person narrative, second person narrative, and third person narrative. Narrative technique is a compound word which means the method of telling stories which is distinct from that of dramatic and lyric poetry. Narrating a story is connected to someone in specific and hence becomes a technique which is particularly used by that person who is narrating the story. The narrator of the story becomes a transparent glass through which ideas and views are transmitted to the readers. A narrator has to make the reader ready for the future by detaining the past and by holding the present. At its core, narrative technique is the way in which a writer conveys what they want to say to their reader and the methods that they use to develop a story.

The individual elements of different narrative techniques can be broken down into six distinct categories.

1. Character
2. Perspective
3. Plot
4. Setting
5. Theme
6. Style

Each of these plays an important role in developing a story – taking the authors message and presenting it to their audience in a deliberate way.

Aim   :   To study the narrative techniques used by Sudha Murty in her select fiction.

Objectives: 1.To examine how the author has established her story and plot.

2.To examine the Point of view, themes, setting, characters in the select fiction.

Method: Library Research Method.

Definition:

George (2008) explains that library research concerns on review and the data interpretation on the selected articles.

Source of Data:

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In conducting library research, the whole research data are taken from the related discussion on the narrative techniques in literature in the form of articles. Google scholar is the primary application used as the instrument to collect the data in the present study. The keywords used in the Google scholar search engine are- Narrative techniques in literature, Sudha Murthy, Narrative techniques in Indian English Writing.

Review and Summary of the Select Fiction of Sudha Murthy:

Sudha Murthy by trade Co-founder and chairperson of Infosys. As a philanthropist she has been participating in social awareness programs and taken up writing as a profession to bring social awareness and responsibility to her readers through her non-fiction in which she narrates her experiences while she was indulging in her social work. When it comes to fiction she tries to explore the relationship between a man and a woman before and after their marriage. How two worlds (world of love and world of marriage life) are different and what makes them different. While reading her stories her audience can imagine the setting, characters. Sudha Murty is very good at keeping her audience in her grip. The way tells the story, her audience just loose themselves into the story.

Sudha Murty draws upon the traditional narrative technique of the story teller. Her fictional novels are supposed to happen in North Karnataka (Hubli, Aladahalli, Bangalore) and Bombay. Her stories manifest the real and genuine scenes that while reading them we can feel the true essence of real life in them. In this paper the novel I have taken up for analysis is 'Mahashweta'.

Mahashweta was originally published in 2005 and later published by Penguin Books India in 2007.

Mahashweta is a fictional story which revolves around our protagonists Anupama and Dr. Anand. The story opens at a hospital where Dr. Anand and his boss, Dr.Desai are operating a woman who gone into labour. Dr. Anand is a gynaecologist, owns a Mercedes and son of a rich family. His father late Gopala Rao who was a very successful contractor, **'Her late husband, Gopala Rao, had been a very successful contractor,' (Murty 23)** and his mother Radhakka was authoritative, narrominded and extremely orthodox. Everyone calls her Avva as a respect **'Radhakka was 'avva' to everyone.' (Murty 29).** Anand has a sister whose name is Girija, who is stubborn and headstrong. She was the only girl child in her house so, she was brought up as a princess which made her headstrong and stubborn. Anand wants to persue his master's in London.

Anupama was in her MA final year and she is studying with the help of scholarship. Her father Shamanna Was a poor village schoolteacher. Anupamas' mother has died and her stepmother Sabakka and her half-sisters

Vasudha and Nanda, did not like her. **'Sabakka and her daughters, Vasudha and Nanda, did not like Anupama.' (Murty 20).** Anupama is ambitious, extremely beautiful, intelligent and an actor, who acts in plays to collect funds to Orphanage homes. The life and backgrounds of Anand and Anupama are different, Anand was drawn towards Anupamas' beauty and wants to marry her from the day he met her in the Dr. Desai's cabin . Though Anupama also fell for Anand, she was aware of their differences. **'She was aware that Anand was favoured by Lakshmi, the goddess of wealth. Though she herself had the blessings of Saraswathi, the goddess of learning, Anupama's life had never been an easy one.'(Murty 19)**

Anand convinces his mother to marry his love of life Anupama and Radhakka also accepts for the alliance to show off herself as a woman, who allowed her son to marry a girl from poor family as a social work and also to make her son happy and to earn gratitude from Anupama. **'People would praise her, 'Look at Radhakka... how large-hearted she is! She has accepted a poor girl when she could have got a daughter-in-law from a better background.' (Murty 30)**

Anupama and Anand gets married and Anupama's fairy tale marriage life has began. Anand went to London to persue his Master's while Anupama has stayed back in India to perform Laxmi Pooja at her in-laws home. This is the time when Anupama's obstacles has begun, one day she had found a white patch on her feet. She has visited dermatologist for cure of the white patch, there learns that she has leukoderma. Anupama's fairy-tale marriage to Anand falls apart. She was abandoned by her uncaring in-laws, they forced her to return to her father's home in village. Her insensitive husband did not care about her after returning from London. Her step-mother's continual criticism and the ostracism that accompanies her skin condition force her to think about suicide. That is the time, Anupama determined to surpass her ordeals and rebuild her future against all odds. She goes to Bombay where she becomes a sanskrit professor and the successful director of the plays and inspiration to her students, colleagues and friends. In Bombay she becomes friends with Dr. Vasant, who treated her when she met with an accident. Dr. Vasant was also from a small village and wanted to go back to his village and convert his small home into clinic and serve his people with free of cost. Vasant was drawn to Anupama's character and her pure soul and wanted to marry her. But, Anupama refuses his request with a smile on her face and says that she does not want to be part of any relation. Vasant returns back to his village. Anand realises his mistake and wants to take back Anupaama with him but she refuses to go back to the place where she does not have any respect and the place where no one understands her skin condition.

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Mahashweta is a story which gives hope to those who suffer a lot like, insecurity, prejudice, disappointment, betrayal. This story gives courage to each of those Anupamas' who are suffering silently and teaches a lesson to each of those Anand's who just drawn to the outside beauty and ignores the beauty of the soul and character.

Narrative Techniques Used By Sudha Murty:

1. Characters:

There are many different character types in literature; each type plays a different role in moving a narrative along. Some of the common types of character include:

A. <u>Protagonist:</u> A protagonist is a main character who generates the action of a story and engages the reader's interest and empathy. The protagonist is often the hero or heroine. Here in this novel, our protagonists are, Anupama and Anand

B. <u>Antagonist</u>: The opposite of the protagonist is the antagonist. An antagonist is a character who opposes the protagonist. Here in this novel, our antagonists are, Radhakka, Sabakka, and Girija.

C. <u>Dynamic</u> A dynamic character is one who goes through some sort of change; they show character development. A protagonist is usually a dynamic character. Here in this novel, the dynamic characters are, Anupama, who ignores her painful past and looks forward to the new beginnings of her life. And the other is Anand, who realizes his mistake and wants to reunite with his love of life even though she has white patches on her body and loosing her beauty.

D. <u>Static</u> **:** Static characters, on the other hand, are those who do not change throughout the course of the story. They serve to show contrast to dynamic ones, refusing to grow and remaining in one place or mentality. Here in this novel, the static characters are, Radhakka, who never accepted Anupama as her daughter-in-law. Sabakka, who never accepted Anupama as her daughter.

E. <u>Round</u> : Round characters are fully-developed figures in the story. They are more realistic and complex and show a true depth of personality. They require more

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attention by the reader; they can make surprise decisions or puzzling ones. Many factors can affect round characters, and they react to those factors realistically. Here in this novel, round character is, Anupama.

F. Flat: Flat characters are two-dimensional in that they are relatively uncomplicated and do not change through out the course of work. Here in this novel, flat characters are, Radhakka, Sabakka, and Girija.

1. Perspective:

Perspective is how a story is presented to readers. A character's background shapes the lens through which they see the world, which influences how they view and recount events in a story. Here in this novel, our author has presented a positive perspective to her readers. She persuade her readers to see positivity in the negative things that are happening in our daily live.

The point of view, used by the author is the third person point of view.

1. Setting: The setting in literature refers to the time, place, and environment in which a story occurs. Through its use, authors can establish mood, develop their characters, and enhance the conflict.

The setting of the novel Mahashweta is, at night, in a hospital, where a women with a serious heart condition had gone into labour. Here the author is trying to set her audience mood by establishing her thought, Women can surpass any ordeal in their lives without any fear and backdrop, they are always ready to take up the challenge they face in their lives. It also suggests her reader that women in this society goes into a lot of labour all through their lives.

1 .**Plot:** In a narrative or creative writing, a plot is the sequence of events that make up a story, whether it's told, written, filmed, or sung. The plot is the story, and more specifically, how the story develops, unfolds, and moves in time. Plots are typically made up of five main elements:

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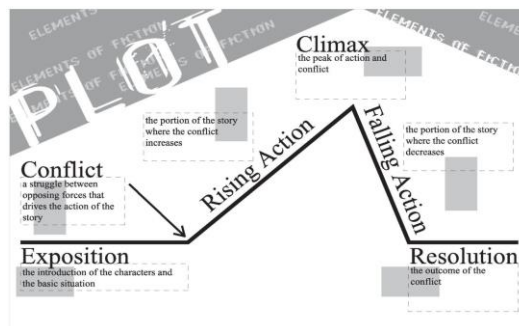
A. Exposition: At the beginning of the story, characters, setting, and the main conflict are typically introduced. Here in the novel Mahashweta, the novel opens in a hospital as its setting, the characters of this novel are introduced in the first chapter. The main conflict in this novel is the difference in the backgrounds of Anand, who is a son of rich family, doctor and Anupama who is from a poor family and pursuing her Master's with the help of scholarship, which is mentioned in the second chapter. The other conflict is our female protagonist suffers from leukoderma after her marriage with Anand. Which is mentioned in fourth chapter, **'Initially, Anupama did not bother much about the patch. But as the days passed, she realised that it was growing bigger.' (Murty 47)**

B. Rising Action: The main character is crisis and events leading up to facing the conflict begin to unfold. The story becomes complicated. Here in this novel, the raising action is when Anupamas' mother-in-law Radhakka, learns about her visit to a dermatologist and asks Anupama about it and realizes that Anupama had effected by leukoderma and she was abandoned by her in-laws. Which is mentioned in fourth chapter. **'Anupama was no longer allowed to do any work in the house and she began to feel humiliated and suffocated.' (Murty 56)**

C. Climax: At the peak of the story, a major event occurs in which the main character faces a major enemy, fear, challenge, or other source of conflict. The most action, drama, change, and excitement occurs here. Here in this novel, Anupama has sent to her father's house, while she was waiting for Anand who she thinks as a rescue of her life ignores her and never bother about Anupama's existence. Which is mentioned in the fifth chapter. **'Anand had come to India but had not even bothered to contact her! How could he have been so heartless? Anupama suddenly felt very tired and her steps faltered.' (Murty 76)**

This is the time when Anupama decides to kill herself by jumping from the top of the hill and suddenly she starts to see the valley in a different light after the stream of thoughts. **'She looked down at the valley again, and saw it in a different light. The sun had risen... Life had begun to have new meaning for her.' (Murty 79)**

D. Falling Action: The story begins to slow down and work towards its end, tying up loose ends. Here in this novel, Anupama realizes her strength and goes to Bombay with the help of her best friend, Sumitra settles their and finds a job which is not her cup of coffee and later with the help of her colleague Dolly, Anupama joins as a Sanskrit lecturer and becomes a director of Sanskrit plays. Which is mentioned in chapter six. **'One day Dolly said to her, 'Anu, there is a vacancy for a Sanskrit lecturer at a college… we are looking for someone who will make the students**

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aware of our culture, and motivate them to participate in intercollegiate events; someone who is familiar with Sanskrit plays,' (Murty 92, 93)

E. Resolution: Also known as the denouement, the resolution is like a concluding paragraph that resolves any remaining issues and ends the story. Here in this novel, Anupama becomes a successful director of Sanskrit plays, Anand realizes his mistakes and wants to get back his love of life into his life. Which is mentioned in chapter eight. **'Anand felt responsible for Anupama's misfortunes.' (Murty 128)**

But, Anupama refuses to go back, where she does not have any respect and the place where no one understands her skin condition. Which is mentioned in chapter eight. **'You should never call a woman whom you do not know by her given name.' / Anand watched Anupama walk away. (Murty 149)**

Anupama refuses Dr. Vasant's proposal to marry him. She was happy to be in independently without indulging into any relationship. **'I am sorry, Vasant, but please forget your idea… My past has taught me a very valuable lesson. I don't want a family of my own.' (Murty 150)**

1. **THEMES:** In literature, a theme is the main idea of the story, or the message the author is conveying. Here in this novel, the main themes are, social stigma and prejudice. The sub themes are, relationship between a man and a woman before and after the marriage, betrayal, hope, regret

1.STYLE : Style in literature is the literary element that describes the ways that the author uses the words – the author's word choice, sentence structure, figurative language and sentence arrangement all work together to establish mood, image and meaning in the text. In this novel, the author has used descriptive, narrative and figurative language style of techniques.

