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"Enriching Minds: Latest trends in English Literature and English Language Teaching in the Digital Era"

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About the College

Chatrapati Sivaji Tri Satajayanthi (C S T S) Government Kalasala, situated at Jangareddigudem, in Eluru district in the state of Andhra Pradesh. CSTS Government Kalasala, a co-educational college, was established by the Bapiraju Dharmasamstalu by the Gandhian ideologue and freedom fighter, late Shri Ch. V. P. Murthy Raju Garu in 1974. Now, the College is being governed and run under the aegis and supervision of the Commissionerate of Collegiate Education (AP CCE), Government of Andhra Pradesh and caters to the quality higher education to the pupils of Jangareddigudem and its nearby areas. The College houses all the modern amenities within a spacious campus., well-equipped laboratories and sprawling playfields. There are separate hostels for both the men and women students. Students from far-off places like Bhadrachalam on the Northern end and also from Polavaram on the Eastern end. The College is located strategically in such a town as Jangareddigudem which is well connected by road to Vijayawada, Eluru, Rajahmundry, Khammam, Bhadrachalam and other places. The College is affiliated to Adikavi Nannaya University, Rajamahendravaram. The college offers several undergraduate courses like B A (Special English, History, Economics, Political Science), B Com (General), and B Sc (Mathematics, Physics, Chemistry/ Mathematics, Physics, Computer Science).

About the Department of English

The Department of English, CSTS Government Kalasala, situated at Jangareddigudem, in West Godavari district, came into existence with the inception f the college in the year 1974. There are two sanctioned English Lecturer posts in the department. At present two regular Lecturers who were selected by the APPSC and appointed by the CCE, have been working. The Department of English also offers Special English Course at U G level. The Department of English as part of UG College intends to impart quality-based teaching and learning to make the rural students acquaint the life skills and soft skills. The department also imparts the communications skills to the students to enable them to get equipped with the employability skills among the students and to prepare them for the professional needs in the globalized scenario prevalent contemporarily. It takes upon itself the mission of exerting with zeal and enthusiasm to impart the four basic skills of Listening, Speaking, Reading and Writing, known as the LSRW. The department strives to sustain and promote the intellectual inquiry and cultural literacy and manners through teaching English and to motivate the students towards the research in English language and literature. It also tries to facilitate an opportunity for the first-generation learners to get a basic understanding the technical aspects of English language and prepare them for either higher studies or self- employment.

Preface

English language and literature have become increasingly important in today's globalized world, serving as essential tools for communication, education, and cultural understanding. English language and literature play a critical role in today's globalized world, fostering communication, understanding, and cultural exchange. In this context, effective teaching methodologies are crucial to equip learners with the necessary skills and knowledge to sail across the complexities of the language and engage with diverse literary traditions. English language and literature play a crucial role in today's interconnected world, serving as a bridge for communication, cultural understanding, and intellectual exploration. The International Conference on emerging trends in English literature and Teaching English Language (ELT) aims to bring together educators, researchers, policymakers, and stakeholders from around the world from diverse backgrounds to share best practices, explore innovative approaches, and address emerging challenges in the field in teaching English language and literature.

The 21st century presents both challenges and opportunities for English language and literature education. Technological advancements, globalization, and the diverse needs of learners necessitate a continuous exploration of innovative approaches and methodologies. In this concurrent era characterized by rapid technological advancements, the fields of English language teaching and literature have undergone transformative shifts. English language teaching and literature have undergone significant transformations in recent years. The digital age has brought forth new opportunities and challenges, reshaping the landscape of language education and literary studies. The Conference will serve as a platform for dialogue, knowledge exchange, and professional development in the rapidly evolving field of English language education and literary studies. Exploring the role of digital literacy in language acquisition and communication; analyzing the impact of digitalization on literary studies, and exploring new modes of textual analysis, storytelling, the dissemination of literary works including promoting learner-centered approaches, fostering intercultural understanding, integrating new literacies, and reimagining assessment are envisaged to be the chief objectives.

We are confident that this Conference will equip you with the knowledge, skills, and inspiration to embrace innovation and make a positive impact on your students' learning journeys. We look forward to welcoming you to this enriching academic event. May our deliberations be fruitful, our discussions enlightening, and our journey together truly memorable.

-The Organizing Team

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Teaching Critical Discourse Analysis through Short Film

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Abstract

Critical Discourse Analysis refers to a method that analyses any connected speech or linguistic expression that runs beyond the limit of a single syntactic unit i.e. a sentence. Critical Discourse Analysis is the study of language that incorporates sociology and linguistics. Films have always been the most entertaining tool for people of all ages. That is the reason it has been the most effective and reliable medium for social change as well in today's digital era. The present paper tries to study the scope of teaching Critical Discourse Analysis through a short film. The present research emphasises that teaching Critical Discourse Analysis through a film or a short film would be more beneficial for the stakeholders as compared to theories of the same. The short film 'Life Unnoticed' is apparently a romantic tale of two lovers. However, it is a story of a young man who was so lost into his work that he took every relationship for granted until at the end when he realizes it himself and gets back on track. The focus of the research is to scrutinize how the conversation of individuals in a story characterizes their social identity. We will investigate the contexts of their utterances; their relationships and how various speech acts are performed to establish the underlying norms of their conversation. We will also establish the characters' interpersonal relationships, conversational behavior, turn taking and how various issues crop up and gradually disappear and come up again to finally establish the coherence of the discourse. The core purpose of the present research is to analyse how short film in today's digital era serves as the best way to understand Critical Discourse Analysis.

Keywords: (CDA, Short Film, Digital Era, social identity, utterances, interpersonal relationships, turn taking)

'Discourse Analysis' was the term coined by Zelling Harris. Critical Discourse Analysis is one of the most explored areas in the arena of Language learning and teaching. Critical Discourse Analysis is the study of language that incorporates sociology and linguistics. Hence, there is tremendous scope for the study of Critical Discourse Analysis. Films have always been the most entertaining tool for people of all ages. That is the reason it has been the most effective and reliable

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medium for social change as well. The present paper tries to study the scope of teaching Critical Discourse Analysis through a short film. Research has proved that the more the senses are involved in perceiving something, the better and deeper is the understanding. Keeping this conclusion in mind the present research will try to emphasise that teaching Critical Discourse Analysis through a film or a short film. It would be more beneficial for the stakeholders rather than various theories of the same. Rather we would like to highlight the fact that these theories would mean more to them after learning Critical Discourse Analysis through any audio-visual medium. The short story we have selected is a romantic tale of two lovers. But it would just be insufficient or unjustified to leave it there. It is a story of a young man who was so engrossed into his work that he just did not care for the loss of humans in his life.

The oldest form of literary creation to bring about social sensibility among the masses was drama. Modern film owes its origin to drama. Films have contributed immensely in developing social sensibilities of human beings. Critical Discourse Analysis is the phenomenon that connects both language and society. All the theories of the origin of language i.e. the mama theory, the ta-ta theory to the eureka theory, all signify that there is closest connection between language and society. A society may not function without the exitance of language. If literature is reflection of life, films are the best in depicting social reality. Here is where comes the importance and scope for the study of Critical Discourse Analysis.

Today's is a digital era where no part of human society has remained untouched how can teaching and learning will stay aloof! Studying of critical linguistic concepts has become all the more effective and fruitful by digital revolution. Short films or 'shorts', as they are popularly known is one such influential agent tool to learn and teach

Discourse & Discourse Analysis:

If we proffer a short definition limiting ourselves to the domain of linguistic study, discourse is that unit of linguistic analysis which goes beyond a sentence or the text. The interesting thing of the present study is that we are dealing with the act of teaching Critical Discourse Analysis through a short film. The real challenge is to analyse and focus on the aspects of discourse in the short film. The study of Critical Discourse Analysis entails a great relation between discourse and the underlying social message that the 'text' intends to convey, here, the meaning of Critical Discourse Analysis as a field of linguistic study and the social message it imparts through the various aspects of Critical Discourse Analysis. In this particular context, it would be pertinent to discuss certain core concepts viz. discourse, language and text.

Research Methodology:

Before we actually embark upon our journey to discuss various principles and aspects of Discourse Analysis and Critical Discourse Analysis, the plan is to show this short film to students. We believe it would be appropriate to know various facts

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of the story before they could get acquainted to Critical Discourse Analysis corelate the film with the principle of Critical Discourse Analysis.

The Theme of the Film 'Life UnNoticed':

'Life UnNoticed' is an enlightening and interesting short film. Though it does not provide something novel in its theme, it certainly gives a great amount of material for intellectual social discussion. The theme of the movie revolves around themes relevant to today's youth.

The short film has two main characters and other minor ones. The physical setting of the film is primarily the office of a corporate company and partially Aadhya's home. Most of the action takes place in the office. The exact designations of the employees are not known. Apart from being in professional relationship, they are in love relation as well. Spoorthi, the girlfriend, works in the same office. Aadhya is a young man who is excessively committed to his work. The story starts when it is Spoorthi's birthday and Aadhya forgets it. She was on leave but has specifically come to meet him. The tension and conflict are built up slowly but gradually as there seems a deadlock after his denial or inability to spend time with her due to being overburdened. The beginning hints at the indifferent attitude of the hero towards human relations and more inclination towards work. Slowly but gradually their relationship reaches at a point of breaking up. He does not notice it and thinks Spoorthi is being admant as usual and ignores. However, he does not realise that the same thing is being repeated in all his relationships. His mother, father, sister and even friends realise it except him. A point comes in the story where he finds himself unnoticed! At the end when he realises it, he thinks he has lost it all. It is his birthday and Spoorthi turns up with gift and flowers. He admits his mistakes and things are on track now.

Aadhya was lucky enough to have people who would hold him intact …. Everyone may not be….! The lesson we learn is that if you do not notice life (people), life will 'unnotice' you ….and life unnoticed is worst living….!

Discourse, Language and Text:

While studying cinematic discourse we need to focus on following explanation.

Non-linguistic Language:

Non-linguistic language, along with other features such as proxemics, paralinguistic features, clothing and appearance, use of objects and props, and other technical devices, plays a pivotal role in the study of discourse analysis. These elements of the non-linguistic language contribute enormously in bringing about meaning without the use of verbal expressions. It would rather be appropriate to say these factors of the non-linguistic language help enrich the verbal communication. If we explain the students with live examples from the short film, they would certainly understand it better than what they would have through theory. The looking of both the lovers in extreme earnestness but saying nothing, their facial expressions, the

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choice of the colours of dresses, their sitting arrangement all give an added flavour to the non-linguistic language.

Multi-modal Discourse Analysis

Multimodal discourse analysis anticipates an approach to discourse which mainly focuses upon how meaning is derived at through the application of multiple modes of communication as against the use of language alone. Through the film this task becomes all the more effective and easier. Most of the time during their non-conversational state, their body language is what speaks to us. Her multi-coloured dresses signify her mood at different occasions. The core purpose of the present research is to analyse how short film in today's digital era serves as the best way to understand Critical Discourse Analysis. The 'text' in a short film shapes the social sensibilities and arrives at a direct or indirect message. The application of multi-modal approach will help us more with the understanding.

Use of Cinematic Discourse:

'Life UnNoticed' carries out the use of Cinematic discourse in the best possible way. Cinematic discourse is the study of social and cultural communicative process characterised by the complex combination of lingual and non-lingual structure in the cinema. Cinematic discourse contains heterogeneous systems like verbal (dialogue), non-verbal (facial expressions, postures and gestures) and non-lingual cinematic presentations (music, cinematography etc). Cinematic Discourse is the culmination of an integrated design of these semiotic systems. Each element has its own inseparable place and unique contribution in interpreting the cinematic theme or meaning. We got all these elements throughout the film.

Use of Short Film in Understanding the Role of Speech Acts in Critical Discourse Analysis:

Short films can have great significance in Understanding the Role of the Speech Acts in the Critical Discourse Analysis.

Speech acts, as defined by the philosophers like J.L. Austin and John Searle, refer to the various actions performed through language. These speech acts are categorized into three main types:

Locutionary Act: Refers to the literal meaning of the utterance.

Illocutionary Act: According to Austin in Paltridge's book, The Illocutionary act is hidden meaning that is connected with the speaker's intention (2006:55).

Perlocutionary Act: This speech act refers to the effect or response the utterance has on the listener.

Application of Speech Acts in Critical Discourse Analysis:

Dialogue Analysis: The present paper analyses the dialogues in the short film. The short 'Life UnNoticed' has been chosen to identify different types of speech acts involved in it. For example, whether the characters are asserting, questioning, promising, or making requests. We will separately analyse the film and for the various speech acts performed by the characters.

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Critical Discourse Analysis (CDA):

Critical Discourse Analysis (CDA) focuses on the social contexts, power dynamics, and ideologies, within which the discourse occurs. It aims to reveal the hidden meanings, power structures, and social norms encapsulated in the text. It focuses more on the real emotions, feelings, intentions, meanings and whatever is in mind which can be known from the socio-linguistic perspective.

Study of various Societal Aspects:

Through the definite conclusion at the end of the film, it offers us so many aspects to ponder over. The most dominant of them is the social angle of interpersonal relationship. If a relationship is mutual, it requires reciprocity of love and care. Another significant aspect is the choices, compromises and decisions that both the characters have to make. Irrespective of being mutual, the relationship has different aspects the power dynamics, man-woman relationship, cut throat competition and so on.

Application of Speech Acts in Short Film Analysis:

A) Dialogue Analysis: The dialogues of the film are so subtle and relevant that they create the desired impact over the audience. There is a lot of sarcasm in the 'text'. Interestingly, the dialogues, as per the demand of the situation follow all the perlocutionary effect. There is assertion, there is questioning and demanding, making requests and we have commanding as well.