We can also see, framed narrative technique in this novel. In the beginning of the story the main character Anupama participates in a Sanskrit play named Kadambari, in which Anupama plays a lead role Mahashweta. In which we come to know about Mahasweta who mourns death of her beloved Pundarika. Mahasweta's heart-rending love for Pundarika brings him back to life and the lovers are reunited.

Our author has also used – foreshadowing: author begins dropping hints about a situation   or an event that will occur in the future. **'How can you possibly expect a burnt seed to grow into a tree?" (Murty 148)** this line foreshadows Anupama's eventual decision not to indulge in any kind of relationship.

Conclusion:

In this paper, we have studied about the narrative techniques in the select fiction of Sudha Murty. Sudha Murty is very good at story teller, she has immense knowledge of literature, she had mentioned Alexander Pope's line from his essay

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named An Essay on Criticism, **'To err is human, to forgive divine,' (Murty 134)** and while writing she always keeps in her mind to make her readers aware of social responsibility, **'It was a fund-raising programme---so there were several speeches about social responsibility, humanity, and so on.' (Murty 13)**

Through out the novel, the author has used her immense knowledge to persuade her readers to read without any pause, with raising anxiety, pain, conflicts in the protagonist life. The reader indulge in the story, they cry with the characters and laugh with them, they will just lost in the novel while reading it.

This paper provides a description on Narrative techniques used by Sudha Murty in her select fiction 'Mahashweta', being a co-founder and chairperson of Infosys, our author has set her readers mood with her effective narrative techniques.

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Unveiling Colonial and Postcolonial Elements in Cornelia Sorabji's India Calling: The memories of Cornelia Sorabji

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Abstract

Cornelia Sorabji was an Indian lawyer, social reformer, writer and among other things a trailblazer. She was an arresting figure of colonial India. Though, this pioneering barrister fought chiefly for the rights of veiled women, her own contributions remain obscured in history by a thick metaphorical 'Purdah' woven from her controversial ideology and identity. Her unorthodox professional work on behalf of the purdah nashins did not make her a feminist in the manner of many of her British and Indian contemporaries. Further, as a female writer her invisibility was prominent. She championed for women's higher education determined by her diasporic experience and studies both in India and the UK, she occupied intermediary position in cultures and in myriad of forms. It is in this context of canonical presences and absences of such female writers, that it is relevant to study and contextualize Sorabji's life in relation to some of the most significant themes of colonial and postcolonial studies.

Keywords: trailblazer, colonial, pioneer, obscure, purdah, cannon, diasporic, contextualize.

Introduction:

The nature of women's question in the colonial period was quite complex. The campaign of the social reformers in the 19th century, brought their conditions Center Stage. Western ideas and legislations by the colonial authorities under pressure from the reformers sought to create conditions, which were conducive to emancipation.

"In the north of India, a wave of anglophobia centring in Ram Mohan Roy and the Reformers' (an impulse which indeed justified, if it had not inspired, Macaulay's famous minute about the English Language and the World of our new Civilization) was affecting thought, aspiration, domestic detail and even our dress" (pg. no:12).

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In the 19th century when the women's question came to play an important part of public discourse, the issue of paramount importance was women's suffrage and equality in the western world. Where as in India these questions surfaced during the phase of our integration into the colonial society and culture as well as that a number of demands focussing on woman became part of the anti-colonial movement has its relevance for shaping the nature of questions raised on the woman question aping of Western values by Indian woman and its dangers.

These ideas would contribute to debate around woman in colonial India as well as the numerous issues such as women's education, women's representation in various bodies, property rights and so on. It is here we can place the writings of men and women either from India or from the European world depicting the voiceless Indian folk women, the subordinated purdah clad desperately waiting to be emancipated from the drudgery of domesticity, reproduction, sexual inferiority, patriarchy and subalternity.

"If we want the women of the past to speak to the women of today, we must value protect and preserve their authentic voices"-Kate Mosse.

Cornelia was fluent, complicated personality, who draped herself in dazzling silk Parsi-style saris paired with intricately designed Victorian blouses and accessorised with long, dangling necklaces as something of a deliberate cultural marker. Cornelia loved wearing saris and would tell her sisters to wear saris on their visits to England. Even though their mother had had them all wear western dress in Poona. (Richard Sorabji 1889-1893).

In taking this argument further in the characterisation of the role of women in higher education more specifically in the field of law, Cornelia's life can be studied.

"the first woman barrister to practise in India". (Vadagama, 2011:25).

In this sense, her autobiography,'' India Calling-The memories of Cornelia'' is selected. In December 1934 the Illustrated London News reviewed her book showcasing Sorabji's memories of India and beyond. (Rose Staveley:2023). This research aims to analyse how Sorabji portrayed the entrenched ways through which gender, religion, and class were instruments of colonization. Cornelia's work speaks volumes about her approbation for the British rule,

"India, under the Crown, was in the throes of reconstruction: the English machinery of administration, of education, of development of the resources of the country, had not only been set up, but was in working order,'' (pg. no:12)

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Foot notes:

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169   Proceeding of A Two-Day International Conference on "*Emerging Practices in Teaching - Learning of English Language and Literature: A Journey from Theory to Praxis*." (ICEPTLELL-2024) on 1st & 2nd February 2024, Govt. City College, Hyderabad

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Kate Mosse, Warrior Queens and Quiet Revolutionaries: How women (Also)Built the World, (London: Mantle, 2022),95.

There are several colonial elements in her autobiographical work. Just the way the colonizer justifies his atrocities committed against the natives by defending his actions stating that the colonized are illiterates, needs education and he, stands on high moral grounds in rehabilitating them showing the colonies the right path is God's given duty. Describing her visit Cornelia says:

"English country-house visits really needs a book to themselves: Life was good to me and I had ample opportunities of realizing what made the Englishmen of the services what they are, at their best'', (pg.no:61).

One of the many ways in which the coloniser asserts of his rule is in the act of cleansing the natives. Describing her mother's social welfare thoughts, she says:

"She was never tired of sharing with others the Gospel as she knew it, the Good news of Christianity, of Health, of Education, of Sanitation". (pg.no:24).

It should be remembered that the four decades that span from 1880 to 1920 were key to understand a crucial time for the United Kingdom was at the zenith of its empire. (Elleke Boehmer:2009, 2015) or Eric Hobsbawn (1987)

"Differences of religion made as little cleavage between us as differences of race. That will be hard to explain to Westerners. I suppose it was because, even as children, Easterners are conscious of a-tie-that-binds, of the practice of religion. Indeed, the fact that we also, individually, were tied-and-bound, was a link between us.'' (pg. no:23).

Boehmer states that this was the period of "high imperialism" was its "more officially expansionist, assertive, and self-conscious approach to empire than had been expressed before" (2009: XV). A British attempt at cultural hegemony and linguistic control defines a period of time determined by the arrival of writers from the colonies, who supported British Raj.

"Do look at it, it is visaed for the British Empire, ……… Canada is not in the British Empire" (pg.no:306).

"I come, as you know, from British India, and am equally with Canadians of the British Empire". (pg.no:309).

The memoir makes an interesting contribution not only to histories of colonialism and modern India, but also to the history of feminism. As early as in 1899, she was described as:

"One of those pioneers who made the paths which others of her sex may follow". (Vadagama,2011:58).

Cornelia Sorabji's work represent her indifference towards the East. The Western idea that the East is backward, exotic and irrational can be identified in her

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autobiography. Frantz Fanon states that Colonialism destroyed the very soul of natives and are represented as evil, pagan, superstitious and uncivilized. The natives according to Fanon, begin to accept the Eurocentric views about themselves. They lose their sense of self and identity because they begin to see themselves with the eyes of the white man losing their power of logic, rejecting their own culture, religion, language and following Western religion, language and tradition.

"The houses of our Parsee friends were furnished the English (and early Victorian) like our own.''(pg.no:18).

Cornelia Sorabji's work represent the same attitude towards the East. The Western idea that the East is backward, exotic and irrational can be identified in her work. She mentions that the British neither contradicted nor defended against the absurd propaganda carried out about them as a nation'

"And they said, "Yes; but that is not fair to us, since our habit is different, and they know it. Besides, it's pride; being superior...." (pg.nos:304-305).

Research Objectives:
- The indifference shown by Cornelia Sorabji towards the East.
- The validation of my argument by analysing colonial and postcolonial elements in her work.
- The ultimate success and recognition that Cornelia achieved in the Western world on contrary to her home country.

Research Questions:
- In what ways Cornelia's depiction of the East is significant to the expectations of the West?
- How does Cornelia Sorabji makes use of the colonial and postcolonial exponents in her autobiographical work ''India Calling -The memories of Cornelia Sorabji''.

Problem Statement:
Cornelia Sorabji's work contains elements of colonialism and postcolonialism. Her work is filled with such feelings of her inclination and liking towards the West. The resentment towards home country in her work throws some light on her representation of the East as a backward country justifying her absence from the literary cannon despite of her contributions.

The major aspects of postcolonial studies include Hybridity, concept of Orient and Occident, Colonial discourse, Hierarchy, Subalterns and many others can be identified throughout the work. Thoughts of Frantz Fanon, Edward Said, Homi k. Bhabha and Gayatri Spivak can be discussed.

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Parsees have shown no desire to compete with Hindus or Moslems for sovereignty in India. They have, like British helped the development of trade, and being, a rich community, prosperous and generous, have been responsible for many public benefactions in the cities where they dwell; giving the lead, indeed, in these directions to native Indians themselves". (pg., no:14).

Early Life and Childhood.

Cornelia Sorabji was born on 15th November 1866 in Nashik, Maharashtra in the Bombay Presidency, British India. She came with complex roots. (Sharmila Ganesan Ram:2019). She was one of ten children, and was named in honour of Lady Cornelia Maria Darling Ford, her adoptive grandmother. Her father, the Reverend Sorabji Karshedji Langrana, was a Christian missionary who had converted from Zoroastrianism in his teens. Her mother, Francina Santya Ford, a Hindu from the Toda tribe in Tamil Nadu had been adopted and raised Christian by an aristocratic English army officer and his wife.

"There was an invisible circle drawn around {our family} ……. which made it untypical of the Indian home of the period,''(pg.no:17).

According to Homi K. Bhabha, mimicry in colonial and postcolonial literature is most commonly seen when members of a colonised society imitate the language, dress, politics or cultural attitude of their colonizers.

"The children therefore, brought up English- i.e., on English nursery tales with English discipline. (pg.no:17).

"We ate in the English manner, off English plates, and with English adjuncts….''(pg.no:18). Sorabji once commented about the household that not only infected her with respect for the best of both Indian and British traditions but also baked a zeal for social service into her bones. (Sharmila Ganesan Ram:2019). Her career path was greatly influenced by her parents, who advocated for her and her siblings to become leaders in education and social work.

"I am a Parsee by nationality…… Our parents conceived, and built upon, a community which did not at the time exist in India: and which was also (and indeed till fifty years later) outside the conception of the body which came, in the fullness of time to represent Political India''. (Pg.no15).

Her mother's support for girls' education, and care for the local needy, was an inspiration for Cornelia Sorabji to advocate for women.

"She has a very special type of courage, an intuition and understanding in heart and mind, which made her free of all things created, whether in trouble or joy, which made the wounded turn to her instinctively, whatever their race or creed; an intelligence which anticipated the needs of a progressive generation; and gifts of

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construction and organization which were unknown among Indians of her day". *(pg.no:17).*

Due in part to her influential social position, Ford was often consulted by local women on inheritance and property rights. Many of Sorabji's later educational and career decisions would be heavily influenced by her mother.

"In an age when social service was unknown to Indians my mother cared for the sick and poor around". (pg.no:24).

Edward Said, in his seminal book Orientalism (1978) shows how Orientalist writings and ideologies actively shape the world they describe, and how they perpetuate views of Middle Eastern people as inferior, subservient, and in need of saving. As a result, these often racist or romanticised stereotypes create a worldview that justifies Western colonialism and imperialism.

"Indian children of the period were terribly spoilt, never doing a thing for themselves, stuffed with sweets and overfed indiscreetly from infancy. A boy child often ruled the household.''(pg.no21).

As Edward Said said, the Orient is not only adjacent to Europe, it is also the place of Europe's greatest and richest and oldest colonies, the source of its civilization and language, its cultural contestant and one of its deepest and most recurring images of the other. In addition, the Orient has helped to define Europe (or the West) pg.no:9.

Education:

Europe could not deny that places like India or African and Arab countries had been civilized for centuries, but the civilizations of the East had remained at the level of their early achievements. So, the Orient could not progress and its culture remained static and unchanged on the other hand Europe's culture developed.

"But, I doubt if in these early days the children of the "untouchables" went or wished to go to any but the mission schools which alone served that class", (pg.no:17).

Cornelia credits the British for the introduction of education system in India.

"Education owes everything to the enterprise of the Christian Church in India; as orthodox as Hindus, Moslems and Parsees are never backward in acknowledging. (pg.nos:21-22).

Cornelia's mother Francina wanted her daughters to grow up like sons and work for the motherland.