For example, the very first scene when Spoorthi suggests to go out he says, *"Calm down Spoorthi why are you getting upset for such small things, I just said we'll have the same plan on the weekend.*

Her Sarcastic remark is very emphatic and marks the core difference in the ideologies, she says,

"Life is just not on weekends. You have to laugh when you feel like laughing and cry when you feel like crying. You can't just say this moment I am busy I will make time to cry later or maybe I will laugh later. Remember happiness should be by situations and not by schedules" There is sarcasm, irony and emotions in the expressions.

As the very base of the theme is conflicting perceptions of life, the most dominant part is the questioning and demanding. However, the questions go beyond being formal and take a turn towards rhetoric and helplessness. Following questions by Spoorthi indicate the same:

'*Now that you're done with your meeting can we go out?*

The dialogues, *'we will surely go after ….'* And *'can we have the same plan on the weekend Spoorthi*?' by Aadhya are nothing but promises.

Apart from these, the very exchange of expressions is full of requests and denials.

B) Non-Verbal Communication: Non-Verbal Communication:

The impact of semiotics is most important in communication and especially in a short film as it complements the verbal expressions. It includes non-verbal cues like body language, facial expressions, and gestures. The characters in the movie

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display various gestures, postures and facial expressions along with certain actions that are extremely meaningful and add to the overall effect. The disinterested eye movement by Spoorthi, the disinterested looks by Aadhya, the intermittent looks by both, his lack of interest in anything at home and the final monologue all contribute greatly to the theme. The facial expressions, eye movements and the hand gestures of all the characters complement the action and justify them.

C) Power Dynamics: Critical Discourse Analysis unavoidably studies power dynamics. Power dynamics in its natural environment means attempt to take control over the other person's capacity to make choices. There are three components of power dynamics. First, there is a power holder and power receiver where both try to manipulate each other. Second, trying to attain selfish goals at the expense of others. Third, depletion of physical and mental health due to power dynamics.

If we analyse closely, the core theme of the short film 'Life UnNoticed' moves around the concept of power dynamics. The lover in the story is the power holder and the beloved is receiver. While Aadhya tries to manipulate through his taken for granted attitude, Spoorth uses the power of persuasion to achieve her love relationship. At the end when the situation doesn't seem favourable, Spoorth proactively but successfully makes last attempt. With both the characters, with their turn taking, they experience depletion of mental health and try to establish and challenge the authority.

In this way, the power dynamics operates throughout the film and dominates.

D) Social Context and Ideological Analysis: Though 'Life UnNoticed' deals with emotional turbulences and conflicting beliefs, it closely deals with the social and cultural ideology and succeeds in making us think deeply over social values and personal ethics. The love relationship, staying together in spite of differences, the socio-cultural acceptance and trying to attain personal but non-selfish motives from both the ends acquaint us with the socio-ethical base.

Research Methodology:

In spite of methods like interviews, observations, surveys and questionnaires, the film is the primary source of data**.** Data has been collected from the film which has visuals, movement, music, colour combinations, live characters, their body language and above all, the most authentic source, language i.e. dialogues.

The source of data in this research is script of the film 'Life UnNoticed'. Reviewing the script helped watching the movie multiple times and analysing it.

The utterances that contain power relation discourse among all the characters.

Data Collection:

a) Watching the film 'Life UnNoticed' to identify various aspects CDA

b) Reading the film script many times to identify implicit meaning.

c) Selecting various aspects for the analysis.

Data Analysis:

a) Dividing data into different aspects for analysis

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b) Making an interpretation or meaning of the data

c) Collecting some data and supporting information to analyse the meaning of the data (such as books, internet, articles and any other information that was relevant to the researcher's study)

d) Analysing the data using critical discourse analysis with the theory from Woffitt (2005) and Van Dijk (2009) focuses on power relation discourse

e) Drawing conclusion based on the analysis of the data

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1. Proxemics - "Proxemics refers to the study of how space and distance influence *communication*. We only need to look at how space shows up in common metaphors to see that space, communications, and relationships are closely related." (Hans, 2015)

2. Paralinguistic Features - Body language, gestures, facial expressions, tone and pitch of voice are all examples of paralinguistic features.

3. Semiotics is the study of the process of making meaning from signs.

4. Multimodal analysis refers to the process of interpreting and making sense of qualitative data in projects that mix verbal and nonverbal forms of information.

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Unveiling the Feminine Soul: Exploring the Treatise of Feminine Sensibility in Toni Morrison's "Song of Solomon"

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Abstract

The profound analysis of the feminine experience found in Toni Morrison's "Song of Solomon" is achieved through the delicate weaving together of issues of gender, race, and identity. The discourse of feminine sensibility, which highlights the female characters' power, resiliency, and complexity, is central to the book. This research paper aims to unravel the complex web of feminine sensibility in "Song of Solomon," shedding light on its broader implications for comprehending gender, identity, and power dynamics within the story through an analysis of agency, motherhood, intersectionality, sexuality, and resilience. "Song of Solomon" by Toni Morrison is a moving examination of African American identity and life that is richly interwoven with themes of self-discovery, family, and history. Morrison's story revolves around the intricately described female characters, whose experiences shed light on the intricacies of feminine sensibility in the novel's sociocultural milieu. This study explores the conversation surrounding feminine sensibility in "Song of Solomon," with the goal of revealing Morrison's multifaceted portrayals of women.

Keywords: Liberation, Patriarchy, Resistance, Empowerment, Narrative and Symbolism

Toni Morrison's "*Song of Solomon*" serves as a poignant exploration of African American life and identity, intricately woven with themes of family, history, and self-discovery. Central to Morrison's narrative are the richly portrayed female characters whose experiences illuminate the complexities of feminine sensibility within the socio-cultural context of the novel. This research paper delves into the discourse of feminine sensibility in "*Song of Solomon*," aiming to unveil the nuanced representations of women as depicted by Morrison.

To understand the discourse of feminine sensibility in "*Song of Solomon*," it is crucial to contextualize it within the broader landscape of African American literature. Historically, African American women have grappled with intersecting

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oppressions based on race, gender, and class, which have significantly shaped their experiences and identities. In literature, the representation of femininity has often been multifaceted, reflecting the diverse realities faced by African American women. Toni Morrison, through her body of work, has made notable contributions to this discourse by centering the experiences of black women and foregrounding their voices and agency.

The Feminine soul in "*Song of Solomon*," Morrison presents a tapestry of female characters whose lives intersect and diverge, each offering a unique perspective on femininity. One such character is Pilate, who defies conventional notions of womanhood through her independence, strength, and resilience. Despite societal marginalization, Pilate embodies a steadfast sense of self and serves as a source of wisdom and guidance for the protagonist, Milkman. Similarly, Ruth, Milkman's mother, navigates the complexities of motherhood and identity within the confines of societal expectations. Ruth's character embodies the struggles of African American women in balancing familial responsibilities with personal desires and aspirations. Her narrative arc highlights the tensions between self-sacrifice and self-fulfillment, ultimately culminating in a journey of self-discovery and empowerment.

Morrison employs language and symbolism as powerful tools to illuminate the nuances of feminine sensibility in "*Song of Solomon*." Through evocative imagery and metaphorical language, Morrison captures the essence of female experiences and emotions, allowing readers to delve into the innermost thoughts and desires of her characters. Symbolic motifs such as flight, naming, and heritage serve as allegorical representations of feminine identity and empowerment, imbuing the narrative with layers of meaning and resonance. The significance of song and storytelling further amplifies the exploration of feminine sensibility in the novel. Music and oral tradition serve as vehicles for preserving collective memory and cultural heritage, allowing women to reclaim agency and assert their voices in a patriarchal society that seeks to silence them.

Central to the discourse of feminine sensibility in "*Song of Solomon*" are narratives of oppression and liberation. Morrison exposes the ways in which patriarchal constructs perpetuate systems of oppression, marginalizing and subjugating women within both familial and societal structures. However, amidst these oppressive forces, Morrison also portrays moments of resistance and resilience, wherein women assert their agency and reclaim their autonomy. The quest for independence and self-actualization emerges as a central theme, as female characters navigate the complexities of identity and forge paths of liberation and empowerment.

Morrison deftly intertwines themes of race and gender, highlighting the intersectional identities of black women in American society. The female characters in "*Song of Solomon*" navigate through a labyrinth of oppression, grappling with the intertwined forces of racism, sexism, and classism. Through their experiences, Morrison sheds light on the unique challenges faced by black women, illuminating

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the complexities of their identities and the resilience embedded within their femininity. By foregrounding the intersectionality of race and gender, Morrison amplifies the voices and experiences of black women, challenging dominant narratives and expanding our understanding of feminine sensibility. "*But the people who do not live there do not know it. They do not know it because they haven't the patience to see it."* (*Song of Solomon).* In the novel, the character Guitar speaks these words, expressing a sentiment about the lack of understanding or appreciation for certain experiences by those who have not lived them.

One of the defining features of feminine sensibility in "*Song of Solomon*" is the portrayal of agency and independence among its female characters. Pilate Dead, the enigmatic aunt of the protagonist, exemplifies a sense of autonomy and defiance against societal norms. Despite facing marginalization and discrimination, Pilate asserts her agency by living life on her own terms, embracing her identity and heritage with unwavering conviction. Through Pilate's character, Morrison challenges traditional notions of femininity, highlighting the power of self-determination and resistance in shaping feminine sensibility. *"If you surrendered to the air, you could ride it." (Song of Solomon).* This quote speaks to the broader themes of self-discovery and liberation explored in "*Song of Solomon*." Milkman's journey throughout the novel is marked by his quest for identity and belonging, as well as his desire to break free from the constraints of his upbringing and societal expectations. In embracing the idea of surrendering to the air, Milkman grapples with the notion of relinquishing his ego and embracing a more fluid and intuitive approach to life.

The novel delves into the intricacies of female sexuality and desire, presenting a nuanced portrayal of romantic longing, intimacy, and passion. Characters like Hagar and Ruth navigate through unrequited love and desire, grappling with the complexities of their emotions. Morrison challenges traditional gender norms and expectations, presenting a diverse spectrum of female desires and expressions. Through these portrayals, the novel underscores the agency and autonomy of women in shaping their own narratives of love and desire, further enriching the discourse of feminine sensibility.

In conclusion, "*Song of Solomon*" by Toni Morrison provides an in-depth examination of feminine sensibility in the context of African American culture and life. Morrison invites readers to reflect on the various facets of gender and agency by revealing the nuances of female life through the vividly rendered characters of Pilate, Ruth, and Hagar. Morrison uses language, symbolism, and narrative structure to create a story that has deep sociocultural resonance and illuminates the resilience and tenacity of the feminine spirit. "*Song of Solomon*" by Toni Morrison, which deftly and nuanced weaves together the lives of women, is a monument to the depth and complexity of feminine sensibility. Morrison asks readers to interact with the complex nature of feminine identity and experience through an examination of agency, motherhood, intersectionality, sexuality, and resilience. She challenges

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prevailing myths, affirms the endurance and tenacity ingrained in women's lives, and broadens our understanding of feminine sensibility by elevating the voices and tales of black women. Throughout "*Song of Solomon*," we are reminded of the transformational power of feminine sensibility and the persistent influence of women's stories in reshaping our perceptions of ourselves, society, and the wider world.

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Exploring Diasporic Women's Experience: The Mistress of Spices by Chitra Banerjee

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Abstract

The Mistress of Spices by Chitra Banerjee Divakaruni is a richly evocative novel that delves into the experiences of diasporic women, exploring the challenges and triumphs of immigrant life. Divakaruni's vibrant prose transports readers into the heart of the immigrant experience. The bustling marketplace becomes a microcosm of the challenges faced by those caught between two worlds. Tilo's interactions with a diverse cast of characters, from homesick housewives to lonely immigrants, highlight the multifaceted nature of diasporic life. Through the protagonist's compelling narrative, we gain insight into the profound ways in which diasporic women negotiate their identities, navigate unfamiliar cultural landscapes, and grapple with the expectations placed upon them. The novel offers a powerful lens through which to examine the poignant struggles and resilient spirits of diasporic women, as well as the diverse ways in which they find agency and empowerment amidst adversities. Tilo's internal conflict between tradition and personal yearning reflects the broader struggles of diasporic women to forge their own paths.

"The Mistress of Spices" invites us to consider the transformative power of spices, not just on a physical level, but also as symbols of cultural memory and the search for belonging. By following Tilo's fragrant journey, we gain a deeper understanding of the multifaceted experiences of diasporic women. By doing so, we hope to contribute to a richer understanding of diasporic women's lives, identities, and struggles.

Keywords: Diasporic women, cultural identity, resilience, immigrant life, patriarchal society, spices

Introduction

"The Mistress of Spices" is a captivating novel penned by the acclaimed author Chitra Banerjee Divakaruni. Born in Kolkata, India, Divakaruni immigrated to the United States to pursue her higher education and has since become a celebrated writer known for her poignant storytelling and insightful exploration of the immigrant experience. With its rich tapestry of cultural references and deeply human characters, "The Mistress of Spices" weaves a narrative that delves into the complex complexities of diasporic life, particularly for women.

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"The Mistress of Spices" offers a nuanced and compelling portrayal of the experiences of diasporic women, delving into their struggles, triumphs, and the intricate balance of cultural values, personal agency, and adaptation. Through the central character's journey, the novel delves into the multifaceted dimensions of identity formation, the quest for empowerment, and the challenges of reconciling cultural heritage with the demands of a new environment.

In the context of Indian immigration to the United States, the novel provides a lens through which to examine the complex intersections of tradition and modernity, the tensions between familial expectations and personal aspirations, and the resilience of diasporic women as they navigate a new cultural terrain. The story immerses readers in the rich tapestry of Indian culture while also offering insights into the universal themes of love, loss, and the search for belonging, making it a deeply resonant and thought-provoking exploration of the immigrant experience.

Through our analysis of "The Mistress of Spices," we aim to illuminate the nuanced experiences of diasporic women, shedding light on the challenges they face, the agency they exhibit, and the adaptive strategies they employ to carve out identities in a new land. By delving into the themes and narratives within the novel, we seek to contribute to a deeper understanding of the profound and diverse journeys of diasporic women, offering valuable insights into the broader discourse on immigration, culture, and gender.

Literature review

Scholarly literature on diaspora, identity, and gender in immigrant literature has provided valuable insights into the multifaceted experiences of diasporic communities. Researchers have extensively examined the complexities of adapting to new cultural environments, negotiating identities, and the roles of gender in the migration and settlement processes. The literature emphasizes the significance of understanding diaspora as a state of flux, where individuals grapple with the intersections of their cultural origins and the pressures of assimilation. Gender dynamics have emerged as a pivotal theme, shedding light on the distinct challenges migrant women face, including issues of agency, power dynamics, and cultural expectations within the diasporic context.

Critical works on "The Mistress of Spices" have closely examined the novel's portrayal of diasporic women's experiences, underscoring its nuanced exploration of identity, empowerment, and adaptation. Scholars have lauded the novel for its deft handling of the immigrant experience, particularly from a female perspective. The protagonist's journey resonates with themes of resilience, self-discovery, and the complexities of transcultural identity, offering a unique lens through which to consider the broader experiences of diasporic women. Critiques have highlighted the ways in which the novel navigates the tensions between tradition and modernity and how it subverts stereotypes, presenting characters with agency and complexity.

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Furthermore, critical analyses have underlined the novel's role in amplifying the voices of diasporic women, shedding light on their struggles and triumphs as they navigate the challenges of displacement, cultural negotiation, and societal expectations. The narrative richness and cultural depth of "The Mistress of Spices" have been commended for offering a vivid and evocative portrayal of the diasporic experience, adding valuable layers to the discourse on immigration literature and gender within the diasporic framework.

Contextualizing "The Mistress of Spices" within the Diasporic Framework

"The Mistress of Spices" is set in an Indian grocery store in Oakland, California, where Tilo, a young woman with mystical powers, becomes the mistress of spices. The novel's premise unfolds within the diasporic context of Indian immigration to the United States, capturing the profound dislocation and cultural negotiation experienced by immigrant communities. The grocery store serves as a microcosm of the diasporic experience, where Tilo, as the mistress of spices, navigates the complexities of tradition, modernity, and the yearnings for belonging in a new land.

Tilo's immigrant experience is marked by a profound sense of displacement and the struggle to reconcile her Indian heritage with the demands of American society. As she endeavors to assist the diverse immigrant customers who visit the store, Tilo herself faces the challenges of assimilation, cultural isolation, and the longing for a sense of rootedness. The novel poignantly portrays her negotiation of the dual identities, exploring the tensions between familial expectations and personal aspirations. Tilo's journey becomes a compelling lens through which to interrogate the complexities of the immigrant experience, particularly for diasporic women who grapple with the pressures of adaptation and the preservation of their cultural identity.

The spices in the novel take on symbolic significance, representing the complexities of diasporic identity and the resilience of women in navigating the immigrant experience. Tilo's mystical powers with the spices serve as a metaphor for the agency and empowerment of diasporic women, as she endeavors to heal the wounds of the immigrant soul and foster connections with her customers. Furthermore, the novel's incorporation of magic realism underscores the nuances of diasporic experiences, where the blending of traditional beliefs and modern existence validates the profound interconnectedness between the old and the new. The magical elements in "The Mistress of Spices" resonate with the intricate negotiations of identity, the search for belonging, and the transformative power of diasporic women in shaping their own destinies.

"The Mistress of Spices" skilfully explores the intersection of gender and diasporic identity through the protagonist, Tilo. As a woman with mystical powers, Tilo navigates the complexities of diasporic life, offering a compelling lens through which to examine the experiences of immigrant women. The novel delves into the nuances of Tilo's journey, shedding light on the distinctive challenges and

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opportunities she encounters as a diasporic woman negotiating her identity within a new cultural landscape.

Gender and identity in diaspora

In "The Mistress of Spices," cultural expectations and gender roles significantly impact the experiences of diasporic women. The novel portrays the pressures and constraints imposed by traditional gender roles, which can limit the agency and autonomy of women within immigrant communities. Tilo grapples with these expectations as she endeavours to support the diverse immigrant customers who visit the store. The novel poignantly illuminates the tensions between preserving cultural traditions and transcending societal expectations, offering a nuanced portrayal of the complexities faced by diasporic women.

Tilo's negotiation of her identity as an immigrant woman forms a central theme in "The Mistress of Spices." Her journey is marked by profound introspection and a quest for self-discovery, as she strives to reconcile her Indian heritage with the demands of American society. Through Tilo's experiences, the novel explores the intricate process of negotiating dual identities and the challenges of finding one's place in a new cultural environment. Tilo's journey becomes a powerful exploration of the resilience and agency of immigrant women in shaping their own destinies within the diasporic framework.

Empowerment and resilience

In "The Mistress of Spices," the protagonist Tilo demonstrates remarkable agency and empowerment despite the challenges of diaspora. As the mistress of spices with mystical powers, she navigates the complexities of diasporic life with resilience. Tilo uses her magical abilities to aid customers in the Indian grocery store, showing agency in her role as a healer and mentor. Throughout the story, Tilo's determination to assert her own identity and make a positive impact on those around her highlights her empowerment in the face of the trials encountered as an immigrant woman.

The novel eloquently portrays how diasporic women find strength and resilience by expressing their cultural identity. Tilo cherishes her Indian heritage and, through the language of spices, she connects with her roots and shares the richness of her culture. This process of cultural expression becomes a source of strength for Tilo and other diasporic women. By embracing their traditions and customs, diasporic women affirm their resilience in the face of cultural dislocation, finding solace and empowerment in their shared heritage.

Tilo's journey in "The Mistress of Spices" serves as an inspiration for other diasporic women. Her ability to navigate the complexities of diaspora while preserving her cultural heritage empowers those around her. Tilo's interactions with the diverse immigrant customers in the grocery store resonate with other women, offering a sense of community and validation in their shared experiences. By witnessing Tilo's resilience and her unwavering commitment to her cultural identity,

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other diasporic women are emboldened to assert their own agency and find strength in their unique journeys.

Challenges and Discrimination

"The Mistress of Spices" delves into the discrimination and marginalization faced by diasporic women. The protagonist, Tilo, encounters various forms of prejudice due to her immigrant status and her gender. She grapples with societal expectations and stereotypes that undermine her agency and contribute to her marginalization. Tilo's experiences reflect the broader challenges that many diasporic women confront, highlighting the discrimination they face as they navigate a new cultural landscape and strive to carve out their place within it.

The novel vividly illustrates the socio-cultural, economic, and political challenges experienced by diasporic women. Tilo and the diverse customers who visit the store contend with cultural clashes, economic disparities, and political marginalization. As diasporic women seek to establish themselves in a new society, they confront obstacles such as language barriers, unequal access to resources, and limited opportunities for advancement. These intersecting challenges create significant hurdles for diasporic women, shaping their experiences in profound ways.

"The Mistress of Spices" sheds light on the complexities of diasporic women's experiences, offering a nuanced portrayal of their multifaceted journeys. The novel reveals the intricate balancing act that diasporic women must perform as they navigate between their ancestral heritage and the demands of their adopted homeland. Furthermore, the book explores the internal struggles and external pressures that shape the lives of diasporic women, providing a deeper understanding of the intricacies inherent in their experiences. Through Tilo's narrative and the stories of the women she encounters, the novel illuminates the complex tapestry of emotions and challenges that characterize the diasporic female experience.

Conclusion

The Mistress of Spices" holds significant importance in illuminating the experiences of diasporic women by providing a rich and evocative portrayal of their struggles, empowerment, and cultural resilience. The novel highlights the unique challenges faced by diasporic women while also celebrating their agency, strength, and cultural identity. Through the character of Tilo and the various women she encounters, the book offers a powerful representation of the complexities inherent in the diasporic female experience, contributing to a deeper understanding of the diverse narratives within the diasporic community.

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Innovative Approaches in Teaching English
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Abstract

Day in and day out we keep hearing about the lack of language skills of students in Schools, Colleges and Universities. The administrators, politicians, the parents and the media, not necessarily in that order, squarely throw the blame on the teachers and none cares to go into the root causes of the problem. With increased technology, with increased educational opportunities for every section of society, with improved financial situation of the general public compared to the 1960s to 1980s, with partly or wholly governments assisted educational programmes, with cell phones and computers and the internet within the reach of common man, one would presume that the opportunities for a student for acquiring English language speaking skills and using them would improve. But while there is an improvement in certain areas – in urban locales, in select colleges, in competitive academic environments – the general feeling and observation is that the performance output of the students in using language has not improved up to the level of expectation or to the level of need. The responsibility of the teacher, right from schools to higher educational institutions, is to help develop the communication skills of students through innovative approaches in teaching English. Nowadays digital learning is technology-based learning that uses gadgets such as Laptops, mobile phones, virtual classrooms other than textbooks, activities, exercises, reports, games etc. At present we have more interactive online platforms, mobile learning apps and virtual classrooms that provide personalized language instructions.

Keywords: increased technology, educational opportunities, innovative approaches, gadgets, capabilities.

Day in and day out we keep hearing about the lack of language skills of students in Schools, Colleges and Universities. The administrators, politicians, the parents and the media, not necessarily in that order, squarely throw the blame on the teachers and none cares to go into the root causes of the problem. With increased technology, with increased educational opportunities for every section of society, with improved financial situation of the general public compared to the 1960s to 1980s, with partly or wholly governments assisted educational programmes, with cell phones and computers and the internet within the reach of common man, one would presume that the opportunities for a student for acquiring English language speaking

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skills and using them would improve. But while there is an improvement in certain areas – in urban locales, in select colleges, in competitive academic environments – the general feeling and observation is that the performance output of the students in using language has not improved up to the level of expectation or to the level of need. The responsibility of the teacher, right from schools to higher educational institutions, is to help develop the communication skills of students through innovative approaches in teaching English. But is the teacher to be blamed solely for the non performance of students in general?

Before blaming a teacher in particular or teachers in general, we need to look at several factors relating to the poor performance of students in the class and in turn in social situations. Sometimes it is pointed out that the teachers are interested only in the completion of syllabus, in time, and are not bothered by the backwardness of some (may be a smaller or larger number of) students in the classroom. But then we have to go in to the size of the class, the number of students willing to learn, their positive responses or, unresponsiveness, lack of interest and lack of understanding. The foundation for a student's language acquisition skills are laid at home, then in the surrounding environment and strengthened and shaped through systematic training in a formal educational setup in the primary stages itself. In the higher classes in schools and colleges these skills are further strengthened based on the foundation laid in the primary stage and also depending on the participative nature of the teacher and the taught. The regularity in attending this training and the whole hearted nature of teaching learning produces the average performance of an educational system or a society. With this as background we need to look at the factors related to the critical comments on the language skills of our students.

There is a saying that teaching is the noblest profession and that the as teachers we have to help learners, whether they are willing or unwilling, to develop good communication. There is no doubt that a motivated teacher can work wonders in the students in favorable or unfavorable situations, but how many of such teachers are available in our system. Then comes the question of participation of students in the learning process. Is it possible in any system to bring all the learners to the mainstream? What about the slow learners? In most cases it is difficult to identify the reasons for their non-performance. There may be several factors that hinder a slow learner, but without going deep into all those socio, economic, physical or psychological reasons, the teacher has to find out if such students are performing well outside the classroom. If they are doing well outside, then we have to surmise that they have a problem with the process of education, and it is here that the role of the teacher assumes paramount importance.

In order to increase the average performance of a class we have to strengthen the process of education, and for the context of this seminar, the process of language acquisition. A slow learner initially desires to learn but he may have a problem with the process. Here teacher motivation, peer assistance will be of greater help. The

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teacher and in turn the system must provide for special remedial classes for such students. In such classes, in addition to imparting language, attention must be bestowed on how the student's self image may be improved. Further the teacher has to try to increase the attention span of the students to what is being taught and why it is relevant / useful to him. It should be the endeavor of the teacher to develop the self-expression of such students and to raise their self-esteem. They may be encouraged in such special classes to try to compete with one another and gradually with others in general classes or with even gifted students. While identifying slow learners is the first step, handle them is really a challenging task for the teacher. It demands great patience, minute observation and equipped with good method of teaching technique, moreover a compassionate human heart.

In olden days, the teaching technique, for imparting language and mathematics, involved repetition. Every day after the class hours, students had to gather in the school ground for learning mathematical tables simply by repetition, and repetition. Similarly, we had recitation poems with an asterisk mark both in English and vernacular and the teacher would read the poem once and then slowly she would recite it line by line to enable the students remember and repeat the pronunciation and intonation. Saying the same thing over and over helped us learn a word and its pronunciation and it also gave us the necessary initiative to read other poems or text independently. But today, such effort seems to be missing in most institutions.