"She was proud of having seven daughters, in a country where the birth of a daughter was considered a calamity: 'because', they were women that India wanted, just then, for her service.'(pg.no:25)

Cornelia Sorabji had five surviving sisters including educator and missionary Susie Sorabji and medical doctor Alice Pennell, and one surviving brother, two other

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brothers died in infancy. She spent her childhood mainly in Belgaum and later in Pune. Recollecting her childhood, she says, *''The games we played, in origin as well as in fact, were also representative of a League of Nations, With Western variety of games of the period'' (pg.no:21).*

She received her education both at home and at mission schools. Cornelia, studied at the Victoria High School, Poona. She believed that she had been a key figure in convincing Bombay University to admit women to its degree programmes. She enrolled in Deccan College in1883 as its first women student, she pursued literature and completed a five-year course in one year. Boys would slam lecture hall doors in the face of the university's maiden girl student to prevent her from attending. (Sharmila Ganesan Ram:2022). She secured the top marks in her cohort for the final examination which would have entitled her to a government scholarship. Which she had to forfeit due to gender discrimination and settling for a temporary position as a professor of English at Gujarat College, Ahmedabad an educational institution for men.

''A professorship at eighteen, in a Male College, dealing with ragging, and making quick decisions.''(pg.no:32).

Sorabji wrote in 1888 to the National Indian Association for assistance in completing her education.

''However, a question was raised in Parliament about this, by Sir John Kennaway, descendant of the Aide de Camp of Cornwallis. And the Secretary of State for India in 1888 had said, yes, indeed this had been the grounds for refusing the scholarship but, at present, the scholarship was not open to women.'' - . Professor Richard Sorabji Cornelia's nephew. (1889-1893).

By the end of the Victorian period, many elite men had travelled to Britain to study. Well-read Sorabji accumulated a litany of firsts. she could succeed in studying in Britain. Fortunately, with the help of the funds raised by her influential British friends and supporters like: Mary Hobhouse, Florence Nightingale, Sir William Wedderburn. Lord and Lady Hobhouse had lived in India in the 1870s and had been acquainted with Cornelia's mother. Lady Mary Hobhouse wrote to "The Times" suggesting that others may also wish to help fund Sorabji to study in Somerville, Oxford.

"Sir, In these days, when the women of England and Scotland succeed in gaining distinctions equal to those was by men, it may interest some of your readers to note an instance of corresponding progress in India, where women have long suffered under greater drawbacks and disadvantages than they have endured in Europe".13 April 1888.

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When she first arrived in England in 1889, she stayed with Elizabeth Adelaide Manning, Secretary of the National Indian Association. At Oxford, Sorabji developed an enduring friendship with the Master of Baliol College, Benjamin Jowett. This granted her access to members of the upper- classes of British society, consequently she remained loyal to the British through her career.

Edward Said's Orientalism (1978), discusses issues like: identity crisis and a great passion to join the modern and liberal Western society. This yearning for Westernized culture often makes Cornelia disregard her home country.

In her nephew Richard Sorabji's written retelling of this phase of his aunt's life, you see her attending Alfred Tennyson's funeral, playing hide-and-seek with Sanskritist Max Mueller at the sacred Law Library and heading to concerts arm-in-arm with influential philosopher Benjamin Jowett. (Sharmila Ganesan Ram:2022).

India Calling was mainly concerned 'with Indian womanhood and the purdah system'. but it also contained some recollections about the author's time in England,' and especially of Oxford, where Jowett confided to her that he once proposed to Florence Nightingale.

In 1892, she was given special permission by Congregational Decree, due in large part to the petitions of her English friends, to take the post-graduate Bachelor of civil Law (BCL)exam at Somerville College, Oxford, becoming the first woman admitted as reader to the Codrington Library of All Souls College, Oxford, at Sir William Anson's invitation in 1890.

While in 1892 she passed the Bachelor of Civil Laws (BCL)examination, Oxford did not grant her the degree as women were not allowed to register as advocates-a privilege not granted to women in India until 1919 and a status she did not receive until 1924.Oxford treated Cornelia as an 'exception'. (Suparna Gooptu:2006). She had the privilege of being inducted into the Oxford elite circle from her initial days at the university, she took pride in this fact.

"Foreign culture does not impede a person's coming to terms with oneself. At best, it works "as a catalyst". (Nirmala:2018).

Indeed, this was very true of Cornelia's experience in the Western countries. She adopted the same strategy of assimilating her personality in the foreign and alien culture of the West. The patronage that Cornelia received at the Oxford was largely because of its multiple involvements with the sustenance of the Empire. Moreover, her response to the male bias in Oxford is revealed. On the eve of her BCL exams in 1892, Cornelia Sorabji dreamt that an elderly man stopped her as she came to a graveyard, and said,*' Go elsewhere. You cannot be buried here'.*

Her Oxford experience proved to be crucial in making her what she was to became. Cornelia Sorabji wrote in a letter to her mother- *'.... next to home there is no*

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place like Somerville." She returned to India with very loving memories of Oxford and began her search for a job. This was no easy feat either, and her struggles continued.

Cornelia Sorabji in her diary, on leaving Oxford-*'Dear Oxford-no other place can ever be to me what thou art!''*

When experiencing life in a foreign country one undergoes a constant change in the whole process of assimilation, and a new kind of hybrid or fluid identity is formed. Cornelia's life is a classic example of this.

Home Calling:

''Yes- it is true that I have been privileged to know two hearthstones, to be homed in two countries, England and India. But though it is difficult to say which ''home'' I love best, there has never, at any time, been the remotest doubt as to which called to me with most insistence ….Always, early or late, throughout the years, it has been ' 'India Calling''.(pg.no:6).

Cornelia got trained for tackling the male dominated society and was successfully able to project herself as a successful Indian woman in a predominantly male British imperialistic world. Cornelia returned to India in 1893.Her association with the liberates and the highly talented women of England motivated her to do something new and innovative. Relying on her foreign connections she began with chamber counselling in Bombay, on matters related to women's property in the native states.

The Maharaja of Baroda invited her to write a Blue-Book on education in the state, to whom she had been referred by her English friends. Her first appearance in the court of law was in defence of a woman charged of killing her husband with a vegetable knife, however, though successful, she regarded that her status *''legally had been below the lowest rung.''*

Sorabji was given special permission to enter pleas on behalf before British agents of Kathiawar and Indore principalities, but she was unable to defend them in court since, as a woman she did not hold professional standing in the legal system. Hoping to remedy this situation, Sorabji presented herself for the LLB examination of Bombay University in 1897 and the pleader's examination of Allahabad High Court in 1899. She was the first female advocate in India, but would not be recognised as a barrister until law which banned women from practising was changed in 1923.Undaunted by the shamefaced treatment meted out to her, Cornelia decided that;

''I must use every endeavour to bring about that result for the sake of all women, as well as my own'' (Sanobar Haider:2017).

She in her speech at Chelsea, explained that the *'' women must enter the profession to supplement men not to supplant them'.(ibid).*

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As Homi k. Bhabha contends in his work "Of Mimicry and Men", mimicry of the white man by the native is brought through culture, religion, fashion, literature and music.

In a farcical case, representing an elephant against a Maharajah who took away its grove, she showed up in court in a carriage with six horses, the Maharajah incidentally was the judge sitting on a swing with a gramophone playing English songs pronounced the judgement in her favour since his English bulldog at the gate liked her.

The Purdahnashins: The Subalterns.

The key subject position disentangled by Spivak is that of the female subaltern and the practice of sati or widow immolation. In sati the widow is burnt to death on her husband's funeral pyre: she is defined solely through the identity of her husband, and is therefore considered to have no identity worth continuing after his death. Spivak terms 'double displacement': the Indian patriarchal customs in which the practice of sati is embedded, and British colonial law (i.e. law made in the absence of any Indian women). during the period of colonial rule.

Cornelia narrates an interesting anecdote from her life, which made her opt for law as a career. She writes-

'We loved the visitor who came to see my mother.She was a Guzerathi Hindu, who came in a dumney……………. Her back was bare, and the bodice was really only a breast-support. There was a hiatus of person between it and her waist-line" (pg.no:26). ''When she arrived, I was reading…………… she had owned, as a widow, a considerable estate in Kathiawar. As she was secluded   ,she   left everything in the hands of her man-of-business………………………All monies, and the disbursement of monies ,were in his hands'.(pg.no:27).

In her essay 'Can the Subaltern Speak?' (1985), Gayatri Spivak questions the ability of the subaltern to speak. Subaltern means the marginalized and oppressed class. In this essay she

tries to disclose the condition of the native during the colonial period and condition of women in the postcolonial period. She argues that the colonial powers prevent any voice of speaking. The native woman is doubly jeopardized in the structure of colonialism and patriarchy. She argues that one can make his/her identity through discourse.

"of course,'-she signed the papers   He had safeguarded himself legally, and was insecure possession beyond her capacity.'(pg.no:28)

Sorabji became involved in social and advisory work on behalf of the purdahnashins, women who were forbidden to communicate with the outside male

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world. In many cases, these women owned considerable property, yet had not access to the necessary legal expertise to defend it. *"That is so, said my mother. 'There are many Indian women in trouble in that way. Would you like to learn how to help them?''. (pg.no:29).*

This period unravels the face of Indian society at large where sexual inequality prevailed strongly. The females were discriminated against and were women of Hindu and Moslem households who lived under purdah or seclusion, subjected to deception. oppression to extract proprietary rights out of them. The intermediaries misguided them.

"And that was her secret and mine, fostered openly from time to time, when we talked of careers. I was going to be a Lawyer:"

At this time Cornelia emerged with a scheme to ensure legal entitlements to these women. Sorabji began petitioning the India office as early as 1902 to provide for a female legal advisor to represent women and minors in provincial courts. Cornelia strived for several years before being able to secure this appointment for herself to deliver these women in conundrum.

This scheme did not receive a unanimous approval in the outside world. While there were some like Mr. Justice Blair who were convinced with the idea there were many who strongly opposed the idea of a lady legal officer, specially the British civilians. Justice S. Subramanya Iyer considered Cornelia's idea of attaching lady lawyers to the court of wards as ''impracticable'' for the Madras presidency. Sanobar Haider:2017).Further the proposal was criticized for being a plan of the ideas of freedom entering into the zenana or the penetration of liberty into the otherwise subjugated female world.

In 1904 the campaign reached culmination and she was appointed Lady Assistant to the Court of Wards of Bengal and by 1907, due to the need for such representation, Sorabji was working in the provinces of Bengal, Orissa Bihar and Assam and a large part of North-East India, sometimes called advisor to the British, sometimes called advisor to the secluded women, Cornelia went beyond her field of specialisation and even worked for the education, health of the minor girls of the society. Cornelia was often addressed as her ''Kindness Cornelia Sorabji.

She intervened to protect the financial interests of the purdha nashins, who were subjected to extreme vulnerability at the hands of their so-called male guides who were mostly their own kith and kin. Cornelia even proposed the idea of education before legislation as she opined that legislations can be ignored in absence of education and awareness, as was happening in the case of sati and child marriage, which, though abolished by law were prevalent in many parts of India.

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As in the case of other female writers such as Sarojini Naidu (1879-1949) or Toru Dutt (1856- 1877) their accomplishments find way in every page of Indian History but despite of being a writer with conviction besides being a reformer her life remains obscure. She often worked alongside fellow Pandita Ramabai and Rukhmabai.

"As an Anglophile and defender of empire, Sorabji fails many of the terms of a valorized feminist recovery" -(Ana Quiring:2021).

Making News in Britain:

The faculty of Law and Somerville College are proud to celebrate Cornelia's achievements through the creation of scholarships for Indian graduate student in Law. Cornelia Sorabji Law Programme is housed at the Oxford India Centre and provides a thriving postgraduate and postdoctoral programme for talented Indian graduate students who seek to lead change on their return to India.

Homi k.Bhabha says in the colonial encounter the native becomes anglicised but never truly white or European. The native is a mimic white man who can now get respect in the colonial establishment and use logic and reasoning which has been taught by Western education.

On 2nd January,1897, The Graphic published a section titled ''Some January Reviews''. This discussed some topical news of the month throughout Britain and its colonies. This article surveys arbitration in the colonies. It also touched upon the topic of women studying at Oxford and the accomplishments of Cornelia.

''An Indian girl, Miss Cornelia Sorabji, is now practicing as a lawyer in Bombay. She is the only B.C.L of her sex and was admitted to that degree because she was already BA of another University, namely, Bombay.'-The Graphic 2nd Jan,1897.

Cornelia appeared in "The Graphic" once again in an article published on 6th August, 1904. In the ''Our Portraits'' section, which included portraits and short descriptions of prominent people, a picture of Cornelia is accompanied by a synopsis of her career:

''Miss Cornelia Sorabji has been appointed by the Bengal Government…for providing Purdah ladies with qualified legal assistance in the administration of their estates.'