Then the teachers used to involve the students in such activities where the success of a student was ensured. The process involved in asking the students questions that they can answer and slowly building their knowledge and confidence by teaching some familiar or new material. But while doing this, care should be taken to make the process unconscious or subconscious, that is, making the teaching such that the students learn without realizing that they are being taught.

Another way is to bring the learners to write something on the black board making them feel that they too can contribute in a class. It develops their self-esteem and makes them feel good. This may involve the student's real life situation which bring out his emotions and there may be instances where a particular student may be overwhelmed by the flow of ideas and struggling for words, and in such situation the teacher has to first ask his classmates to come to his rescue and provide the words and sentences for his feelings and if the student is not satisfied with their suggestions then the teacher may supply some alternatives and allow the student to pick his own answer. In such activities the teacher may move around the class and speak to the students for a while, involving them in the activity, and make them learners with an enthusiasm. This adds variety to the academic routine. Further teachers should also include educational games, puzzles, and story-telling activities with different techniques to involve students whole heartedly in the learning process.

In all the methods adopted in a class the teacher must be the very picture of love and care. There have been instances where in the students take the teachers in

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to confidence and getting needed emotional and moral support. In a study of pre-service teachers, Serow (1994) found that those who viewed teaching as their calling in life displayed "significantly greater enthusiasm and commitment" to teaching, were more "mindful of its potential impact on other people," and were "less concerned about the sacrifices that such a career might entail''.

The teacher, particularly a language teacher, has to bring humor in the class to create interest. He should make learning fun and comfortable. The positive attitude of a teacher is very important and in the general classes he should allot extra time for asking questions and in helping weaker students answering them. If need be remedial teaching should be provided, and the UGC has been allocating large sums of money, for learners who need them and to avoid confusion and chaos in the common or general classroom. The strength in a remedial class would be comparatively small where individual attention can be given.

For all this to become a reality the teacher has to be patient and consistent in his efforts as a teacher. Some graded challenges may be thrown to the students and make them believe that the objectives in such classes are achievable. In such smaller classes, individual attention can be shown which boosts their confidence and the friendly environment is conducive for learning. But, the teacher has to take special care to reduce or totally remove any distractions in learning. In some of the Colleges I have seen how teachers change the seating positions of the student to promote their attentiveness.

In such classes students may also be encouraged to act as a teacher and this promotes a love for being a peer teacher. Care should be taken to clarify what is required of a student when is acting as a peer teacher. They should be given clear directions which may be written on the board. This not only helps the volunteer to aim for accuracy but also enables others to check, guide or correct him. All this would become an involved activity and it makes the students partners in the learning process and drives away their apathy.

After such special classes the teacher may encourage the slow learners to mingle with others in the general classes and conduct common tests along with others. The tests should be graded from simple to complex from oral to multiple choice questions, true or false, fill in the blanks to develop their self confidence. And after that they may be encouraged to go for writing longer answers. But the after each test the teacher should provide short feedback to the learners but without embarrassing them or creating threatening environment. The teacher should never scold a learner for committing error thus giving scope for extra psychological burden. Even while using a standardized test the teacher can't ignore the problem of the child.

I have seen teachers making students exchange the answer papers (classroom assignments) of the student and asking them to evaluate those papers under the guidance of the teachers. This has a positive effect and provides ample opportunities to learners from their peers. They can develop their own vocabulary, sentence

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structure and even the calligraphy from their classmates. From among the students, by consensus, a teacher can select and place a student as in charge of the class and give some time for the class to interact under the tutelage of a peer-teacher. This will prove to be an activity of rewarding nature and it boosts the motivation of the students and makes them complete their tasks in the given time frame.

Nowadays digital learning is technology-based learning that uses gadgets such as Laptops, mobile phones, virtual classrooms other than textbooks, activities, exercises, reports, games etc. At present we have more interactive online platforms, mobile learning apps and virtual classrooms that provide personalized language instructions.

In our College, our students have been using Digital Library for reference books, Virtual Class rooms for video presentations, Seminar Hall for power point presentations, Bodhi Studios for recording videos, shorts, reels etc and English Language Lab for learning English pronunciation, to refer online dictionary and to prepare their Project Reports. They also get teaching material provided by the teacher through Whatsapp groups and e-learning from our college website. They also learn lessons through the links supplied by the teacher which are placed in the College website.

In our College, remedial classes are conducting for slow learners, issuing books to improve their reading skill, encouraging them to participate in literary competitions etc. I have been conducting Student Exchange Programmes by taking the students to other Colleges. Our students use to attend classes there and interact with the students there as a part of MOU (Memorandum of Understanding) with the Department of English. This is an opportunity to broaden their outlook by learning to live with and meet people of different cultures and environment. I too conduct classroom seminars to enable them stay up to date on current events, comprehend concepts and build their network. Above all, 'Peer Teaching' is the best practice of the Department of English. These are some of the innovative approaches that I have been following in our Government Degree College and attaining 100% results in English. These are some of the steps to ensure success in Teaching English.

But, there are some challenges evolved in Teaching English Language. They are: students come to the class without text books, won't turn up for unit wise class room assignments regularly, Telugu medium background and may be the students coming from far off places.

To improve the lot of the students the teacher has to be conscious of his own capabilities. Some common excuses given by teachers are lack of training, lack of time, lack of support from students' family, but these can be overcome if a coordinated attempt is made by all teachers to help the lot of the students, and in turn help the lot of the society.

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Are Arranged Marriages Built on True Love?
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Abstract

The 21st century boasts and glorifies its success in the socio-economic and technical aspects. When man is able to set his foot on the moon, why does he flounder to conquer the hearts of his fellow beings? More than having cordial associations, he remains distant and aloof. On one hand, the modern inventions have decreased the distance among the countries, but on the other, the gap between the human beings is still unbridgeable, miles away.   The institution of marriage which was once inviolable in India is undeniably at stake. The debate between arranged and love marriages still remains unresolved. What could the reasons be? Of course, every individual has his own argument and counter argument, but at the end of the day, whatever may be, are the married couples strong enough to face the challenges of life. Obviously, the answer is a big question mark. It is clearly evident from the number of broken marriages and shattering individual as well as family lives. Though the elders move heaven and earth to see that the young couple maintain a good coordination and cooperation in sustaining a healthy family, not all are succeeded in their attempts. This issue should be addressed immediately otherwise the future generations will read about successful and happy marriages only in stories. As regards this predicament, R K Narayan's *The English Teacher* of the 1940s enables every young mind to contemplate on what one needs for a happy married life? It's not materialistic pleasures but a great acceptance and compatibility between the partners. The present article is going to focus on a fact written as a fiction.

Keywords: Life, death, spirits, sentiments, retrospection, autobiographical elements and so on.

The Ingenious Brain

Some people do not need any introduction, even if you want to begin on what to tell about them it is really a herculean task on where to start. So considerable are their credentials. R K Narayan undoubtedly is one of the finest Indian authors of his generation withstanding the same to the present. A man of letters, truly admired by millions of readers for his fine delicacies of style, wit, elegance and satire. He represents the typical and cynical relationships of the Indians. Numbers may be just digits, but when it comes to Narayan's works, they endlessly entertained and educated the readers for long years. Awards just be a recognition, but what else a writer needs

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when a huge number of copies of his book fly from the shelves of the book stalls to settle in the libraries and countless homes. Readers love for him speaks volumes of his popularity as a writer.

Though he began his career as a reporter, he understood that this was not his cup of tea. Had he not realized this and turned into a fiction writer, indubitably myriad readers would have missed a great world of fiction and fascinating characters. Though Malgudi is an imaginary town, for the readers it is real. In a vast world of Literature, he has created his own mark, resembling Jane Austen in painting words of contentment and discontentment that are vital components of human life. The core values of human life, perseverance and persistence were the gifts from his parents which he incorporated in his writings. From his debut *Swami and Friends* to *Grandmother Tales,* his writing style is unswerving and unfaltering, ushering the readers through the trials and tribulations of everyday life.

Heal the Self:

It is quite natural that a writer's self reflects in his writings. As man is a social being, his unification with his self and society always has an impact on him. Wittingly or unwittingly the writer's self is portrayed in the main leads and other characters. From his first novel attaining fame as a great writer, he continued writing creating a plethora of memorable characters. In the world of enchantment and enjoyment, he met his soul mate, overcame many dramatic hurdles married her and had a successful married life. If everything goes on well, there is nothing to brood over. There was a massive cyclone that hit his life in the form of typhoid separating the perfect couple forever. Generally, they say, time is the best healer. May be this is not true in all instances. Time can reduce the pain, but cannot heal the wound completely.

He was withdrawn for many years and to reconcile, he started to pour out his feelings through the words that were more familiar to him than anything else. He chose a medium that would drive him out from his state of turbulence. He was completely disturbed and devastated after his beloved's death. He expresses his feelings in these words: "I have described this part of my experience of her sickness and death in *The English Teacher* so fully that I do not and perhaps cannot, go over it again. More than any other book, *The English Teacher* is autobiographical in content, very little of it being fiction (*My Days*, 150). Though the memories are intermittently scattered the readers can feel his agony and anguish in every inch of the novel. Whether it is Krishnan or his wife Susila, he shows how an ideal couple like them build a strong relation to create a real home and space. He also incorporates his trusted idea of Gandhiji's economic theory of 'Simple Living and High Thinking' through Susila who is very prudent about the present and the future.

Adjusting Amidst the Chaos:

The English Teacher is set in the colonial period. The protagonist Mr Krishnan, who works as an English teacher in the Albert Mission College, is caught in the web of alienation from his culture and his role of an English teacher. Narayan

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gives an impressive portrayal of how clear and determined Krishnan was in his actions and activities. When his superior reprimands him for a simple spelling and his chief agrees with the superior, he snaps silently by saying, "Mr Gajapathy, there are blacker sins in this world than a dropped vowel. He stopped on the road and looked up and down. He was aghast I didn't care. I drove home the point. Let us be fair. Ask Mr Brown if he can say in any of the two hundred Indian languages: The cat chases the rat. He spent thirty years in India. (*The English Teacher,* 6). Though married, Krishnan's family is away from him and shortly they are hoping to stay together. The search for a comfortable house, the care he takes to welcome his wife and daughter, the adjustments and changes he makes are highly commendable. He does everything with a lot of kindness and tenderness.

The couple had a good understanding and they have a happy time. When Krishnan's father wants to buy a house for them, they move in search of a house, where she is stung by a mosquito and that changes their fate forever. Maybe it is predestined. He goes an extra mile to comfort her in unbearable pains. He makes the greatest effort possible to make her feel happy. The suffering and   distress of the family members touches the readers. The pain can never be explained but could only be experienced, as Narayan himself says, "The English Teacher of the novel Krishna, is a fictional character in the fictional city of Malgudi; but he goes through the same experience. I had gone through, and he calls his wife Susila, and the child is Leela instead of Hema. The toll that typhoid took and all the desolation that followed with a child to look after, and the psychic adjustments, are based on my experience" (*My Story,* 151). He never gives up, either nursing his wife or taking care of his daughter. Unfortunately, after a long battle, she lost the combat succumbing to death. They were separated physically but emotionally they were united. He didn't send his daughter to his parents or in law's house and carried his multirole, as a mother, father, teacher and above all as a good friend.

Hand in Glove:

In the modern scenario, marriages mean nothing. Only a handful of marriages are successful while others are at stake. Modern people will certainly be surprised to understand the bonding between the couple either in the fiction or the fictional creator's life. What made them to develop such a great bonding? What is missing in this technological world? Assumptions and apprehensions can be many. But what everyone should understand is that acceptance and admittance are the vital components for a healthy family relation. Really the care the husband took speaks more of care and affection than a mere responsibility. He says, "The following were days, of iron routine. I had very little sleep' (*The English Teacher,* 114), "I lost touch with the calendar. In doing the same set of things in the same place, I lost count of days. Hours flew with rapidity" (*The English Teacher,* 117).

Though it was a short-lived relation, the couple enjoyed a fruitful married life. They enjoyed every bit of their life, like it may be raising their daughter,

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purchasing groceries, searching for a house, planning for future and so on. He could balance his professional and personal life adding the music of poetry and the rhythm of happiness to the life inside the concrete walls. The songs of happiness echoed in the walls bonding them forever. No physical existence is necessary for such souls. The inseparable love never dared to separate them. She was a real adorable wife who stood beside him through his thick and thin. May be Krishnan rightly feels that he had nothing either to see or feel, for him all the sensations are clear and certain.

Life After Death:

Destiny is prearranged and premeditated. Generally, people feel that time settles everything. Of course, to some extent it is true. But emotional distress can never be cured. Though Krishnan takes up his responsibilities, he never forgets his wife. The spiritual connection after death may be unconvincing, but when people can find relief from the thoughts of the departed souls, it can heal the pain to some extent. Though it seems to be incomprehensible, Krishnan finds a connection between him and his wife. Though Krishnan does not believe in the occult, and is disgusted when Susila's mother arranges for an exorcist, he circles back to life with great energy and enthusiasm. Real love never dies.