The struggle launched by Cornelia throws a clear light on the state of affairs of the Indian patriarchal society for one but at the same time help us identify the restricted outlook of the British society and administration. Cornelia pursued the cause of these women and can be justifiably called a pioneer in this regard. She herself faced a lot of opposition and criticism to realize her goals. In an edition of The Sphere published on 30th July1904, Cornelia is dubbed as one of the

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"Three Notable Figures of The Week'' alongside figures such as Cardinal Vincenzo *Vannutelli*. In the next twenty years of service, it is estimated that Sorabji helped over 600 women and orphans fight legal battles, sometimes at no charge. Cornelia travelled by palanquin to tiger- infested jungles, she rescued women from murder, caused reconciliations and, later organised purdah parties for secluded women, she persuaded the Viceroys to follow this custom at which no male could even see who was arriving. Cornelia wrote;*''The doors indeed have been pushed open, and women are timidly adventuring the street, albeit with veiled face.''(Sanobar Haider:2017).*

An issue of The Sphere published on 3rd July,1909 also praised Cornelia's work. The ''Woman's Sphere and Interests'' supplement highlights the ''many honours and distinctions'' that had been ''bestowed on women'' during the past week. It goes on to highlight how Miss Cornelia Sorabji ''the well-known Indian woman barristers'' had been ''awarded the Kaiser-i- Hind gold medal'' by King Edward VII.

Cornelia was engaged in a dual battle, one for the betterment of the position of Indian women and another battle of race and gender against the Bureaucracy for the strengthening of her own legal position. This struggle led to the embittering of relations between the government and Cornelia. In 1919, she enrolled herself as a vakil in Allahabad High Court.

'In 1919 the Bar was open to women, and the Allahabad High Court admitted me to the Rolls immediately upon application. 'She recalled.

She then went to England to be called to the Bar from Lincoln's Inn in April 1923.Once again Cornelia returned to join the bar in 1924, the legal profession was opened to women in India. It became a hierarchically structured profession. Her application for enrolment at the Calcutta Bar was rejected by the Registrar on the frivolous grounds of her being a woman. She was denied access to the Bar Library, she was under paid and often subjected to gender abuse and cases of false harassment. As such she was confined to preparing opinions on cases, rather than pleading them before the court.

All this treatment once again proved the cultural prejudices widely prevalent in India as well as in England. She made a mark in the field of women's emancipation, hailed for her legal acumen in drafting opinions and was time and again consulted in matters related to women's issues.

Cornelia worked in close association with National Council of Women in India, Federation of Indian University Women and the Association of British University Women in India which worked for trans-national exchange of women students for extension of friendly relations among women of different nationalities.

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In addition to her work as a social reformer and legal activist, Sorabji wrote a number of books, short stories and articles. Cornelia Sorabji retired from the high court in 1929 and returned to England, where life became a blur of accidents, surgeries and shuddering at air raids during the Second World War. Living in her house at Finsbury Park, London, until her death on 6th July 1954. In honour of this great woman, a bust, golden in hue and sculpted by London artist S.Unavane was unveiled in London in May 2012 in the Great Hall of the Honourable Society of Lincoln's Inn. A Google doodle celebrated her 151 birthday on November 15, 2017.

As Edward Said said, the Orient is not only adjacent to Europe, it is also the place of Europe's greatest and richest and oldest colonies, the source of its civilization and language, its cultural contestant and one of its deepest and most recurring images of the other, In addition, the Orient has helped to define Europe (or the West) pg.no:9.

"The doctor who saved my eyes in 1918 said that no oculist could anything for me…. I thanked God that I was in a country where I could at least learn to be blind." (pg. no:312).

How do we explain her absence from history?

If these contradictions-remaining loyal to the empire as an Indian civil servant and being fiercely anti-suffragist despite championing women's reform-exiled her from Indian history, within the Parsi community too, there has been limited acknowledgement of her because, "She was not a Zoroastrian and because her mother was not Parsi", (Sharmila Ganesan Ram:2019). Perhaps for her ideology, she was hated by some…, she was a part of infinitesimally tiny group of Parsi Christian converts whose descendants chose to live in England rather than India struggled mightily with the question of identity. They faced riots and violence from many communities, thus, for survival, they joined hands with the colonials. Away from all Indian communities, Cornelia felt drawn to Britain. Troubled by the excessive reformist zeal of Indian nationalists, the' Progressives', by late 1920s, however, Sorabji adopted a staunch anti-national attitude. By 1927, she was actively involved in support for the Empire and preserving the rule of the British Raj. She also caused a stir when she favourably reviewed Catherine Mayo's Mother India", a controversial book. Cornelia disapproved of Mahatma Gandhi's strategy of mass mobilisation.

Conclusion:

Pallavi Rastogi, reviewing the autobiography India Calling, wrote that Sorabji's life was *''fraught with contradictions''* as were those of others who were unable to reconcile Western and Indian way of life. Historian Geraldine Forbes argued that Sorabji's opposition to nationalism and feminism has *"caused historians to neglect the role she played in giving credibility to the British critique of those*

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educated women who were now part of the political landscape''. Foe Leslie Flemming, Sorabji's autobiographical works are "a means of justifying her unusual life by constructing herself as a change-agent although they are not widely read in modern terms, succeeded on those terms by having an influential readership in the early 20th century". MaryJane Mossman says "She chose 'a wrong direction' at a critical moment in History. Her story reveals both opportunities and constraints for women in India in the late 19thcentury and early 20th centuries, as well as the 'shifting colonial relationships in British India in the context of the independence movement of the 1930's and 40's.

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Revisiting Hindu Mythology to Translate Indian Feminism: A Study Of *Music Of The Earth* By Volga

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Abstract

This paper discusses Volga's *Mrunmayanadam*, translated into English as "Music of the Earth" by Prof. T. Vijay Kumar and Dr. C. Vijayasree in *Liberation of Sita* in which a mythological story from *the Ramayana* is revisited to translate feminism. It is an authentic work of translation as it adopted the principles of translation stated by cultural theorists like Gayatri Spivak and Homi Bhabha. The new discernment of the author paves a way for women to realise their inner strength of authority and the capacity to search for truth in their lives which is intelligently concealed by the patriarchal hegemony for ages. This new sagaciousness of feminism with which the text is reinterpreted shows a path to the western literary world also on how to revisit their respective mythological texts to reconstruct them with a new meaning.

Keywords: Feminism, Feminist perspective, Gender, Translation studies, Cultural Studies, Truth, Authority, Self-realization, Inner strength etc.

Translation is the creation of the meaning of a text in another language and hence it is a process of an interlinguistic transfer. "Translation is considered to be an act of reproduction, through which the meaning of a text is transferred from one language to another". (Simon 11) It is a way for writers to gain creative stimulation. Translators re-write a text of one language in order to make it available to a second language reader. They have to step out of their 'writing selves' and speak the voice of other writers and it demands the readers also to translate themselves from one sociocultural background to another. Basically, translation played an essential role in the creation of the great intellectual movements of Western civilization. It was a foundation for the emergence of Christianity, the new learning during the Middle Ages and the Renaissance, the Europeanization of Romanticism, and a means for women to gain access to the world of literature with a strong mode of expression in the earlier times. The emergence of feminist approaches to translation studies in the

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1990's, focusing on the question of gender as an interdisciplinary area of research and translation practice, added a sociocultural dimension to the field.

On declaration of the year 1975 as an 'International Women's Year' and the decade from 1975 to 1985 as an 'International Women's Decade' by the UNO, feminist thought gained an impetus in Telugu literature and social activism. One among a few women writers of Telugu literature who start flourishing during the decade is Volga, a pioneer of Telugu feminist literary movement and translator. She focuses on the liberation of women from age-old patriarchal norms and progressive feminist thought, both in literary and real worlds of Telugu readers. Volga worked as an active member in Revolutionary Writers' Association, People's Literary Organisation, Women Power Organisation, Feminist Study Circle, *Anveshi* and presently working with *Asmita.* She belongs to the new era of feminism in the history and widely propagated the concept of everything 'personal is political'. She encountered strong criticism and opposition from the contemporary writers for dividing the progressive journey of Telugu literature on the basis of gender.

Volga wrote many literary essays and novels of feminist thought such as *Swechcha, Sahaja, Manavi*, etc., and anthologies of short stories like *Rajakeeya Kathalu* and *Vimuktha,* and translations of feminist texts of Chinese, Russian, and Italian languages. As a feminist writer, Volga experiments with mythological stories to explore new grounds, new ideas, a new interpretation with a modern feminist perspective and a new expression of the self of women. *Vimuktha* is the journey, both physical and psychological, of an epical character Sita, of the *Ramayana*, by meeting four other important women characters of the epic, Ahalya, Renuka, Shurpanakha, and Urmila. Sita interprets the reasons for their plight with a new perception and this insight steers her towards her own destiny through an unexpected resolution. This anthology, *Vimuktha*, won the Kendra Sahitya Academy award for the year 2015. The work is translated into English as *The Liberation of Sita* by Prof. T. Vijay Kumar and Dr. C. Vijayasree. It created a vibrant stimulus among the feminist writers of other languages of India and paved a way for new interpretations of old texts. As quoted by Arshia Sattar in 'Praise for 'The Liberation of Sita', "Volga's voice – strong, clear and fearless – pierces through these translations and reminds as that women have always read the *Ramayana* differently from men, finding our own friends, our own truths, and our own inspirations in the story". Hence it is rightly observed that "Translation in an era of feminism is thus also a rewriting of former heroines, a rewriting of those gendered qualities and attitudes ascribed to women of other eras. Gender awareness has its censorious as well as its celebrity aspects" (Flotow 34).

One of those excellent stories from the book is, *Mrunmayanadam*, translated into English as 'Music of the Earth'. She attempts to retell the story of *Ahalya* and

Sita, two significant epical characters of the *Ramayana* with a modern feminist point of view. *Mrunmayanadam, (mrunmaya* means the earth and *nadam* is music) is an apt title to the story, as it portrays the self-realization of both *Sita* and *Ahalya* who are the daughters of the earth as depicted in the Epic. One is *Ahalya*, the land untouched by a plough and the other *Sita,* one who plunges from a furrow of ploughing land. Both these epical characters, cultural constructs, suffer under machismo of their husbands who are the socio-cultural products of gender hierarchies. Volga questions the patriarchal language of the phallogocentric terms of their names and changed the meaning with her radical outlook of feminism, by giving a title *Mrunmayanadam*, for their self-realization.

In the story, Ahalya is introduced to Sita, in absentia, by her mother-in-law in their conversation, as a noble character of exceptional beauty, unfortunately cursed by her husband, Maharshi Gautam. "An exceptional beauty with a noble character befitting her beauty" (Volga 21). And describes her condition of stupefaction upon her insult by her husband. "Turned almost into a lifeless rock. Now she lives in the forest, outside our world, without a shelter, indifferent to the sun, rain or cold. Refuses to see anyone" (Volga 21). But the same woman is portrayed by her husband, Rama, as a beauty with no character. 'I was sad to know that there was no character behind the beauty" (Volga 21).

Sita, in confusion, lives with an ambiguity of fact, until she personally meets Ahalya at a beautiful waterfall in the forest during their exile and realizes she is a 'figure of dazzling brightness' 'with so much kindness in a smile'. In their interaction, Ahalya edifies Sita that the truth does not remain the same for all, at all times. "Truth does not remain the same forever but keeps changing continuously - that is the wisdom I earned," (Volga 28). And she also says that the truth of one person may be an untruth for another person. "Each one to their own truth. Does anyone in this world have the power to decide between truth and untruth?" (Volga 26). She advises Sita not to agree to a trial and to bow down to authority ever in her life. "Never agree to a trial, Sita. Don't bow down to authority." (Volga 29) She also guides Sita, by explaining her own experience, to not give an authority to judge her to anybody, not even to her husband. "Society gave him that authority. I didn't. Till I give it, no one can have that authority over me." (Volga 28).

As the understanding of the complexities of gender and culture is brought to translation by cultural studies, the study of Hindu culture through the Epics of the *Ramayana* and the *Mahabharata* and understanding and analysing the gender roles of the characters with feminist perspective by Volga in Telugu is aptly translated here into English. According to Sherry Simon, translation is an activity of cultural creation and exchange with its heightened prominence of perspective based on

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poststructuralism, postcolonialism, and postmodernism. Because they shifted and refocused the boundaries of difference in language and culture. The postmodernism talks about the novelty and recycling of culture. Here the writer focuses on the recycling of Hindu culture with a novel percipience of feminism. And it is translated with an appropriate linguistic and textual realization to bring about the prospects of cultural exchange.

Because the Feminist theory emphasizes a renewed sense of agency in translation, the translators of the story, here, affirms their role of active participation in creation of meaning to both national and international English readers, by highlighting women of Hindu mythology as a new axis around which writing relationships are created. According to the views of Garol Mair, the text 'Music of the Earth', here raises a difficult question, what the real meaning of truth and the inner power of self-authority is to a woman to subvert the patriarchal norms of the society, through *Sita* under the guidance of *Ahalya*, both being the sufferers of male domination in their lives. The translators, Vijaykumar and Vijayasree, give voice and make available the text which raises this powerful and new vantage point of a woman's perception of the Truth and her inner strength to the international readers, thus translating the new feminist prospect of the Eastern culture to the Western. Thus, the translation of a text of Third World literature like, 'Music of the Earth' into English provides an international readership to its author, Volga, with a powerful intermediary of the successful translators. In this translation, they try to surrender themselves to the new interpretation of Volga to understand it completely and also pays attention to the rhetoricity of Telugu language to render it in a befitting manner of translation according to the emphasis of Gayatri Spivak who is one among the few greatest cultural studies theorists to speak of translation from a practical as well as a theoretical point of view.

Spivak's concern was more with the translation of Third World literature into English and hence translated the works of Derrida and Mahasweta Devi. She opines that "the translation can attain the democratic ideal only if the rhetoricity, the textuality, of the work of Third World women is adequately rendered" (Simon 138). In her opinion the translator, the agent of language, faces the text as the director directs a play, as an actor interprets a script. As per the ideas of Spivak, the translators of the text of *Mrunmayanadam,* are very much familiar with the history of both the languages, and also the history of the author's moment. So, they are able to contextualize all voices that are concerned with translation, the voice of the characters, of Volga, and of the translators themselves. As they are addressing the national as well as international readers, with the new feminist standpoint of the author, they take care to be specific in language and expression. "War is for

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demonstrating the valour of men, Rama has proved his heroism. He is awaiting the demonstration of his wife's chastity. Isn't this what Ahalya called distrust?" (Volga 32)

As per the ideology of Homi Bhabha, translation is an activity of cultural creation and it is not just a mechanism of transfer or a neutralization of meaning of the original text. Translators' efficiency lies in their capability to understand the culture of the original text, because texts are embedded in a culture. Unless they understand the culture of the original text, they cannot find the equivalent terms and ideas in the target language of translation. Here the translators are well versed with source language, Telugu as well as Hindu culture and mythology to which the story belongs. And it is not a difficult task for them as they are Indians to the core and their proficiency in English language make them successful translators. They produce an English version of the new point of view of a feminist author by employing suitable vocabulary and imagery of befitting words and phrases for an evolving relationship between the two cultural poles.

"Janaka's palace, aglow with music, dance, the fragrance of flowers and ineffable joy and excitement, looked like an illuminated boat floating on the waves of joy" (Volga 17).

There is Indianness in the selected vocabulary and the imagery of, *Music of the Earth.*

"Midnight. The din of celebrations had subsided. There was no sound except that of the footsteps of the maids who stayed awake to attend to the needs of the royal household. In those silent first nights, the young couples were in raptures, looking into each other's eyes". (Volga 17)

"Ahalya's words sounded like the music of the earth. Sita was listening to her attentively." (Volga 39)

Here the translators' experiment with the language, though, sometimes, there is no problem with finding equivalent words of the English language. They prefer a choice of the words of the Telugu language to create a new culture and introduce new vocabulary to the English. For example: *Maharaja, Maharshi, Antahpuram, Brahmin, Vanara sena, Ashoka Vanam, Ashrams, Vamsha*. They create a culture of translation with the choice of simple and specific words and phrases of expression.

"You have saved Sri Ramachandra; can't you save yourself? Don't grieve over what has already happened. It is all for your own good, and is part of the process of self- realization. Be happy. Observe nature and the evolution of life. Notice the continual changes in them. The forest doesn't comprise *ashrams* alone. There are also people of many races in it. Observe their lives. You belong to this whole world, not just to Rama.' (Volga 39)

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This translation enables the readers to ponder over the difference between the analysis of the Epics based on the age-old patriarchal norms and on a new feminist rationality.

"Did I see through his disguise?' That is the question that bothers many people in this world. **But to my husband, the question was irrelevant. It was the same to him either way.** His property, even if temporarily, had fallen into the hands of another. It was polluted. Pollution, cleanliness, purity, impurity, honour, dishonour-Brahmin men have invested these words with such power that there is no scope in them for truth and untruth. No distinction"" (Volga 26)

Conducting an inquiry on one's chastity is an insult to the modern woman whereas it is a chance given to prove herself for the women of patriarchal gender hierarchies.

"................. He will enquire into truth and untruth."

" But he does enquire, doesn't he?' Ahalya said sarcastically.

"Meaning... What does conducting an enquiry imply, Sita? Distrust, isn't it? Wouldn't it be better, instead, to believe in either your innocence or guilt?"

There is a statement of unacceptability of the women who break the patriarchal norms in the text. "It is difficult to bear with women who talk like me, Sita. It becomes easier if I accept that I have made a mistake. Then there is atonement for every sin. If I argue that I have not made any mistake, they will take pity on me." (Volga 27)

Sita's humiliation by Rama is picturised so effectively.

"The image of Ahalya flashed across Sita's mind.

"*What does conducting an enquiry mean, Sita? Distrust, isn't it? Wouldn't it be better, instead, to believe in either your innocence or guilt?... All men are the same, Sita.*" Did Ahalya know it would turn out like this? Rama has asked for my chastity test. Isn't death better than this? Isn't leaving me to my fate better? Why humiliate me like this? Why wage such a war if this is how I was going to be treated? (Volga 32)

Trust between a couple is the yardstick for the respect they express to each other and to their relationship.

"Isn't this what Ahalya called distrust? Wouldn't accepting her in trust or rejecting her in distrust be better? What should be done now? Sita's heart was like a volcano". (Volga 32)

This work of translation, 'Music of the Earth', is meaningful in achieving the international goal of feminism to make women independent and free from any bonds and to realize that they belong to the entire universe but not to any single man. And

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this is possible only by creating awareness among women of the world, on the real meaning of TRUTH and their inner power of self-authority.

"You means you, nothing else. You are not just the wife of Rama. There is something more in you, something that is your own." (Volga 39)

Sita is humiliated by Rama twice, in the name of authority of society's 'moral principles' and 'code of justice'. But, at the end she victoriously states that "I am the daughter of Earth, Rama. I have realized who I am. The whole universe belongs to me. I don't lack anything. I am the daughter of Earth", (Volga 43) defeating Rama, for the first time, by withdrawing her support to him.

Such an awareness on gender and its issues in one culture or language that is translated into English can successfully establish an international discussion, communication, and research with a new perception and prospects. Thus, the role of translator is very much pivotal for creating such a unifying, global awareness. The voice of the third world with its new astuteness of feminist vision is made heard by the west through this translation. The way of revisiting their old texts, paved by the Indian feminists, will definitely guide the others in this direction.

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Exploring Modernism through Marvelous Real in Gabriel Garcia Marquez's "One Hundred Years of Solitude"

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Abstract

According to Zamora and Faris, Magic Realism is originated as an antagonistic reaction to the European Rationale to demean the dignity of the colonized people.(Zamora and Faris, 1995: 135-136). This rejection of the western realism left a gap and the writers had to fill this and this resulted in the emergence of Magical Realism. Alejo Carpentier who coined the term "Lo Real Maravilloso Americano" referred magic realism as, seemingly miraculous occurrences in Latin America.

Under the theme of Reflections on Contemporary English Studies - A Two Day International Seminar, the main objective of the current paper is to appreciate the modernism and novel technique of narrative through 'Marvelous Real' in language and literature and eventually to reflect the contemporary society in "One Hundred Years of Solitude"(OHS) of Gabriel Garcia Marquez.

Keywords: Magic Realism, Marvelous Real, Modernism, Post Modernism, Criticism, Intertextuality, fantastic elements, OHS(read as 'One Hundred Years of Solitude')

The concept of magic in literature has roots dating back to the 16th century, originating from European encounters with Latin American reality. This notion incorporates subjective exaggeration, myth, history, time, ambiguous reality, and the supernatural. Over time, these ideas have evolved into a literary form known as Magic Realism, blending the fantastic with reality.

This study focuses on exploring Modernism through Marvelous Realism in Gabriel Garcia Marquez's "*One Hundred Years of Solitude*." The objective is to observe a shift from traditional to modern and postmodern literary traditions by integrating elements of the fantastic with reality, presenting Magic Realism as a literary construct. The Latin American Boom in the early 1960s propelled Magic

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Realism into a new literary genre, offering a unique portrayal of mundane, exile, and postcolonial experiences through magical elements, reflecting a global phenomenon.

Since the 1970s, the formation of the Literary Canon has been a concern for critics with various theoretical viewpoints. Whether Deconstructive, Feminist, Marxist, Postcolonial, or others, there has been a notable shift away from established Literary Canons. This change aims to modernize and diversify the canon, moving beyond Euro-centrism to embrace Modernism, Postmodernism, Multiculturalism, and Cosmopolitanism.

Scot Simpkins, a critic also agrees with Franz Roh and differentiates the elements of magic realism between history and myth, imitation and imagination, expressionism and marvellousness, naturalism and fantastic literature in his critical work *"Magical Strategies".* (Simpkins Scott:1995)

The paper's specific objective is to explore magic realism elements and delve into modernism by unraveling reality, attempting to understand the inexplicable in life, human actions, and the mysterious relationship between individuals and their circumstances, aiming for a realism beyond traditional realist texts.

In the present work *"One Hundred Years of Solitude,"* Gabriel Garcia Marquez's magnum opus, the extraordinary not only stands as a crowning achievement in world literature but also serves as a testament to the author's unparalleled storytelling prowess while embedding the elements of fantastic with real and also using modernism and post modernism to reveal the truth about the contemporary world often encompassing the phantasmagoric political realities of the modern world. With its intricate narrative and groundbreaking use of language, Marquez elevates the novel into a transcendent work that resonates across cultures and time periods. In this exploration, we delve into the nuanced interplay between modernism and marvelous realism within the novel, unraveling the layers of complexity that enrich its narrative tapestry. Our journey will uncover how Marquez strategically employs these literary devices to convey profound themes while capturing the very essence of Latin American history and culture.

In order to understand comprehensibly about modernism, it is important to understand the terms modernism, Postmodernism and marvelous realism. Modernism as a literary movement has emerged in the late 19th and early 20th centuries and brought a paradigm shift of dynamic change from traditional storytelling conventions and explore new narrative techniques and perspectives. On the other hand, marvelous realism, as exemplified by Marquez, involves the integration of fantastical elements into a realistic setting, creating a surreal and dreamlike atmosphere within the narrative. The renowned Colombian author and perfectionist of Magic Realism Gabriel Garcia Marquez defines this popular genre,

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"As a kind of premeditated literature that offers too static and exclusive a vision of reality. However good or bad they may be, they are books which finish on the last page. Disproportion is part of our reality too. Our reality is in itself all out of proportion. In other words, Garcia Marquez suggests that the magic text is, paradoxically, more realistic than the realist text."(Zamora&Faris,p.148)

Marquez's narrative genius lies in his seamless incorporation of magical realism, a hallmark feature of "*One Hundred Years of Solitude.*" Within the framework of the novel, fantastical elements intertwine with the mundane, creating a rich and otherworldly ambiance. Through this artistic fusion, Marquez challenges the limitations of conventional storytelling, inviting readers to suspend disbelief and engage with a reality that exists beyond the ordinary. This magical realism becomes a vehicle through which Marquez explores the intricacies of the human experience, transcending the constraints of traditional narrative forms.

The novel's innovative use of language further contributes to its distinction. Marquez crafts a prose that is both lyrical and evocative, infusing the text with a poetic sensibility. His narrative style, characterized by vivid imagery and metaphoric depth, transforms each page into a literary canvas where words become brushstrokes, painting a vivid portrait of the fictional town of Macondo and its inhabitants. This linguistic artistry not only captivates readers but also underscores Marquez's commitment to pushing the boundaries of literary expression.

Gabriel Garcia Marquez's bold departure from linear chronology in *"One Hundred Years of Solitude"* stands as a hallmark of the novel's modernist orientation. The non-linear timeline, presented in a cyclical and fragmented fashion, is not merely a stylistic choice but a narrative device that beckons readers into a unique temporal landscape. This departure challenges traditional storytelling conventions, prompting readers to question the linear trajectory of time and inviting them to appreciate the cyclical nature of history.

The novel unfolds like a mythical tapestry where time does not march forward in a straight line but spirals and loops, interweaving the past, present, and future. Marquez's narrative structure reflects the fluidity of memory and the cyclical patterns that characterize historical events. This non-linearity is not an impediment but a deliberate mechanism through which Marquez captures the essence of time as a recurring, ever-present force.

As readers traverse the cyclical and fragmented timeline, they encounter the echoes of past events resurfacing in the present and influencing the trajectory of future occurrences. The Buendía family, spanning multiple generations, becomes a vessel through which Marquez explores the interconnectedness of familial, societal,

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and historical narratives. Events that seem distant in the chronology of the novel are brought into immediate proximity, creating a mosaic where the boundaries between cause and effect blur. The design and the characterization creates wonder and awe among the readers through the blend of fantastic elements used symbolically with lyrical quality.

This departure from conventional storytelling aligns with modernist sensibilities, a literary movement that sought to break away from traditional forms and experiment with new narrative techniques. *In "One Hundred Years of Solitude*," Marquez's temporal experimentation becomes a vehicle for exploring the intricacies of human experience, memory, and the cyclical patterns that define the ebb and flow of history. As the Macando experiences the continuous rain fall for four years, eleven months and two day days and lack of rain fall for ten years envisages authors' vivid journalistic reportage about the progression of the Macando juxtaposing the material prospects of the land caused by *Banana United Fruit company* in a magical way.

The travel to the capital was" little less than impossible" (OHS:212)

Furthermore, Marquez's non-linear approach serves as an antidote to the linear progression often associated with Western notions of time. It aligns with the cyclical understanding of time prevalent in many indigenous and non-Western cultures, offering a perspective that challenges the hegemony of a singular, linear narrative. This subversion of temporal norms becomes a form of cultural resistance, allowing Marquez to present a narrative that is not bound by Eurocentric frameworks.