The spiritual communication between the wife and husband makes the readers feel that Susila may be physically away from him, but the two souls are always together. Every young man and woman should learn that it is love and understanding that makes a good family not money and status. Though it was an arranged marriage, Krishnan is committed and shows tenderness and kindness towards his family at all times. Above all, he never thinks of marrying again despite the problems he encounters in bringing up his child alone. These are the days where living bodies fail to create any impact on the existing souls, but Susila pulls him out of the pandemonium and impels him to a religious life. As Harish Raizda comments: "This new and strange style of contact along with his dead mate, introduces a contemporary charm in his life and his interest in these occult conferences will increase a lot of and a lot of. He currently goes regarding his work with a light-weight heart and feels as if a burden has been raised from his mind. The day currently looks filled with prospects of surprise and joy to him" (Raizda, 36)

Conclusion:

The same novel shows a contrasting couple, the Headmaster of the school and his wife. Unable to bear the tormented family life, he seeks salvation from, by leaving the members of his family to find for themselves. When 'Leave them alone' is the policy of one married man, 'Live with them' is the motto of another married man. the only difference in these men is one knew the importance of a married life, the other tried to accept it. But naturally acceptance cannot long for last. So, he had to move out of it. Krishnan gave importance to his family. Though he knew his job pays him well, he resigned when he couldn't withstand it. He chose what ultimately made him happy. He was not materialistic but wanted satisfaction in his work. After

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losing his beloved, sending his daughter to his parents, he wants to live in a real world where fulfilment is important than anything else.

Though it is an arranged marriage, the love that bound them emotionally made their marriage a success. After his wife's death, the cloud nine days of the of the marriage at zenith turned appalling nadirs of melancholy angst. The autobiographical element of the story moves the readers to comprehend the grief that Narayan had undergone when he was left shattered in dark after the light had gone out of his life. As K R Srinivas Iyengar observes, "The story of their married life could be a prose lyric on that Narayan has lavished his gifts as an author" (*Indian Writing in English,* 367*).* Finally, as Krishnan had a spiritual communion to relieve himself from the pain, likewise Narayan created a world of words to soothe himself from the tragic trauma, as Narayan himself admits that he did have any empathy with the spirit of his dead soulmate.

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Use of Artificial Intelligence in ELT

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Abstract

AI tools are used to improve speaking, writing and reading skills. It provides new ways of teaching and supports students with goal setting and managing their own learning. AI tools help learners practice English outside classroom . They can also lessen learners fear of speaking in English. Even with rapid changes in technology, traditional lecture-style teaching is still common. There are four main challenges with using AI.

1) Sometimes technology doesn't work as it should.
2) AI has limited capabilities.
3) Some learners fear using AI.
4) Use of AI may reflect biases about appropriate language use.

As ELT is the most common discipline for AI use in education, English Language teachers must develop their Ai literacy skills. Teachers should also develop students AI literacy so that they can understand its limitations and risks. Teacher should think very carefully about which AI models to use, as models may not include all varieties of English. Clear rules are to be stated on data privacy and ethics statements for AI in ELT are needed. We need more research on how AI can help with developing receptive skills, particularly Listening skills. We also need to know more about the specific challenges around AI use in ELT.

Keywords: Artificial Intelligence, lecture-style, Chat bot, Speech recognition, Personalized learning, curriculum improvement, variety of resources, Ethical needs etc.

AI tools are used to improve speaking, writing and reading skills. It provides new ways of teaching and supports students with goal setting and managing their own learning. AI tools help learners practice English outside classroom . They can also decrease learners fear of speaking in English. Even with rapid changes in technology, traditional lecture-style teaching is still common. There are some challenges with using AI.

1) Sometimes technology doesn't work as it should.
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AI has found its way into learning, providing students with personalized learning experience and teachers with powerful tools to track students progress and adapt their teaching methods. AI based language platforms like ChatGPT has gained popularity due to their ability to engage students in a conversational manner, similar to that of a human tutor. The use of AI has also been proved for its potential to improve learning outcomes by providing students with more efficient and effective ways to learn. However with the rise of AI in learning, there are also concerns about some negative impacts it could have on students . Some experts argue that AI based learning platforms could hamper critical thinking skills and reduce human interaction which is an essential aspect of learning.

As ELT is the most common discipline for AI use in education, English Language teachers must develop their AI literacy skills.   Teachers should also develop students AI literacy so that they can understand its limitations and risks. Teacher should think very carefully about which AI models to use, as models may not include all varieties of English. Clear rules are to be stated on data privacy and ethics statements for AI in ELT are needed. We need more research on how AI can help with developing Listening skills. We also need to know more about the specific challenges faced around AI use in ELT.

A survey was conducted and they found that teachers use AI tools like:

a) language learning apps

b) Chat bots

c) Automated grading

d) Speech recognition software.

e) Text to speech tools.

f) Data and learning analytic tools

g) Virtual and augmented reality tools

Interestingly during this study 24% teachers also said they don't use AI at all. The teachers who used said they use AI tools for

a) creating material

b) helping students practice English

c)creating lesson plans

d) Correcting students English

e) grading or assessing students

f) administrative tasks

Benefits of Using AI

- AI can personalize lessons to individual student needs and provide immediate feedback and offer guidance.
- Chat bots like ChatGPT can engage students answer their questions and keep them motivated.
- AI can collect and analyze data related to student performance helping teachers to make decisions about teaching methods and curriculum improvements.

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- AI in learning has the potential to improve the educational experience , improve learning outcomes and suggest students success in the usage of target language.

Challenges in Using AI

- the potential for errors and fear of job loss from teachers are some major challenges
- AI models can decrease biases if trained on using biased data and they may struggle with individualized learning needs.
- Careful consideration and ethical use of AI are necessary to mitigate biases, improve personalized material, minimize errors and ensure that AI complements human teachers rather than replace them.

British Council interviewed people from Academicians, Ministry of Education representatives, CEO's of Ed Tech Companies, Training Institute Directors and Teacher Educators. Some themes developed from these discussions are as follows:

1) Definitions : There is a clear need for definitions so that when we discuss AI in ELT, we are talking about the same type of Technology.

2) Pedagogy : AI may have the potential to be changing, but the question remains if it will be held back with the out dated learning theory.

3) Big Tech and Neo liberalism : While some expressed concern about how large an ELT class should be, there is both a place and need for local, grass root and more context sensitive AI.

4) Replacing Humans : Majority peoples view is that AI will not replace the need for human teachers any time soon and may never also.

5) Relevance for ELT : There are some evidence that AI will be used more in ELT than any other discipline of education.

6) Bias : Bias is evident in AI and needs to be addressed. Regulatory frameworks can help to manage bias from top down, but may be difficult to enforce universally.

7)Teacher readiness : there is already a huge knowledge gap around digital literates. Addressing AI literacy will be a very big challenge as the educators also need to be accepting the latest technology.

8) Motivation : It remains a barrier to learning. AI does not appear to be changing that yet.

9) Inclusion: The digital divide is likely to worsen if AI has significant, positive impact on learning outcomes.

10) Assessment : More research is needed in AI and assessment in ELT. Preventing cheating with AI may mean creation of new and better assessment tasks.

11) Ethics frameworks and Regulations: there is a need to review all international, regional and national AI ethics guidelines.

One best example of AI tool which is used by the present generation learners is ChatGPT. It is an AI chat bot that uses the GPT model to provide responses to the user input in natural language. It can be used in various learning contexts such as

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language learning and test preparation, personalized feedback and practise opportunities. However ChatGPT has its own limitations including difficulties in understanding ambiguous input and its response may be limited by its programming and data input. ChatGPT can be a useful tool for learning, but its effectiveness depends upon the context and individual learner preferences.

Advantages of ChatGPT

- Supports personalized learning technique in a way that was previously not so easy.
- Provide learners with immediate feedback which is necessary for any learner.
- Provides learners with access to a large amount of information
- Reduces the work load of the teachers.

Limitations of ChatGPT

- It may struggle with unique and difficult situations.
- Lack of ability to adapt to individual learning styles.
- It may not provide critical thinking of problem solving skills.
- There can be decreased engagement and motivation among learners when interacting with a machine rather than a teacher or a peer.
- Lack of real time feedback and interaction may lead to sense of isolation or disconnection from learning process,

Some reasons why students should be allowed to use AI tools in learning

- Personalized learning - they can learn at their own pace .
- Access to a variety of resources - Texts, PPT s, AV etc
- Efficiency and convenience - they can choose their convenient time and practise accordingly
- Improved engagement and collaboration - as the practise is interesting and easy to learn.
- Instant feedback - feedback received immediately after the practise
- Preparation for the future - plan for the next course of action

Some reasons why students should not be allowed to use AI tools in learning

- Privacy concerns - learners should know about privacy issues
- Over reliance on AI tools - too much dependency kills their creativity
- Inequality in access - not all have the equal access to these AI tools which may create disparities among students.
- Plagiarism risks - Learners should know about the concept of copying others ideas is wrong
- Reduced human interaction - learners may not want to ask doubts in person
- Loss of traditional teaching - along with teaching teachers also teach some values which may be missing
- Ethical concerns - should know what is right and wrong.

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English Language Club Activities to Enhance Student's Communication Skills

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Abstract

English is an international language for communication and business purposes especially in education sector this language holds prominent place in our Indian society. Learn English language is not restricted to limited classroom environment, different methods and places are designed these days to learn language by students specially for communication purpose. Here comes a new trend of English language club which pays a new way for learners to learn language based on having fun, interesting and thoughtful activities. A group of members who meet regularly at a particular place to practice English language based on activities which includes all four skills such as speaking, reading, writing and listening skills. This paper focuses on the activities that are conducted in English language clubs and in what way these activities will help students to learn language in the process of fostering their communication skills. Data is collected based on qualitative and quantitative methods at SR University. Based on research result found that English language clubs provide a flexible and dynamic supportive leaning environment to the participants. With the help of English language club participants improved their communication skills and became self-confident. Different activities which helped participants to enhance their communication abilities through performing activities regularly

Keywords: English Language, speaking, reading, writing and listening skills.

Introduction:

English is a global language which helps the people to communicate internationally. English communication knowledge will help people in their placements and business communications. They can handle online work with international companies. Learning English language is not restricted to particular limits or boundaries. Here we are discussing about English language clubs which pays a new way for learners to learn language based on having fun, interesting and thoughtful activities. A group of members who meet regularly at a particular place to practice English language based on activities which includes all four skills such as speaking, reading, writing and listening skills. According to Nurhasanah 2015,

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English language club is community-based language learning or group-based language learning process that develops participants language learning capabilities. English language club participants meet regularly at particular place to enhance their skills, to solve problems related to English language learning, to discuss about the events to develop their communication skills. The acquisition of English language relays on the age and competence of language level of English club members. An English language club is called with many names spoken English club, English conversations club, and English conversation circle. Based on these two factors the activities in the club make a difference. It is mandatory to known about the club members and kind of interest in relation to the activities of language club. English language club is a better place to develop communication skills. English club with participants of young students, the scope for more involved and energetic participation is seen and will work better. when it comes to old members of English club participants the scope of energetic and active involvement is low and chances of informal meetings are high that encourages discussion are effective. To begin a club-meeting warm-up activities plays an important role to start speaking English language with a pleasant and relax way. Warm-up activities are not at all restricted to any particular age limit. Here are few warm-up activities that can be implemented in the activity lab. Warm-up activities primary meeting activities, special activities.

Mixed Salad Bowl:
This salad bowl activity is really interest among student participants specially as this generates fun and interest among student. To describe this activity each and every person provided with an opportunity to think and write about their favourite person, place or event thing and a piece of paper. This piece of paper is folded and placed in a bowl which is called as mixed salad bowl. All the participants were divided into two terms and each. Team members should pick one paper from the salad bowl and need to describe the word written on the piece of paper. Later on the other group participants of the club should identify the described word/phrases. In this way this is followed by the other team members also. A particular time limit is provided to respond the word.

4Truths and 1Lie:
This activity is not restricted to particular numbers it can be done with pairs, or with groups or the entire club participants can be included. The concept of this activity is one person will come up with his experience of truths and lie. He/she may share few of them out of that the listeners should identify the truth and lies out of their content. Each and Every participant's will have a term in experiencing with their view.

Word or Quote of the day:
Participants in the activity club are encouraged to share a new word of the day or they can come with a discussion of new quote with this activity participants are provided with a scope of learning a new word or quote for a day. Followed by

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warmup activities is primary meeting activities. These activities may include less formal one or less organized activities. The scope of language learning and improving communication skills is high in this kind of activities which includes. Debates and discussion, presentations, English language dramas and skits readings.

Club Debates and Discussion in English Language Club:

The most popular and creative activity in language club is club debate and discussion. Here people can express their point of view in a more natural version than in a restricted classroom environment. For every club meeting there is a chance of generating new thoughts and ideas regarding the topic. This helps in continuous building up of communication skills by communicating with fellow participants and the club members will have an opportunity to learn new terms and vocabulary words. Debates are always a good way to keep participates in a good communicative mode. This club debates will create excitement among participants and make the participate to speak by using new words. In this club debates all the members are divided into groups. Each club will come up with a new topic for discussion. Time limit may vary from 20 to 30 min for each group participants are encouraged to come up with new discussion topics for the up-coming future meetings.

Presentation:

Presentation in English language club will encourage participate to invite people to describe or explain their content that may be about any issues like students, teachers, police about organization, institution etc and so on. After presentation, participants can rise their doubts and question the presenter. Guest speaker will also have scope of speaking with the audience or participants where the level of communication is generated which helps them to learn language effectively.

English language Dramas and Skits:

Performing drama or skits in the language club will make the participants to perform more effectively. Students should learn the dialogues of the particular drama skit and make them to express clearly in this way also they have a scope of learning language easily.

To keep a track of student's interest towards the club activities it is important to come up with special and creative activities, which keep the participants motivated too much repetition of similar activities will drag students to boredom zone. These special activities will build rapport and good friendship among participants of the club. Includes group trips, newsletters, competition, scavenger hunts, film viewing, club party.