Thus the modernism and post modernism through magical elements like the temporal structure of the novel characterized by its non-linear chronology aligns with modernist sensibilities. Marquez disrupts the conventional timeline, presenting events in a cyclical and fragmented manner. This temporal experimentation not only reflects the fluidity of memory and history but also reinforces the idea that the past is inextricably linked to the present and the future. It is through this unconventional narrative structure that Marquez captures the essence of time as a fluid, ever-shifting entity. In the first paragraph of the novel, the author has given a vivid description of modern approach.

Every year during the month of march a family of ragged gypsies would set up their tents near the village, and with a great uproar of pipes and kettledrums they would display new inventions.(OHS:1)

Even Marvelous realism as a literary concept exemplified by Gabriel Garcia Marquez in "*One Hundred Years of Solitude*" with its narrative approach, fantastical elements seamlessly integrate with the palpable reality of the setting, giving rise to a surreal and dreamlike atmosphere within the story. Marquez, a maestro of this genre, employs marvelous realism not merely as a whimsical embellishment but as an

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essential tool to delve into the layers of human experience in order to explore the marvelous real entangled in ones' vicissitudes.

As we delve into the intricate narrative tapestry of Marquez's magnum opus, the departure from linear chronology takes center stage. Modernism's influence becomes palpable as Marquez, like a literary alchemist, adopts a non-linear timeline. Fredric Jameson, a modern critic clearly opines,

> Magic realism depends on a content which betrays the overlap or the coexistence of precapitalist   with nascent capitalist or technological features (Frederic:311).

When considering Modernism as a literary approach rather than merely an historical period, the relevance of established Magic Realist texts becomes apparent. This perspective aligns well with *"One Hundred Years of Solitude,"* where the focus is less on history itself and more on a particular historical account outlining the process of modernization in Maconda.

In this novel, the narrative is less preoccupied with a straightforward historical narrative and more with portraying the enchanting aspects of technological encroachment brought about by modernization. The novel effectively treats the impact of modernization on Macondo as genuinely magical, emphasizing the transformative and often otherworldly nature of technological advancements.

> The following Saturday Jose Arcadia Buendia put on his dark suit, his celluloid collar, and the deerskin boots…(OHS:71)

Events in *"One Hundred Years of Solitude"* unfold in a cyclical and fragmented manner, defying the expectations of traditional storytelling. This deliberate narrative choice not only challenges the reader's preconceptions but also mirrors the cyclical nature of history embedded within the novel. The non-linear structure becomes a metaphorical echo of the relentless cycles of time, mirroring the ebbs and flows of human experience. Marquez's manipulation of time serves as a commentary on the interconnectedness of past, present, and future, emphasizing that the echoes of history persist in a perpetual dance with the contemporary.

In essence, Marquez's embrace of marvelous realism and his dalliance with the tenets of modernism in "*One Hundred Years of Solitude*" transcend the ordinary confines of storytelling. The non-linear timeline and the infusion of fantastical elements become symbiotic, elevating the narrative to a realm where the boundaries between reality and imagination blur. As readers navigate this intricately woven tale, they are not just witnesses to the cyclical nature of history; they become participants in a literary journey that challenges conventions, expanding the horizons of what storytelling can achieve

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The saga of Buendia family commences with the visionary patriarch, José Arcadio Buendía, and his indomitable wife, Úrsula Iguaran, founding the town of Macondo. What ensues is not a linear tale but a mosaic of interconnected stories that unfold across subsequent generations, providing a panoramic view of the Buendía family's journey. This multi-generational odyssey becomes a literary canvas upon which Marquez paints a vivid portrayal of history, power dynamics, and the intricate tapestry of human nature. However, in the course of these explorations, Marquez ingeniously incorporates modern advancements, seamlessly blending the traditional with the contemporary.

As the Buendía family saga progresses, so does the march of time and progress. Macondo evolves, not only as a reflection of the Buendía family's growth but also as a microcosm of the broader shifts occurring in society. Marquez astutely captures the nuanced dance between tradition and modernity, infusing the narrative with the palpable pulse of societal transformation. The once isolated town becomes a stage for the convergence of magical realism and modernity and is revealed in the words of Colonel Roque Carnicero saying "How wonderful!" he exclaimed. "We have a telegraph office in Macando now"(OHS:133), a place where the mystical and the technological coexist in a delicate balance.

The narrative approach and strategic incorporation of marvelous with the 'real' truly juxtaposed the fictional world of the Buendía's family with the challenges of modernity. Marquez introduces fantastical elements that disrupt the boundaries of reality. This narrative technique serves not only to captivate readers but also to provide a lens through which they can critically engage with the juxtaposition of the extraordinary and the mundane. In doing so, Marquez ingeniously makes readers question the limits of their own reality, navigating a narrative landscape where the inexplicable is presented as an integral part of the human experience.

In other words, the Buendía family saga in "*One Hundred Years of Solitude"* is not merely a chronicle of familial lineage but a dynamic exploration of the interplay between history, power, and human nature set against the backdrop of a town on the precipice of modernity. Marquez's infusion of magical realism adds an extra layer of complexity to this narrative, inviting readers to contemplate the intersection of the fantastical and the real within the context of societal progress. The Buendía family's journey becomes a mesmerizing lens through which we witness the evolution of a community and the intricate dance between tradition and modernity, all masterfully orchestrated by the literary virtuoso, Gabriel Garcia Marquez.

Macondo, in this narrative context, becomes a metaphorical canvas upon which Marquez paints a rich tapestry of Latin American history. The town's metamorphosis, from a utopian vision to a place marked by both progress and

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tragedy, reflects the historical trajectory of the continent. Through the fantastical occurrences in Macondo, Marquez invites readers to contemplate the complexities of identity, power dynamics, and the enduring struggle for autonomy in the face of external pressures.

Moreover, Marquez's narrative technique of blending the magical with the real not only captivates the reader's imagination but also prompts a deeper engagement with the socio-political commentary embedded within the novel. The fantastical becomes a means to explore and question the historical forces that have shaped Latin American societies, transcending the constraints of traditional storytelling.

"The history of the family was a machine with unavoidable repetitions, a turning wheel   that would have gone on spilling into eternity.(OHS:396)

In the literary realm of "*One Hundred Years of Solitude,"* Gabriel Garcia Marquez emerges not only as a master of marvelous realism but also as a discerning architect of political allegories and social commentary, threading his narrative with astute observations on the tumultuous colonial and modernist periods in Latin America. The Buendía family, at the heart of this intricate tapestry, becomes a symbolic mirror reflecting the cycles of power, revolution, and corruption that have defined the region.

As Marquez guides readers through the labyrinth of Macondo's history, the novel unfurls as a vivid chronicle echoing the political turbulence of 19th and 20th-century Latin America. The Buendía family, with its rise and fall, becomes an allegorical representation of the relentless cycles that have plagued the continent, from colonial struggles to the emergence of independent nations grappling with their destinies. After eight months of Mr Herberts's influence in Macondo, there is a drastic change towards modernization and utter displacement of the inhabitants of then village.

"Look at the mess we've got ourselves into," Colenel aureliano Buendia said t the time, "just because we invited a gringo to eat some bananas"(OHS:234)

The intersection of marvelous realism with political allegory becomes strikingly evident in Marquez's portrayal of the United Fruit Company and the Macondo banana massacre. These elements, far from being arbitrary, serve as potent symbols in Marquez's critique of imperialism and corporate exploitation. The United Fruit Company, a real-life entity that exercised significant influence in Latin America, takes on a mythical quality in Macondo. Through this portrayal, Marquez unveils the insidious nature of foreign intervention, where economic interests and imperial ambitions intertwine with the destinies of local communities.

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The Macondo banana massacre, a tragic episode in the novel, serves as a poignant commentary on the devastating consequences of corporate greed and exploitation. Marquez skillfully uses this event to highlight the human cost of unchecked capitalism, as the lives of the local workers are sacrificed for the profit margins of distant corporate entities. In doing so, he draws a parallel between the fictional tragedy and the historical realities of labor exploitation and economic imperialism that have left enduring scars on Latin American societies.

Moreover, the Buendía family's entanglement in political power struggles adds another layer of complexity to Marquez's political allegory. The characters' alliances, betrayals, and quests for power mirror the larger historical forces at play in the region. The narrative becomes a canvas upon which Marquez paints a vivid picture of the cyclical nature of political upheavals, where promises of revolution often lead to disillusionment and the perpetuation of corrupt systems. Marquez's adept use of marvelous realism allows him to infuse these political allegories with a surreal quality that both captivates and disarms the reader. The juxtaposition of the extraordinary with the political serves to underscore the absurdity and surrealism inherent in the socio-political landscapes of Latin America. Through this literary lens, readers are not merely observers but active participants in a journey that encourages reflection on the enduring legacies of colonialism and the complexities of post-colonial nation-building. When Aureliano Segundo listens to the party members about the mockery of then political rivalry and corruption, one could manifest the true reflection of the modern corrupt society.

> The only difference today between Liberals and Conservatives is that the Liberals go to mass at five and Conservatives at eight.(OHS:248)

On the whole, *"One Hundred Years of Solitude"* stands not only as a literary triumph but as a profound exploration of Latin American history and politics. Marquez's use of marvelous realism as a tool for political allegory as cited in the novel when Aureliano saw on the epigraph saying: *"The first of the line is tied to a tree and the last is being eaten by the ants"* (OHS: 420). It allows the novel and the reader to transcend the constraints of traditional storytelling, offering readers a unique and captivating modern perspective on the enduring struggles and triumphs of the region. The Buendía family, in its fictional saga, becomes a testament to the intricate interplay between history, power, and the indomitable spirit of a people striving for autonomy in the face of external forces.

Conclusion:

"*One Hundred Years of Solitude"* stands as a literary triumph where the convergence of modernism and marvelous realism creates a narrative experience that transcends the ordinary. Gabriel Garcia Marquez's ability to seamlessly blend these

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literary devices allows the novel to not only captivates readers with its intricate storytelling and linguistic innovation but also to serve as a profound exploration of complex themes deeply rooted in Latin American history and culture. The novel's portrayal of technological advancements as magical elements serves as a metaphor for the profound impact that modernization has on Maconda's society. The magical realism not only captures the imagination of the readers but also serves as a poignant commentary on the complex relationship between tradition and progress, the past and the present. Juxtaposing the realistic description, fantastic incidents, tales, a perfect blend of satire, humor and wit enabled the Marquezian technique of Magic Realism became worldwide popular and influenced many other writers in third world countries and Asia.

In the realm of modernist literature, linear chronology became a constraint to be challenged, a barrier to the exploration of the uncharted landscapes of human experience. This departure from chronological norms birthed narratives characterized by nonlinear structures and a mosaic of perspectives. Modernist works dared to disrupt the conventional flow of time, opening the door to unconventional storytelling and fractured temporal landscapes. Through this unique literary lens, the novel becomes a captivating reflection on the interconnectedness of the past, present, and future, all within the context of the magical realism that underscores the profound changes brought about by modernization in Maconda.

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Unravelling the Role of Language in Shaping Personality
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Abstract

Language is a basic tool for communication which helps in building relationships and making them alive. It also helps in shaping our personality. Not only personality but by learning more than one language it can develop person's cognitive skills, also makes a sociable person. This paper would examine the factors which help in shaping the personality. It also focuses on the advantages in building the language skills. It also brings out the curriculum standards and its implications in building the ethics, values and morals for the students. Throughout this paper, will try to outline the factors which are crucial in sustaining the relationships.

Keywords: Creativity, Education, sustaining, communication…. etc.

Introduction

Everyone must learn and become proficient in communication if one should succeed in life. It's not always the case that others can read our non-verbal signs or understand how one's feeling.

You can avoid needless arguments and strengthen your bonds with friends, family, and coworkers by taking the time to express your thoughts and feelings. Here are seven explanations for the significance of communication.

The distinction of Communication Promotes and Sustains Relationships

An essential aspect of the human experience is communication. It aids in the development and upkeep of interpersonal relationships. To improve our understanding of one another, we can communicate our thoughts, feelings, and ideas to one another. It's significant because it gives those who might not be able to hear or speak an opportunity to experience a sense of inclusion in society. When we converse with people and listen to what they have to say, we might also learn new talents. Being able to communicate effectively can help us develop as people, make decisions more quickly, and fully explore our creative potential.

Assists In Solving Problems

In a business, communication is crucial for several reasons. It assists in fixing problems, for starters. The most effective strategy to address issues is to speak with others and explain the nature of the problem as well as potential solutions. Everyone

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will thus have the chance to express their ideas and opinions about how they believe things ought to be done. When workers are on break or arrive late for work, it also helps because they may inform someone about the situation and have someone else handle their tasks until they return to work or begin their day.

Enhances Comprehension

We can better comprehend one another when we communicate with one another. It gives us a means to communicate our ideas and emotions while making sure the person listening gets what we're saying. For instance, we might say "Excuse me" or "Hey" to try to grab someone's attention in a crowded place. This lets them know that we have something essential to say and that they should pay attention to us right now. In a similar vein, if we decline someone's request for assistance, they might not feel safe approaching us again. Lastly, if a buddy needs anything from us but doesn't get back to us right away, they could get upset or disappointed because it seems like they aren't concerned about the situation.