Group trips in the sense organizing a short trip by club members for attending an English language movie, visit a museum with good English-speaking guide. These new words include the collaboration works of club members who actively participate in writing English language stories, poetry, novels etc. To improve English language learning skills among participate friendly competitions plays a major role like poetry

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writing, speech delivery on some occasions, debate and group discussion are really effective.

Literature Review:

Nowadays participants who are communicating second language successfully are considered as productive language learners. Learning a second language holds an unusual position among the history of English language instruction. If the learners are emotionally and mentally distressed and if they face excessive nervousness during language learning process, they can't focus completely on language learning. According to (Bygates, 1987) in the history of language instructions communicating in the second language or foreign language holds a prominent position. Which started focusing on different areas such as learning, teaching, writing and reading. Participants success of language learning completely relay on their methodology of learning language. So, leader/teacher plays a major role to enhance participants learning techniques with proper motivation guidance to improve their learning process. According to Surahman (2021), Sofyan (2021), vin-mbah (2012), developing the student's emotional capabilities associated with their social circumstances and improving pedagogical abilities and learning awareness is based on student's selection of appropriate teaching approach. The ultimate reason of learning English language is to improve the communication capabilities and to develop constructive knowledge to process informative easily. These days there are many different methods evolved to learn English language, one out of them are English language clubs, this language clubs are considered as designated opportunity for participants who wants to learn English language with their co-participants which is considered as an extra activity out of the classroom (Azoua, 2020; Khikmiah, 2011). Learning language within community is the way which focuses on the role of a helpful and non-judgemental instructor, learning as a complete individual and on the transfer of responsibilities (Surahman & Sofya, 2021). Good undergraduate education is based on the seven principles one of them is active learning (Chickering and Gamson 1987).

Braxton, Milen, and Sullivan (2000), consider active learning comprises different English language activities such as debates, group discussions, role-playing, and cooperative learning. Apart from classroom environment, active learning activities can be completely applied and planned in English language clubs, and these language clubs should be "based on student-centred areas of interest" (Casy, 2008, p.285). According to cooper (1994) participants who join in organizations and language clubs are benefited with many aspects when compared with other members such as academic autonomy, career planning and cultural integration. (Hood and Martin 2000) explained that participants who are actively participating in extracurricular activities, that can help them to actively engage in educational clubs which help them to develop their language competency and interpersonal skills.

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According to Astin (1993) when students get involved in education clubs not limited to language club, the organisations contribute to the student's development and also influences them. According to theory and research apart from practical reasons for promoting English clubs, English language teachers should support and promote for the development of English-language clubs. Based on research (costa et al. 2014) when people use foreign language, they make wise judgements which is different from native language. So, these foreign language conversations with club members about moral dilemma leads to the development of judging situations and individuals. English language clubs will strengthen the relationship among and between the participants and leaders. Participants will gain knowledge and acquire new skills with their connection with the participants in the club. Based on (Tom, 2013) study he explains that English language clubs come in different semblance. All together the main goal of English language club is to provide opportunity to the participants to learn language in a friendly and relaxed environment.

Methodology:

The purpose of this study is to collect data on English language club activities which help participants to develop their language skills. The research was carried out in SR University Ananthsagar, Hanamkonda, Warangal India with engineering students. In this research data is collected through both quantitative and qualitative descriptive approach. Comprehensive questionaries were distributed to the sample of 80participants in the university. This study had conducted interviewed for the leaders of language club including few participants. In response to the research questions data is collected from the participants and club leaders too. This study sampled 80 engineering students randomly selected from over all club members. All the participants responded actively in the data collection process, responded to all the questionaries with genuine answers out of their personal experience. The club atmosphere was dynamic and participants were really excited and eager to share their views.

Result:

English language is considered as the most significant language results in abundant job opportunities, high income source and also improves the quality of the life. To stay connected and competitive in these days global economy all the people belong to different countries should acquire English language. As the result of this research generally states that English language clubs provide a friendly and dynamic learning environment to the participants to learn English language. Based on the response for the questionnaire, most of the participants had come out with positive results saying that English clubs were the best place for interacting with co-participants without any fear, shyness or discomfort. They have very good rapport with other participants for improving the language skills and competency of English language. Participants are showing interest to join in English language clubs because these are completely different from regular classrooms where they can enhance their

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skills through different activities in every meeting. English language club motivate learners to develop their communication skills with the regular practice with club members. As the responses from the participants showed that 100% of participants were improving their English language skills with the help of activities like group discussion, debate, story- telling, drama and skits and the other activities which were mentioned like salad bowl, 4truth & 1 lies, words & quotes. According to Frederick (1981) he explains that discussion among students allows them to participates actively in the process of learning. The attention, attitude, and regularity of the participants in the meetings is active and positive. Many participants felt proud to share their view regarding the English language club and they feel great that they had better achievements after joining in English language club. Participants also explained that they feel really well confident when compared to the regular classroom presentations before. According to Nafisa (2010) enhancing the effectiveness of English communication at language club especially among young participants because of learner's self-confidence and interest towards learning particular language. Few participants faced some problems while presenting or performing in the activities, the reason is due to lack of vocabulary and phrasal knowledge and in secureness to delivery their opinion, lack of confidence, stage fear etc. based on Wilson (2009) he states that due to lacks of quality teacher as a leader or advisor of English club that results in negative outcomes.

Conclusion:

English language clubs provide a flexible and dynamic supportive leaning environment to the participants. With the help of English language club participants improved their communication skills and became self-confident. Different activities which helped participants to enhance their communication abilities through performing activities regularly. Starting English language club at SR University Warangal is highly significant effect on the participants attitude to learn language effectively. English language labs always provide interactive learning sessions to generate a positive outcome from the participants. The major aspect of English language club is to make learners learn English language with anticipation, enjoyment and enthusiasm. Participants explained their experience stating that English language clubs providing an opportunity to them to escape from typical English courses from rigid frame work. Language clubs also helped participants to create awareness about the Importance of English language in their future and career development.

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English Language through Literature

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The sharp understanding and the in-depth examination of the text of the Literature evolves classroom discussions that encourage critical thinking and interpretation of themes, characters, and literary devices.   Encourage students to support their ideas with evidence from the text. Assign essays, reflections, or creative writing tasks that require students to analyze the text, express their thoughts, and develop their writing skills. Select Engaging Texts: Choose literature that is suitable for your students' proficiency level and interests. Classics, contemporary novels, short stories, poems, and plays offer a wide range of options. Before diving into the text, introduce relevant vocabulary, historical context, and cultural background to enhance comprehension. Encourage students to actively engage with the text through annotations, highlighting key passages, and asking questions to deepen understanding. Use literature as a springboard for language practice, focusing on grammar, vocabulary, and language structures found within the text.   Explore the cultural context of the literature, including customs, traditions, and societal norms reflected in the literary   text composition.

Performance through presentation emphasizes to incorporate activities such as role-plays, dramatic readings, or presentations to encourage oral communication skills and boost confidence in using English. Multimodal Approach: Supplement textual analysis with multimedia resources such as audio recordings, videos, and visual aids to provide a holistic understanding of the literature. Evaluate students' understanding through quizzes, tests, projects, and presentations that assess comprehension, critical thinking, and language proficiency. Engage actively with the text by annotating, highlighting, and taking notes to aid comprehension and retention. Participate in classroom discussions or join book clubs to exchange ideas, perspectives, and interpretations of the literature with peers. Write journal entries, essays, or creative responses to express personal thoughts, reactions, and analyses of the text. Pay attention to language usage, vocabulary, and grammatical structures within the literature, and practice incorporating them into your own writing and speaking as skills also.

How to research the cultural context of the literature to gain deeper insights into the customs, traditions, and historical events depicted in the text. Request feedback from teachers, peers, or online communities to improve your understanding and expression of ideas related to the literature. Supplement your reading with audio recordings, videos, or visual aids to enhance comprehension and reinforce learning.

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Having time to reflect on the themes, characters, and messages of the literature, it Examines how they relate to your own experiences and perspectives.

Avail opportunities to participate in dramatic readings, role-plays, or presentations to develop your oral communication skills and confidence in using English. Assess your own understanding and progress by reviewing your notes, writing samples, and participation in discussions, and identify areas for improvement. With the inserting of these strategies, both teachers and learners can effectively utilize English literature as a tool for language acquisition and cultural exploration. Teaching and learning English through literature can be enriching. The view points are : practicing literature to reinforce grammar, vocabulary, and language structures as well.

With the reinvention of customs and societal norms reflected in the literature. Incorporate role-plays or presentations to boost oral communication skills. Encourage annotation, highlighting, and questioning for deeper understanding. Foster critical thinking through classroom debates on themes and characters and central themes. Assign essays or reflections to develop writing skills and analyze the text. Multimedia: Supplement textual analysis with audio recordings and videos. Evaluate comprehension and critical thinking through quizzes and projects. Choose engaging literature suitable for students' proficiency and interests. Introduce vocabulary, context, and background before diving into the text. The supplement reading with audio recordings and visual aids considering personal connections to themes and characters.

Involve and participate in role-plays or presentations to enhance oral skills. Active Engagement: Annotate and take notes while reading to aid comprehension. Participate in group discussions to exchange ideas and interpretations. Writing Practice: Write journal entries or essays to express thoughts on the text. For Language Skills pay attention to language usage and practice incorporating it. Cultural understanding: Research the cultural context of the literature. Feedback: Seek feedback to improve understanding and expression. Reflect on progress and identify areas for improvement for further learning and research.

Learning and Teaching English through literature is a dynamic approach that engages students with authentic language use and cultural context. Here's how you can effectively incorporate literature into your English teaching: Choose literature that aligns with students' proficiency level, interests, and cultural background. Consider classics, contemporary novels, short stories, poems, and plays. Pre-Reading Activities: Provide background information about the author, historical context, and cultural elements relevant to the text. Introduce key vocabulary and concepts to aid comprehension. Active Reading Strategies: Encourage students to actively engage with the text by annotating, highlighting important passages, and asking questions. Foster discussions about predictions, connections, and initial impressions. Classroom Discussions: Facilitate discussions that encourage critical thinking and interpretation

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of themes, characters, and literary devices. Encourage students to express their opinions and support them with evidence from the texts and contexts.

With the endorsement and assignment of writing tasks such as essays, reflections, character analyses, or creative responses it deepens understanding and develop writing skills. Give assistance to help students refine their writing. Finding literature as a springboard for language practice, focusing on grammar, vocabulary, idiomatic expressions, and language structures found within the text. Create exercises or activities that reinforce language skills. Explore the cultural context embedded in the literature, including customs, traditions, societal issues, and historical events. Encourage students to reflect on how cultural elements influence the text and vice versa g for the purpose of English learning.

Celebrations and conductions of activities such as dramatic readings, role-plays, or presentations to promote oral communication skills and build confidence in using English. Reciprocate students to embody characters and express themselves creatively. Adding textual analysis with multimedia resources such as audio recordings, videos, artwork, or related articles. Use these resources to enhance comprehension, spark discussions, and provide additional context. Examine the students' comprehension, critical thinking, language proficiency, and analytical skills through quizzes, tests, projects, presentations, group discussions written assignments. Provide constructive feedback to support their ongoing learning journey.

As incorporating and integrating literature into your English Language teaching practice, you can create a dynamic and enriching learning environment that fosters English Language acquisition, critical thinking, cultural awareness, and appreciation for literature with the appetite and attitude of understanding for learning besides enjoying pleasure in the contents of both English Language and Literature.

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Issues of Multiculturalism in Zadie Smith's Novel White Teeth

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Abstract

Zadie Smith, a multiculturalist by birth, prominent figure of contemporary British literature, published her fictional debut White Teeth, which gives its readers a wide ranging view of multicultural British society. This research article attempts to explore the central concept of multiculturalism as well as the issues faced by immigrants who do not belong in the country where they reside in Zadie Smith's fictional work, *"The White Teeth."* The multiculturalism describes the lives of three families: the Iqubal, Jones, and Bowden families. Each of the three families has a mix of cultural conflicts. The novel examines how they tolerated in a country that is not of their own and British people react to them in the Society. Through the life of the protagonists coming from different social, ethnical, racial backgrounds she describes London and Willesden, a district of a multicultural city in her novels.

Keywords: Multiculturalism, Immigrants, racial backgrounds.

Introduction:

Zadie Smith is the prolific writer of 21st century. She has written five novels i.e. *White Teeth (2000)* and the other novels are notably *The Autograph Man* (2002), *On Beauty* (2005), *NW (2012)* and *The Embassy of Cambodia (2013)* as well as number of short stories and essays. The "*White teeth"* is the novel which played a major role in Multiculturalism. The novel bestowed with many well known literary awards like Jamestait Black memorial prize, Whitbread Book Award, Guardian First Book Award, Commonwealth Writers First Book Prize and Betty Trask Award. Zadie Smith has elaborated the issue of immigrants, religion, cultural identity and Multiculturalism in London society.

Britain is a diverse country. Many people have come to Britain over the centuries and multiculturalism became part of a British policy. Most immigrants had come from the former colonies and they include the Indians, Pakistani and Bangladeshi immigrants, Black Caribbean, China and Black Africans. The wave of immigration had started at the end of the Second World War. The book has described the problems of three ethnically diverse families living in London in a multicultural society. The three families around which the plot weaves: the British and the

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Jamaican Joneses, the Bangladeshi Iqbal, and the Jewish Catholic Chalfens live within a short distance of each other and their common geographical location overrides their desperate heritage to link their destinies. The Novel "*White Teeth*" introduces a picture of a relationship between the first and second generations, has pointed out the importance of roots and heritage, described the living conditions and habits of Muslim immigrants and illustrated the change in values under the influences of British culture.

The novel has concentrated on a Bangladeshi family and the issue of ethnic identity. Samad and Alsana represent the first generation of immigrants in Britain coming from Bengal. Samad is a very religious man, proud of his ancestry. Throughout the book, he is still searching for his roots and often looks back to his past. Over the years in London, he talks with his friends about his country, its habits, and the heroic acts of his great-grandfather MangalPande, who shot the first bullet in the Indian Mutiny of 1857. Although the reality about Pande"s heroism is not all true, for Samad, he is a hero. But he often comes across a lack of understanding of his cultural heritage and his friends and sons show no interest in the past events which are so important for him . The following passage proves that he is afraid of losing his identity and regrets coming to Britain. He is aware that under the impact of British society, Islam does not have such an importance for his sons because at school many religions are part of the curriculum. His cultural tradition is fading away and he himself is often tempted by the values of the host society, in this case when he has an affair with a white woman.

Samad realizes that he is an immigrant in a host society and that he has spent almost all his life searching for identity. After so many years in Britain, he still feels like a stranger and he is aware of the fact that he will never be happy. "He knows what it is to seek. He knows the dryness. He has felt the thirst you get in a strange land – horrible, persistent – the thirst that lasts your whole life" . Many parents, who come to Britain, are now facing exactly the same problem. They are afraid that their children will either become western citizens with no relationship to their origin or that they will be influenced by radical Islamic groups and will participate in acts of terrorism. The issue of fundamentalism in any form is mentioned a lot in the book and it shows the danger of such an attitude. It forces people to see only one perspective of a certain thing and this is very limiting and dangerous.

Smith addresses the multiplicity of identities and experiences that are to be found in contemporary British society through the inclusion of three different models of family life with their own particular configurations of space. She does not only acknowledge the existence of such "other" spaces but presents them as in an ongoing process of negotiation and change.

People who have come from different backgrounds reflect the cultural and ethnic mosaic of British society. While in general, the novel depicts that mosaic, in particular White Teeth, set in contemporary North London, detects the struggles of

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two immigrant and/or multi-ethnic families and two men–SamadIqbal, a Bangladeshi, and Archie Jones, an English– who met in 1945 as the soldiers of a tank crew in the final days of World War II and then became lifelong friends. The novel examines the conflicts of their interlinked immigrant families living in multi-ethnic and multicultural Britain. Their friendship continues on their return to England after the war and during the time period in which they marry and have children. While Archie Jones marries much younger Clara, a Jamaican girl, and has a hybrid daughter, Irie; Samad Iqbal marries Alsana, a Bangladeshi girl, who is also much younger than him, by a traditional arranged marriage and has twin boys, Magid and Millat. By the initiation of Archie"s and Samad"s children, who experience the dilemma of not belonging to an exact place and want to discover who they are, the conflicts of those second generation children of multi-racial or immigrant parents come on the surface. In the novel, Iqbal family thinking about solving those conflicts, sends one of the twins, Millat, back to Bangladesh. They expect, at least one of the twins, to be raised up according to traditional Islamic values. The other twin brother, Magid, grows up in London. Unfortunately, the plans collapse ironically and Millat, who grows up in Bangladesh turns back to London as an atheist, and their English-educated son Magid becomes a radical Islamic supporter in London. Besides Iqbals twin sons, Archie"s hybrid daughter Irie has also some similar identity conflicts in her life as a hybrid daughter of a multi-ethnic family.

A multicultural society includes two or more communities. Not only do individuals have their own demands but also these communities have inherited characteristics and various needs. But recently, there are new tendencies to protect these sub-national groups especially because their ethnic heritage has made an impact on modern nations. These tendencies are based on the idea of preserving the originality of smaller cultures. Every culture is seen as a collection of original elements such as language, habits, faith and other aspects, which are all worth preserving. Multicultural society describes the different cultures are mutually influential on each other. The influence can be very positive, particularly in the fields of music, art, literature, clothes and the like and may bring a new wave of inspiration and ideas. But sometimes the differences between cultures are remarkable and they may cause tensions and conflicts. However, in both cases identity is a subject of change and rarely remains static. Identities can change during the life, they are not fixed and they can change according to situation.

Conclusion:-

Zadie Smith deals with many problems connected the multicultural society and with the gap between the first and second generation of immigrants. Many of her characters are still closely connected with their descendants and their roots and feel frustrated by living in a modern country. Their values are completely different from those of western countries; they face religious prejudice and discrimination. Some of them still feel like strangers even after so many years they have spent in Britain, some

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of them choose to join radical fundamentalist groups in order to gain status and find their own identity. Some of them have assimilated and feel that their British identity is in the first place. *White Teeth* encourages the reader to move away from the opposite binaries of insiders and outsiders and to think about British society in pluralistic terms. In such a setting there is scope for other conceptions of social space. London is not only the city where new spaces of interaction among ethnically diverse characters are created but it is also a dynamic location that allows for new identity positions to emerge. Identities are presented in White Teeth as extremely malleable. This is particularly visible in the case of second-generation characters. Millat, Magid, Irie and Joshua are continuously negotiating their past family origins, their present circumstances and the prospects for the future. They are adjusting to their family and social environment and Smith playfully takes these adjustments to comical extremes: the difficult teenager who turns into a religious fundamentalist while living in London whereas his twin brother, brought up in Bangladesh, becomes a fervent opponent of religion and a science-lover or a responsible and studious son of a respectable scientist who at the end of the novel rejects his father's experiments and becomes an animal rights activist. Comparing to the policies of assimilation in 50s and 60s, Britain is now promoting a policy of integration, which is based on equality, participation and interaction between all communities. Contrary to the policy of assimilation, it also respects ethnic identities and does not want to destroy their cultural values. There are also differences between the first and second generations of immigrants in Britain.The main role of this issue plays one's own perception of identity.

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Methods of Teaching English
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Abstract

We know it very well that teaching of any subject is a social and cultural activity. It is not so easy to teach any subject as it appears while teaching, a teacher has to keep in mind the aims and objectives of his subject. In other words we can say that teaching of any subject becomes much effective when the teacher is fully conscious of the aims and objectives of teaching of that subject. A good teacher thinks that his teaching should be effective. All of us know it very well that the basic principle of teaching is "know what you do and only do what you know ". Teaching requires certain directions. After all, success of teaching depends on the aims and objectives of teaching. In teaching of English P.Gurrey writes "It is highly desirable to know exactly what one is hoping to achieve. If this can be clearly seen, then the best way of getting to work us usually becomes evident. We ought, therefore, to consider carefully what we are trying to do when we are teaching English. Indian people consider English as a second language. It is not the medium of instruction for a majority of the students. It is an instrument, a means for acquiring knowledge. The aim of teaching English in India is to help students to acquire practical command of English. In other words, it means that students should be able to understand speak English, read and write English.

Keywords: English, read, write, social and cultural activity.

Historical background of English in India.

Indians came in contact with the English language since the establishment of East India   Company in the year 1612. But the spread of the language took place when the British became the rules of this country. In 1813, English language was introduced as a medium of instruction at all the levels of education. Reformers like Rajaram Mohan Roy realized the importance of English and saw in it the promise of modernization and liberation. He Favored it. This opened the door for English in India. Lord Macaulay (1835) desired to produce through English education '' a class of persons Indian in blood and colour but English in taste, in opinion, in morals and in intellect''. Hence the English language teaching situation during pre-independence period can be summed up as follows:

a. English was dominating the school stage and even at the collegiate level.

b. The teaching of English was largely pedantic, dull and largely wasteful.

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c. There was an emphatic on the formal grammar of written English.

d. Pupil's needs of English were severely limited. English was needed either for government jobs

which had a premium on formal written English or for going to a university where the teaching

of literature was at the top. English for wider use like communication at the international level

or in the fields of commerce, engineering, technical, etc was non-existent those days.

e. Consequently, the literary English was supreme in the teaching of English. The written English had more prestige than the spoken form.

f. There was an excessive dependence on the British model. There was a slavish imitation of the Methods and techniques of teaching English in British schools.

English in post- Independent period.

Indian independence changed the status of English, but it did not affect the place of English in Indian life or education. English was no longer the language of rulers. But it continued to be the language of elite. The constitution of India, adopted in 1950, had envisaged Hindi as the only official language of the union of India, while English was to continue for 15years. The was vehemently opposed by the states in the south. As a result , English was adopted as the Associate Official language by an Act of parliament in 1963 and assurances have been given that it will continue to be linguafranca as long as the non-Hindi speaking people want it .

English in 21st Century

Though theoretically English is still the second language /third language, practically it is gaining importance in every walk of life. In all the advanced states of India, more and more English medium schools are being opened, people are inclined more to send their children to English medium schools. Secondary education through mother tongue is looked down upon by not only the rich people but also by middle class people of India. International schools in India are the popular choice among Indian parents. This shift of English has the following reasons. 1. With the spread of information technology every type of advanced knowledge is stored only in English. 2. All software for multiple functions in education, trade, commerce and industry is available only in the English language. 3. With the growing trend of globalization in trade and industry, knowledge of English along with computer literacy has become a necessity for employment and better job opportunities. 5 4. Due to the advent of foreign university, with their attractive courses and weight age which is given to the degrees of foreign university in the job market, importance of English has increased more than ever before. 5. Introduction of computer games and computer aided instruction, right from first standard are available in English medium schools. Hence more and more parents are attracted towards English medium schools. As a result majority of the children from middle class also learn in these schools and use English as their first language. 6. At college and university level also courses like B.C.S ,

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M.C.S , M.C.A , M.C.M, Computer Engineering , M.B.A Computer, e- Commerce are in great demand Medium of instruction for all these courses is English.

Objectives of teaching English.

We know it very well that teaching of any subject is a social and cultural activity. It is not so easy to teach any subject as it appears while teaching, a teacher has to keep in mind the aims and objectives of his subject. In other words we can say that teaching of any subject becomes much effective when the teacher is fully conscious of the aims and objectives of teaching of that subject. A good teacher thinks that his teaching should be effective. All of us know it very well that the basic principle of teaching is "know what you do and only do what you know ". Teaching requires certain directions. After all, success of teaching depends on the aims and objectives of teaching. In teaching of English P.Gurrey writes "It is highly desirable to know exactly what one is hoping to achieve. If this can be clearly seen, then the best way of getting to work us usually becomes evident. We ought, therefore, to consider carefully what we are trying to do when we are teaching English. Indian people consider English as a second language. It is not the medium of instruction for a majority of the students. It is an instrument, a means for acquiring knowledge. The aim of teaching English in India is to help students to acquire practical command of English. In other words, It means that students should be able to understand speak English, read and write English.

Objectives of teaching English at Elementary level. Skill based subject, Hence at the Elementary level the objective of teaching English should be to develop all the four fundamental skills among them ie-LSRW - Listening - Speaking - Reading and - Writing This can be done by familiarizing the child with the spoken language by exposing them to the language in meaningful, interesting and real life situations through the mother tongue, signs, visuals, pictures, sketches, gestures, letters, words, single word questions and answers. Slowly the exposure to the language should move- to enable them to read and write, besides listening and speaking. Hence the objectives of teaching English at Elementary level are to enable the students. - To listen English with proper understanding - To speak English correctly ie Producing sounds with proper stress and intonation. - To transform the silent written / printed language in to living speech. - To enrich vocabulary through telling, re- telling, reading aloud. - To read with ease - To follow the instructions given in the target language. - To recite the small poems. - To classify the words, nouns, action words (verb) , describing words adjectives, linkers (conjunctions) etc. - To write words simple meaningful sentences correctly.

The various methods and Approaches

GRAMMAR-CUM-TRANSLATION METHOD - Also called the Classical Method - Richards and Rogers (2002, 5) define it as: "A way of studying a language that approaches the language first through detailed analysis of its grammar rules,

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followed by application of this knowledge through the task of translating sentences and text into and out of the target language."

THE DIRECT METHOD

Also called the Natural Method or the Reformed Method. " To teach English directly is to establish a direct or immediate association between experience & expression; English word, phrase or idiom & meaning." – H.Champion

THE STRUCTURAL APPROACH

This is the outcome of the efforts & researches done by the British Council in the Institute of education, Univ. of London. CONCEPT: Arrangement of words in such a way as to form a suitable pattern of sentences. Also known as 'New Approach' or 'Aural-Oral Approach'.13 The Approach is a scientific study of the fundamental structures of the English language, their analysis & logical arrangement. – Brewington.

Principles of Structural Approach:

1) Speech is very important to fix these structure patterns or ground work in the mind of learner

2) Activities of the learner are more significance, rather than those of the teacher.

3) The student has to fix up habits of language patterns in English. He has to forget for the time being, patterns of his own language- the mother-tongue.

4) The sentence patterns of English are to be picked up, practiced and fixed in mind.

THE BILINGUAL METHOD

The Bilingual method is mainly concerned with presentation and practice of language material. The Bilingual Method was first tried in Welsh [U.K.]. It was experimented upon at the Central Institute of English Language, Hyderabad Dr. Shastri who conducted the experiment, thinks that this method is highly successful and provides adequate use in English in the class-room It tries to make the judicious use of mother-tongue for teaching English. Its principal features are as follows

1) Using mother-tongue and English on a 1:1 basis. 1:1 ratio means the use of one mother-tongue word or sentence to one word or sentence of English. The teacher presents the new structure or word by translating it into mother-tongue and then using it in English.

2) Instructions to repeat language item etc. are given in mother-tongue.