Prevents Miscommunications

How can I hone my communication and personality traits? As in every relationship, communication is essential. This covers business collaborations, love ties, and friendships. In the absence of communication, miscommunications may occur. People may experience hurt or misinterpretation when there are misconceptions, and they may find it difficult to get past them. When there are misunderstandings, people also tend to lose respect for one another because they believe the other person does not value them enough to communicate effectively.

Your friend, business partner, or partner will trust you more if you communicate well with them because they will see that you value them enough to take the time to work through problems together. Nothing is worse than an unresolved misunderstanding, so be sure to communicate openly with everyone who holds significance in your life.

Brings About Clarity

Although it's frequently disregarded, communication skills in personality development may be one of the most crucial aspects of your relationships. You may strengthen your relationships and your communication abilities in a variety of ways. The following advice will assist you: Speak with greater expressiveness; utilize more words to convey your thoughts and feelings. Actively listen to what they have to say; don't interrupt or offer advice until requested; instead, give it your full attention before answering. Instead, then presuming to know how someone is feeling about a problem, ask them about their thoughts and feelings to gain their perspective on the matter. Reiterate what they said to them so they know you heard them by engaging in active listening.

Promotes Transparency

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There are several ways that a communication breakdown might impact your company. For instance, if you are working in a team and someone isn't contributing ideas or criticism, the project will not move forward as quickly. If you are on a customer service line and nobody picks up, your service will be criticized by customers. The list is endless.

A Relationship Needs to Succeed.

In personality development, communication skills are essential in all relationships, but they become much more crucial in marriage. Arguments and disputes are inevitable and can be upsetting and painful, but if you don't express your feelings, your partner will never understand how you feel. Additionally, it is best not to hold things inside when it comes to something as significant as your marriage. Not only does open communication about emotions lead to a more fulfilling marriage, but it also promotes emotional wellness in the union. Thus, spend some time communicating with your spouse about your worries and concerns and letting them know how much they mean to you.

How Can You Develop Your Personality Through Communication?

When it comes to developing our personalities, communication skills are the most crucial trait to possess. From greetings to partings, communication is a vital part of everyday life and can also be used to enhance our personalities. Today, we'll talk about ten ways that communication may help you become a better person. Communication is a vital component of building relationships and defining our personalities. Come with me while we examine!

1) Facilitates Social Connections

Speaking with other people allows you to express your ideas and emotions honestly. You'll be able to comprehend those around you and yourself better as a result. You'll probably discover fresh perspectives and ways to look at things as you go through this. In personality development, communication skills also aid in relationship building and identity exploration. To discover more about themselves, people need to be able to connect with others. It is simple to understand why communication is crucial for developing your personality in light of all these advantages.

2) Enhances Your Ability to Listen

You can benefit from listening in both your personal and professional life. It shows that you are interested in what they have to say and that you care about them when you listen to them. The speaker may feel that you are not paying attention, or that they are not significant. It also implies that if they are unable to catch your attention, they may find it difficult to speak with you. To truly listen, one must pay attention to nonverbal cues such as tone of voice, body language, and facial

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expressions in addition to words spoken. This fosters a stronger sense of understanding and hearing, which can improve communication between two people.

3) Promotes a Better Understanding of Yourself

Personality formation and communication are two-way processes. You can improve your understanding of other people when you communicate your needs, wants, and thoughts to them. By seeing how other people respond to what you say, it also enables you to learn more about yourself. There's always something positive in what other people say about you because they see something in you that you might not see in yourself. Don't be tempted to assume that people who don't react positively are incorrect or that they just don't get you. Hearing another person's fresh take on a problem is one of the best aspects of communication and personality development.

4) Boosts Your Self-Assurance

A relationship's most crucial components are its communication and personality development. It can boost your self-esteem and increase your capacity for compassion and empathy. You can communicate to others that you value what they have to say by sharing your views and listening to them. They will feel appreciated and valued as a result, which will raise their self-esteem. This will not only help them live a better life, but it will also enable them to view things differently. Having someone who can relate to them could be enough to show someone who is upset or annoyed with something else the other side of the story. Not only because someone is offering counsel, but also because communicating demonstrates that you are interested in what the other person has to say. An excellent illustration of both personality development and communication would be when someone shares their feelings with you and then asks for your opinion on whether or not what they said made sense (or was truthful). Both of you will feel more trusted if you acknowledge their feelings by nodding and agreeing with them.

5) Facilitates Better Reaction to Criticism

Get defensive when someone criticizes you; that's natural. However, there are other approaches to handling criticism that can improve you as a person:

- ✓ Before answering, pay attention and consider your words. Express gratitude to the other person for their input if the criticism is valid.
- ✓ If you want more information about what they're saying or the reasons behind their perspective, ask questions.
- ✓ Keep in mind that everyone has a distinct viewpoint on things and that no one is an expert on everything.
- ✓ When you make a mistake, own up to it and offer an apology.
- ✓ Embrace the comedy in your blunders; it will help you deal with them more easily in the future!

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By thinking back on what happened, you can learn from your mistakes and figure out how to prevent them in the future.

6) Develop Your Leadership Skills

A person can become a better leader by honing their communication abilities. For instance, you should always start by communicating what you know and concentrating on the facts if you are in a leadership position and need to deliver information. You should be able to describe the scenario in great depth, but you should also be careful not to give away too much information to avoid overwhelming people with information they do not need to know. It's critical that all of your team members feel heard and appreciated when you communicate with them. People may need some time to adjust to this new kind of communication, but it will be worthwhile in the long term once they do. When someone knows that their voice counts, they will feel more at ease approaching you with concerns.

7) Fosters Creativity

Communication can help you develop your personality in a variety of ways. You can become more creative as one of the advantages. This is so that your capacity for imagination and creativity can grow. It also gives you fresh chances to learn about other cultures and topics that you might not have known about previously. This will broaden your perspective on the world, which will help you be more imaginative and creative overall as well as more capable of utilizing your creativity in novel ways. Increasing my self-confidence is another way that interacting with others has improved my personality. I feel like we connect on some level because when I talk with others, I am opening up to them and telling them things about myself or asking them to open up to me. In this manner, when I converse with others, they are no longer just strangers but rather friends who are familiar with me and vice versa.

8) Facilitates Improved Conflict Resolution

Information is transferred from one entity to another through the process of communication. It serves two purposes. One way to help people understand how you are feeling or thinking is to express your thoughts, feelings, and emotions to them. Transmitting messages and directives for action is the other role. One can communicate verbally or nonverbally. While body language, gestures, and facial expressions are examples of non-verbal communication, speaking, listening, and writing are examples of verbal communication. Your personality can be improved through communication and personality development since these skills enable you to resolve social disputes more skilfully. You may interact with others without experiencing any nervousness or dread, which will also boost your self-esteem.

9) Fosters Empathy

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Success in a lot of facets of life depends on effective communication. It has the power to transform the dynamics at work and to make or break relationships. You might not have realized, though, that conversation also helps you become a better person. Our personalities are shaped by a variety of factors, but communication plays a significant role in how we express ourselves. When you voice your opinion or share your thoughts, it influences how other people see and assess you. Our communication style affects not only how we are perceived by others but also how people perceive our attitudes and personality traits. Paying attention to how you interact with others and what you say when you speak is a good place to start if you want to change anything about your personality.

10) Promotes Lifelong Education

It makes sense that communication is regarded as one of the most crucial life skills. Effective communication requires the ability to listen, discuss, and engage in arguments with others from various cultures, backgrounds, and worldviews. It entails having the ability to communicate your ideas and emotions in a way that others can understand.

How can I hone my communication and personality traits? We learn how to be vulnerable and not worry about being judged or rejected when we learn how to communicate. We discover that communication is a two-way street with room for expression on both sides. However, how is this related to developing your personality? Unexpectedly, communication can help you become a better version of yourself because it gives you a deeper understanding of who you are and what you need to feel better about yourself.

Our curriculum is state-of-the-art, grounded in scientific methodology and field research, with an emphasis on giving participants real-world solutions they can implement in their personal or professional lives right away. Our workshops are made to help people get over their phobias of speaking in front of others, clearly communicating their views, handling challenging individuals or situations, constructively resolving conflict, being more persuasive, when necessary, etc. Whether you're just starting in your profession or seeking a new outlook on how you handle communication at work, we think we have something worthwhile to offer everyone! We can assist you if you wish to become a better communicator! Allow us to show you how to give presentations with greater confidence! Reach out to us right now to discuss how we can help your upcoming conference or event succeed!

Conclusion

Because it helps you establish your reputation, interpersonal communication is crucial in improving your personality. Effective communication contributes to both professional and personal success, which in turn enhances one's quality of life. People

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will appreciate and trust you more if you communicate well with them, and they might ask you to take on more tasks that will open up new doors for your professional advancement.

To address the needs of today's workplace, our School of Meaningful Experiences (SoME) has developed and implemented communication programs. Proficiency in communication is a fundamental competency for contemporary professionals and leaders. You can successfully grow yourself, work with others, and handle conflict with confidence when you have it.

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"The Concept of Convocation in ancient India with particular reference to Taittiriyopanishad, and it's relevance today."

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Abstract

We all know that in all modern Universities ,degrees, diplomas,and awards are conferred every year on the students who have succeeded in their examinations of successfully completed their research assignment for Ph.D etc. The day on which this function takes place is called as Convocation day. The word Convocation means a ceremonial assembly of qualified members of a University, like Chancellor, Vice-chancellor, senate members, teachers and students, who completed their graduation post graduation, ph.d etc.On this day a distinguished scholar is invited to deliver an address called "Convocation Address" to the assembly.

Keywords: What is Convocation; Convocation Day; Convocation addresses in Ancient India; Need and message of Convocation.Its relevance today. Guru; Shishya, Anushasanam; Importance of satya and dharma; and Samavartanam; Snataka; Morality; Ethics; Code of conduct; physical higene, mental hiegene.

Convocation was usually referred to Samavartana[1]. The student who completes vedic studies to the full satisfaction of his teacher can only become eligible for Samavartana, provided the teacher permits him.

The graduate is referred as Snataka[2] in vedic literature. Shishyanusasanam was the word used to convocation address .

Through those addresses, the distinguished guest who is given the responsibility of enlightening the students who just completed their education, to communicate, his /her thoughts on some issues of concern to the society in general and to the world of higher education in particular. And the convocation address is also intended to enlighten on the important aspects of students ,the to be members of the society, about the graduates ' obligations and their duties, do's and don't s in length ,to society. But in ancient times, no un known guest was invited to deliver this farewell address. Their teachers who imparted education for all these long years are only seen to give advice to their students who are about to leave the campus, which

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was usually in the outskirts of the city. Guru was their mother and father to them all these years. The teacher knows in and out of each and every student. And with that intimacy, concern and affection, like a parent, the teacher used to instruct them some useful tips and techniques, and enlighten them about the rules and regulations ,and prepare them to enter into householder ship, and guide them to follow systematically , and ensure that they would work for the benefit of mankind as well as for their personal prosperity.

In this article, I'm going to present how important was this convocation addresses were in India in ancient times and what kind of knowledge and wisdom was imparted and how informative, enlightening and helpful they were. Though there are hundreds of passages in ancient Sanskrit literature, like in Vedas, Upanishads, Grihya sutras, Dharma sutras, Smrithi literature, Puranas and other classical literature, I'm restricting my study to the convocation address "Shishyanushasanam "in Taittiriyopanishad ' s 11th anuvaka. It is quite famous, and is often quoted. This very brief but a power packed Convocation address , and it sounds so relevant even today because of its noble theme and acceptable content irrespective of caste,creed and religion .(Foot notes - 2)

And in this paper it is aimed to focus on the necessity of listening to the advice of Guru given at the completion of Student life. This article also focuses on the important aspect that our dharma which is two fold ,gives equal importance to material prosperity and spiritual prosperity. The paper aims to discuss the need of morality and ethical principles one needs to have for the benefit of oneself and for the smooth functioning of society. It focuses on the recognition of the human values for the all round benefit of the society as part of our education. "What we call today as value based education , was what constitutes the Convocation address ", this was what is intended to convey in this article. It is also intended to discuss how the ancient practice of Convocation has relevance for us today. Like our education our Convocations are too imported these days. We are observing the western rituals. When the spirit of the advice is lost ,the ritual has no importance. The paper discusses how and why it holds good today, in giving faith in themselves to students. What is told and emphasized through do's and don't in today's terminology, was conveyed in convocation address in olden days.

A word on Convocation address: The day on which the students after taking holy- bath- assemble at a place to listen to the address of their teacher is known as a convocation day.

On the convocation day ,after samavartana, the holy bath, all the snatakas (graduates) were required to assemble at one place in the Ashrama and they were addressed by their teacher with heart- touching advice, as a father would do to his

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beloved children, to help the Snatakas to lead their happy and fruitful life in future. Such addresses by the teacher to his Snataka- students are known as Shishyanushasanam **शिष्यानुशासनम्** or Convocation Address.

The parting advice : After the convocation day all snataka students except those who are not allowed for a bath , depart from their teacher and Gurukula.

The regular contact between teacher and students which existed through all these years comes to a close from the day of convocation. Under such circumstances the teacher desires to convey his message to the students through Shishyanushasanam, emphasizing about the need of acquiring good characters , moral and ethical values, moral conduct , and the sincerity in their work , following path laid down by Smritis and Smritis etc. The teacher sincerely feels that his Snataka students should be dignified members of the society and lead a happy life. There are so many convocation addresses which highlight the ethics of students who have to lead their lives happily comfortably and in a healthy way.

This convocation where the guru vouchsafes his voice is not only a good advice on how to conduct themselves in the society . The teacher advised on specialized subjects like administration, medicine and engineering. The address focuses on the most important aspects of personal hygiene, (which now -a - days students are not at all bothered and negligent about,)maintaining good health, physical and moral,maintaining clean environment, and the attainment of the four purusharthas. And when the student came out a snataka, he emerged quite tall, not merely in physique. He was held in esteem by the society- mahat vai bhutam yat snatakah, says Apastamba Grihya sutras(3.5.6).

He attains elemental proportions.

Here is an extract of the speech from Taittiriya Upanishad.

The teacher instructs the students who have completed their study of the Vedas' (Taittireeya Upanishad: 1/11).(1foot notes 3.)

The vedic text in Sanskrit -

सत्यं वद। धर्मं चर । स्वाध्यायान् मा प्रमदः ।

मातृदेवो भव । पितृदेवो भव । आचार्यदेवो भव । अतिथिदेवो भव ।

यान्यनवद्यानि कर्माणि । तानि सेवितव्यानि । नो इतराणि ।

यान्यस्माकं सुचरितानि तानि त्वयोपास्यानि। नो इतराणि। ये के चास्मत्च्छ्रेयांसो ब्राह्मणाः। तेषां त्वयाऽऽसनेन प्रश्वसितव्यम् ।

एष आदेशः । एष उपदेशः । एतदनुशासनम् । एवमुपासितव्यम् ।

'Speak truth. Act right. Abide by your dharma. Never be idle in your studies'' . Know your mother to be like a goddess (i.e. serve her and please her as if she were a goddess), know your father to be like a god, know your teacher to be like

a god, know a guest to be like a god''O disciples! Only do those actions which are in accordance with the shastras and society. Do not perform actions that oppose this''Moreover, only adopt our good conduct, nothing else. After leaving here, if you find a teacher better than us, then respect him, pay homage to him by offering him a seat''This is our final command. This is the teaching. Go forth, live according to this'. Usually it is thought that the ancient literature, like the Vedas, upanishads, puranas,kavyas are out dated and do not have any relevance today.

It is also strongly believed that reading such literature serves no purpose in this modern world.

But a close and thorough study of this passage of Taittiriya upanishad is enough to show that it is intended for today's times where we see so unruly things happening around us.

There is a great need for all of us to get enlightened, to get educated in the way Swami Vivekananda asked us, for a better society.

If a person becomes humane, then only a better society is possible.

Now a days , we are seing a degeneration of moral and ethical values.

People are becoming selfish and self centered.

There is a great need for us to adopt a principle of "Live and let live ".

That's what these upanishads tell us.

How a human being should grow to be a better person and bring happiness to oneself and to the family, and to the whole world.

That's why it is said that for a noble minded person, the whole universe is one family-

उदारचरितानां तु वसुधैक कुटुम्बकम् ।

This above passage from the 11nth anuvaka of Taittiriya upanishad is a beautiful convocation address given to students who are about to leave the campus after completion of their graduation.

The teacher in the upanishads times, is telling his students to be highly truthful, sincere and hard working and committed to duties and responsibilities. This convocation address contains the famous words about treating mother, father and the teacher as gods,not merely respected orcshown courtesy. They are gods to be worshipped. The teacher tells his students who are going out after completing their studies at his gurukul how to emulate their teacher. He tells them to emulate whatcis desirable in the teacher, and not to emulate the undesirable. How honest and plain the teacher was !

He exclaims that one needs to be prosperous, kind hearted, and know how to share his studies and wealth with others in wise manner.

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He focuses on the important aspects of spending life qualitatively and his obligation to society.

He bids farewell to them wishing all the best in all the times, promising them that teachers are always with the students to guide in their life, even after the students leave their campus.

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Foot notes

(1) "The word Samavartana : The word literally means the coming back of a student to his parents from his Gurukula on the completion of his studies. A special rite performed on this occasion is called "Samavartana ". At the samavartana ,a student who was permitted by his teacher is required to take bath with water mixed with medicinal plants, perfumes and made sacred by special mantras.

It is important to note that each and every student was not admitted to take this bath. According to Paraskara Gruhyasutra and Vyasa Smrithi, those students, who fully satisfied their teacher with their attainments innthe Vedic studies and who performed their prescribed duties sincerely and regularly during their stay in Gurukula would be permitted by the teacher to take this bath"- an excerpt from" Convocation address es in Ancient India, edited by Dr. Panchamukhi, published by Jagadguru Sriman Madhvacharya Moolamahasamshana, Mantralayam, 2004.

(2) The bath to be taken at the samavartana signifies the admission of a student to the degree he deserves. The student who was permitted to take this bath Snana or Aplavana was called a Snataka.

(3) 11nth anuvaka of Taittiriyopanishad, Taittiriyopanishad published by Sri Ramakrishna Math, Mylapore, Madras.

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Poetry is Criticism of Life: Criticism is Life of Poetry- A Study of Post Structuralist Thoguht in Enhancing Literariness of Literature

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Abstract

'Poetry is criticism of life' says Mathew Arnold, when poet is the man speaking to men, poetry is ultimately the clarion call for reformation and deserving change. Literature is the reflection of human personality and existence in its totality. A few words in literary language can explain a quantum of meaning equivalent to million words. Literariness of literature is enriched from time to time by the critics who used to be avid reader of literature and commentators of contemporary times.

Aristotle defined the nature of tragedy well before the times of North men's arrival to Briton lands. He says that 'Catharsis' is the primary goal of literary creativity especially when it comes to drama; tragedy plays an important role in human life. Criticism and philosophy goes hand in hand, one fulfills the vacuum created by another. Philip Sydney, soldier and scholar tries to delve deep into the facets of vates and poets as his contemporary times started to focus on utilitarianism and religious morality. From the age of Elizabethan era to Romantic age various writers defined literature and its vivid expressions in terms of their contextual existence. Theory of Humors enlightens the reader about the nearness of literature to medicine. In his 'Preface to Lyrical Ballads' of 1800 and 1802, William Wordsworth upholds man over religious and social establishments heralding the times into a revolutionary tumult. He declares that the heart of common man and the language of common man are the only suitable fields for literary expression. The Victorian age stages literature in a different manner as the times are fret with religious doubt and scientific investigation. Mathew Arnold represented the age in his 'Essays'. The true experimentation comes during modern age in the form of 'Dadaism', 'Stream of Consciousness', 'Vorticims', 'Automatic Writing', 'Surrealism', 'Psycho-analysis', 'Symbolism' and 'Imagism' , 'Structuralism', 'Post Structuralism' and Eco Criticism. My research paper would analyze various streams of literary criticism especially focusing on the concepts related to 'Post Structuralism's indeterminacy.

Keywords: Structuralism, Post structuralism, Author Vs Scripter, Indeterminacy, Ambiguity, Catharsis, Binary opposition, Power, Ideology, Panopticism.

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An Utterance in Structure:

Structuralism tries at the possibility of the relevance of the meaning to an utterance by keeping that utterance in a structure. It believes that the systems of knowledge and the phenomena exist in structures. Similarities and differences make n utterance relative to the other utterances present in the structure. We understand a blackboard in a classroom setup not by just coming across the sound the word blackboard makes but we keep that utterance in structure where other utterances come into play to make a classroom comprehensible in which 'blackboard' is also present. Therefore nothing is comprehensible on its own, everything falls in a structure. In order to comprehend an individual entity, we need to understand the whole structure in which that individual entity falls in. The relation between signifier and the signified is a mere concept of psychological recognition and mutual agreement.

Signifier and signified: A Chaos of Conflicts:

A signified is represented by numerous signifiers, and no signifier can claim any inherent authority over the representation. There is no concrete, inherent, coherent, logical link between the signifier and the signified. Then who is responsible for the spillage and slippage the meaning causes during its transfer from the sender to the receiver. Because character of alteration is unquestionable, it is there, when meaning alters during the transaction, is it reliable, trustworthy? …the question seems unanswerable.

The tenants of structuralism posits that the meaning is present in the inter relationship between the parts of a text. It also leads to the concept of 'Inter-textuality' in which it is described that the possibility of extracting the meaning lies in conundrum of the space that is being continuously created among the texts.   No single text bears the stamp of concrete meaning, the meaning is negotiable across the text created in the context, in the like manner when single utterance if exists in isolation, does not lead to the creation of any meaning, in other words, isolated existence of the utterances would not be able to carry any meaning in them because the assistance of context and the inevitable presence of other concomitant utterances is necessary to derive coherent meaning otherwise it would come a meander of expectations and suggestions.

A humble example:

If we observe the utterance 'This mango tastes sweet'

In concepts like 'paradigmatic chain' and 'syntegmaitc chain', the meaning of the individual utterance or signifier depends on the learner's capability in understanding he link which supposedly exists among the utterances in the chain. Therefore the meaning is relational not a fundamentally ascribed one.

Ambiguity, the Core:

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'The Seven Types of Ambiguity' is a seminal work in field of poetic criticism in the lines of poetic indeterminacy. Confirmation of certain meaning is impossible while reading a poetic piece because a poem, according to, William Empson is in conflict with the author. Poem is a question which asks the proof of determinacy which is assumed to be existing in a poetic composition. Syntactic ambiguity and semantic ambiguity both try to underline the uncertainty of the meaning depending on the punctuation marks that are applied and application of literary devices.

Symbolic view of representation leads to the creation of plethora of meanings which divulge in concomitant with vivid narrative techniques. Words are sound images which are often get blurred by ambiguity and they are prone to execute with multiple meanings. Narrative ambiguity is another important concept which showcases how the characters and their motives lead to the development of complex structures of meanings in a fiction. Omniscient narrator peeps into the minds of the characters in order to bring out the unconscious present in them.

Reader the Creator:

The brought out ideas and concepts which surround a character would make its personality and creates an impression of its existence. That personality would be interpreted by various readers in various ways depending upon their own understanding strategies of surrounding world. In Barthes words Scripter exists in the work of fiction, scripter could not invent on his own, he deciphers what is already there and redirect the multiple components of the meaning in various formats. Scripter uses quotations; a quotation is an ordering of words in a certain way to propose an infused meaning. Everyone speaks in quotations as language exists in quotation because in order to derive meaning pre-existing statements of required. The speaker and the listener would be in mutual agreement through which meaning is tried to be derived. Using new set of words is highly impossible in conversation which passes through the mutual agreement. 'Sets of Words' always follow the principle of repeated use. W listen same repeated utterances in out r day to day life and work out the meaning which is the result of interpretation and mutual agreement in relation to the ordering of words.

World –Existence – Language where is Our Aastha?

If world exists in language and its relevant structures, the possibility of reaping meaning depends in individuals not entirely on the speaker. We are the creators of our own meaning that meaning depends on our own personality, we see the world as we wish to see. It meanings we are the creators of our own meaning and meaning is existential then we are the creators of our own existence.. It stabilizes the thought that we are the world within ourselves.   We are the individual words. We are the creators, instead we can say 'I' creates its own words, its own meaning, and

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its own existence, therefore 'Aham Brahmasmi' is connotative in saying that 'I' is the creator of its own 'I'. Then the next level of understanding is exploring the answer to the question whether it is possible to explore the meaning and existence mutually as if to derive the nature of existence on similar notes? No, it's not possible, one of the greatest illusions or maya in which we exists is to believe that our nature of creating our own existence is also same with the other one present in our own existence.

"I" is an Island:

No person, no-thing exists in the words as we think it does. It is an illusion to think that we are all same at adopting the same meaning or same existence of meaning. 'I' is an island in its own existence. Each and every 'I' present in the conscious existence is individual islands which are surrounded by impenetrable shield of individuality or which can called in other terms as 'Ahamkara'. Many may claim that they have understood what is 'Ahamkara' but it is possible to understand its existence within ourselves and its constant influence on us. We hardly escape the onslaughts of its attacks on our psyche. Obliteration of 'Ahamkara' opens up the door to understand the nature of existence which devoid of any use of sound images. There was story about Gautama the Buddha who used to converse with his disciples with the help of silence. Silence is more profound in conveying the meaning rather than the words says Buddhism.

Conditioned, Re-Engineered Humans:

In authoritative ideologies of various religious establishments, it is claimed that meaning can be derived only by the universal signifier which can only be invented by the religious head or headman in hierarchy of power. The bearer of the meaning is given authority and power to rule the populace. When the claim of gaining meaning begets authority, money and political power, many systems or individuals would popup to claim that they have discovered the meaning. It has become a tool in the hands of exploiters in subjugate men and women.   It even goes further in justifying the brutality and mayhem claiming that 'meaning giver' or 'god' authorized a few to rule over many.   It created 'conditioned', re-engineered' individuals who can walk and talk only like puppets of fabricated ideology.

The real literariness of literature does not lie in determinacy of the meaning but in exposing the multiplicity of interpretations or meanings exist in the varied layers of existence.

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