3) Drills are given in English, but while testing, mother tongue is used at intervals.

4) The teacher uses mother-tongue from the bilingual position to the monolingual position at the end

Development of Reading Skills

Guidelines to beginning reading:

1. It is preferable to begin reading only after acquiring some basic knowledge of the spoken language. Reading thus becomes an exercise in recognizing meanings rather than just decoding symbols.

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2. It is most practical to begin with single letters (the conventional phonic method), starting with the most common and useful. The most common digraphs (two letter combinations that make a single sound like th, sh, ee) must be taught.

3. It is helpful to teach learners how to pronounce the letter as it is read in a word and teach the name later.

4. Names of people, commercial products or places provide a lot of extra words that a learner can read and recognize.

5. The conventional alphabetical order should also be taught

Characteristics of Fluent reading:

1. Language Level: The text is easy enough to be comprehensible to learners. Learners must be aware of 95 to 98% of the words from the text chosen for reading practice.

2. Content: The topic is accessible to learners. They know enough about it to be able to apply their own background knowledge. Pre-reading strategies or introductory texts can help prepare learners for the reading activity if they are unfamiliar with the content.

3. Speed: Learners read fairly fast meaningful unit after meaningful unit, rather than word by word. Learners must be trained to read whole "chunks" of meaningful text, word combinations rather than single words. Learners must not vocalize (pronounce the words in their mind) as they read.

4. Selective attention: Learners concentrate on the significant parts and skim the rest. They may even skim parts they know to be less significant. Learners focus on information that is vital for understanding.

5. Unknown vocabulary: Learners guess or infer the meaning of unknown vocabulary from the surrounding text or ignore it. They use a dictionary only when these strategies are insufficient or when absolutely necessary.

6. Prediction: Learners think ahead, hypothesize and predict.

7. Motivation: Learners are motivated to read by interesting content or a challenging task.

8. Purpose: Learners are aware of a clear purpose in reading, beyond just understanding: for example, to find out something or to enjoy reading.

9. Different strategies: Learners use different strategies for different kinds of reading. For Example: KWL (Know-Want to know-Learnt)

Development of Writing Skills

Writing is fundamentally different from the other skills: listening, speaking and reading. It is visual rather than oral/aural, productive rather than receptive. As with reading, it is important to know some simple conversational English before beginning to learn the letters.

Writing tasks must be planned or selected on the basis of the following criteria : Interest : the task should be motivating and stimulating

• Level: the language required should be appropriate to the level of the class.

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- Relevance: at least some of the tasks should be similar to the kinds of things
- Learners may need to write themselves, now or in the future. Simplicity: The task should be easy to explain.
- Model text can help to clarify. Personal appropriateness: The task should make the teacher feel
- Comfortable and fits in with her teaching style, goals and preference

Teaching Structures:

When presenting new structural items, we should primarily achieve two things: a. To enable the students to identify the new structures. b. To make absolutely clear its meaning and use. To achieve (a) above, the teacher must supply clear models of the structures. Some believe that plenty of examples should be given bringing the pattern out clearly .In this connection substitution table is of great help as it highlights the elements of the pattern and their order and nature. One of the ways of achieving (b) is to present the structures in readily understandable situation. This helps the students not only to understand the meaning of the new item but also its use in different contexts. Later they are provided with opportunities to use the structures themselves.

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Approaches and Methods of Teaching English as a Second Language
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Abstract

This conceptual paper presents diverse approaches and strategies for preparing competent teachers who work with either English Language Learners (ELLs) or students who speak English as a Second Language (ESL). The pedagogical approaches discussed herein include practical and hands-on activities for teachers at any level. Bilingual learning improves ELL's cognitive development as well as their self-esteem. The paper outlines underlying principles for the best practices with an emphasis on ESL students and also to other learning situations and students. Teachers can modify their instructional methods to adjust ELL's learning needs. Specifically, even though the discussion is framed in the context of ESL students in U.S. classrooms, it is applicable to TEFL (Teaching English as a Foreign Language) environments in schools and other centers of learning.

Keywords: English as Second Language (ESL), English Language Learner (ELL), Teaching English to Speakers of Other Languages (TESOL), bilingual learners, teaching strategies.

Introduction
1.1 Issues in Teaching English as a Second Language

The increasingly diverse environment of today's classrooms provides a rich opportunity for teachers and students to engage in effective learning. With a growing number of English Language Learners worldwide, there is a critical need for general education and resource teachers to know how to effectively build and implement literacy programs that are inclusive of students' language and culture. Understanding that culture goes beyond the knowledge of ethnic attire, music, food, and language; it includes the total being, comprised of the totality of the student's background, heritage, ancestry, educational, political, and life. The importance of teaching ESL students is critical in the current climate with increasing accountability by way of student performance on standardized tests. ESL students are expected to be on grade level proficiency within three years and teachers are held accountable for their learning (Curtin, 2005). There are a variety of terms that have been used for non-native English speakers, ranging from LEP (Limited English Proficient), ESL students (English as a Second Language), Bilingual students and English Language Learners (ELL). For practical purposes, we use the term ESL students for a student

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whose mother tongue is not English. As educators, we understand that ESL students have to double their efforts in school, to not only learn new information but also learn the academic language of the school. Freeman and Freeman (2011, p.19) state, "ESLs face double the work of native English speakers. They must learn English, and they must learn academic content through English. In addition, they often live in neighborhoods where the schools are underfunded and are staffed by inexperienced teachers." On the same note, teachers of ESL students face double work of teaching core competencies enlisted in the curriculum to meet the benchmarks and teach English to non-native speakers. It is a double-whammy. While we realize that no two students are alike and that no two students have the same needs, there are commonalities among learners that help us approach our teaching in a more informed way. The paper proposes foundational principles and practices for teachers who work with ESL students in their classrooms.

1.2 School Culture and Educational Environment

It is important to consider how the culture of the school eases when a new ESL student enters into the classroom to create a sense of belonging. Using a framework of compare and contrast can be instructional and useful in learning about two cultures. There are commonalities and differences in comparing different cultures. Reaching out to parents by using a few phrases in their native language while greeting them can instantly break down the social barriers between the teachers and the parents. Now with Google Translate, it can be easily done. Creating a welcoming climate for students new to the country and culture provides the first step in easing into learning situation. Seating students next to another student who has a similar background can ease the jitters caused by an alien culture and language.

2. Method

This conceptual paper focuses on the description of pedagogical strategies stemming from a theoretical framework that has evolved out of second language learning research. Research on ESL/ELL strategies is based on the findings that building on learners' background by providing comprehensible input and multiple opportunities for interaction is the key to second language proficiency. These findings lead to the development of a set of strategies built on the framework of principles of learning the second language outlined below.

Seven principles of second language learning have been identified as critical to successfully teaching ESL students.

1) Know your student and motivation to learn the second language
2) Create a welcoming classroom environment
3) Build Background Knowledge
4) Provide Comprehensible Input by building vocabulary
5) Include frequent opportunities for Interaction and Discussion
6) Use Multiple Modalities during instruction
7) Conduct ongoing review and assessment

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These principles provide a basis for developing a broader theory for second language learning. Cummins (1980) discusses the context-embedded language and its effectiveness with ESL learners. For instance, repetition of classroom routines provides non-English speakers with meaningful language learning opportunities because the words and phrases that accompany such routines are constantly repeated within a concrete context. For instance, a word like 'lavatory' will become a part of their lexicon, if used by a teacher on a routine basis every time for a bathroom break. Using synonyms or rephrasing keywords differently reinforces meaning. Creating a low-stress environment necessary for students to feel ready to participate in a larger group setting provides a less threatening environment for a student to take a risk. Established routines facilitate learning as students know what to expect and begin to thrive in that environment.

2.1 Know Your Student and Motivation to Learn the Second Language

One of the most important things to do is to get to know your student you are sharing your classroom space and time with. Getting to know your student will go a long way in building a strong relationship and bonding with them. This knowledge will greatly help educators respond in an informed way as they work with their English language learners. It is one thing to read about English language learners and discuss theoretical models in the setting of a university classroom; it is another to work with the students directly and apply what teachers know. However, when teachers take the time to study each student carefully, they gain a new perspective on all their English learners. Knowing your student not only makes you a better teacher but makes the student a better learner. By knowing one learner, teachers can gain insight into commonalities among other learners that helps with effective teaching and learning. Using the Funds of Knowledge (Gonzalez, Moll, & Amanti, 2013) framework is a great place to start this process. Funds of knowledge are created by the out-of-school daily living experiences that students have in their families and communities. For instance, an ESL student may not be aware of the terminology used in mathematics in the classroom or textbook, such as 'fractions' or division but is aware of the concept in real-life. A teacher will incorporate real-life examples to incorporate such concepts in classroom instruction. Building connections with your students and their families aren't always at the top of a teacher's "to do" list, but it must be. Children with a strong home to school connections thrive at school and as preschool teachers; we can lay the foundation for a positive school experience for our students by making this a priority. Instead of a subject-centered, a student-centered classroom is more productive. Subject-oriented teachers tend to focus on learning the subject content, passing tests, doing worksheets rather than tuning in to their students. They usually engage in individual work rather than encouraging group work. Generally, novice teachers are unable to attempt more student-centered approaches because of discipline management issues (Curtin, 2005).

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However, with prior instructional planning, one can overcome this issue. Differentiating instruction, by allowing students to choose how to display their own learning or how they want to address the tasks based on ability, provides for a student-centered approach. Research shows that motivation directly influences the proficiency levels of students in the target language (Wen, 1997). Motivation is considered one of the main determining factors in picking up a second language. When a teacher tries to know and learn about a student's background, it makes a big difference. Student and family members come to see that they are valued by the school system when a teacher makes an attempt to say a phrase or just one word in the home language of the learner; it helps to break the ice. Just being able to say hello in another language is enough to make someone smile. A teacher's attempt to make an effort to use your student's language and a desire to connect with the other's culture pays huge dividends for student learning and student achievement. Now with technology and Google translate, it has been made significantly easier to learn how to pronounce a word or a phrase in another language. A teacher is not expected to know multiple languages that various ESL learners speak. However, using a single word or a phrase in another language indicates teacher's sensitivity and attitude towards speakers of other languages and that alone can make a huge difference in creating a student-friendly environment.

2.2 Create a Welcoming Classroom Environment

An important step in helping ESL students succeed is building their confidence and comfort level by making them feel welcome in the classroom. This pays great dividends in terms of academic success as they build positive relationships with their academic community, teacher, peer, paraprofessionals, resource teacher, and other classroom volunteers. Making the instructional classroom environment, welcoming and comfortable to students is critical in learning as it helps to build a relationship with ESL students. Let there be a sense of openness, students should perceive the teacher as caring and thoughtful that you care about them and want to be there for them. Some ways are to bring a students' culture into the classroom by using visuals and pictures of student's cultural tradition or festivals or foods with labels in both languages is a good start. Labeling items in the classroom in two or three languages benefits them visually. They come to see that their language, heritage, and culture is valued. It also allows for opportunities for them to share about their culture. Always be consistent and fair with all students. Grouping students with a respectable and trustworthy partner can help guide when the teacher is not available. This is beneficial not only for ESL student but also for the partner, as both are learning about each other's culture and vocabulary, or when feasible, inviting a staff member from the school who speaks the student's language to work with the student.

2.3 Building Background Knowledge

There is a virtual consensus that background knowledge is essential for reading comprehension. Effective teaching takes students from where they are and

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leads them to a higher level of understanding (Krashen, 1985; Vygotsky, 1978). All learners have prior knowledge, gained from schooling and life experiences and teachers can build on those experiences. Reading becomes especially difficult when children are not able to comprehend because they are not familiar with a topic or theme that is being taught. Activating prior knowledge and building new background knowledge for ESL students is a crucial component of literacy development. The more readers know about a topic, the easier it is to read a text, understand it, and retain the information. Previous studies (Alexander, Kulikowich, & Schulze, 1994; Shapiro, 2004) have shown that background knowledge plays an enormous role in reading comprehension. When introducing a topic or new subject to students, research shows that if we discuss the topic and concepts prior to teaching it, students are better able to relate to the topic (Cain & Oakhill, 2011; Gupta and Lee, 2015). Since children come from varied backgrounds and cultures, through oral and written activities, teachers can draw out from students what they already know about the subject. If you have a specific set of vocabulary words that you plan to teach, you can pre-assess students' familiarity with the words prior to teaching the lesson.

1) Prepare students with the upcoming topic by relating it to their current experiences. For instance, while introducing a topic on photosynthesis, talk about how the food is made for us to eat. Discuss how food is prepared in different cultures represented by students in the class. Then connect it to how do plants make their own food to survive. They do it through a process of photosynthesis, where 'photo' means light and synthesis means to bring together. Thus, photosynthesis is the process by which plants prepare their own food using carbon dioxide and water in the presence of sunlight. Breaking the word into smaller units of meaning assists ESL learners with the understanding meaning of root words.

2) Use anticipation guides: An Anticipation Guide is a strategy that is used before reading to activate students' prior knowledge and build curiosity about a new topic. Before reading a selection, students respond to several statements that challenge or support their preconceived ideas about key concepts in the text. Then check for their understanding, after the topic has been presented in terms of how their thinking has been changed or confirmed based on the new information. For instance, for teaching a concept like photosynthesis to younger students, one can generate statements such as do plants need food? Can plants cook their own food without cooking pots and pans? Can plants make food without air? Will plants need sunlight to make their food?

2.4 Provide Comprehensible Input by Building Vocabulary

An effective teacher considers the unique characteristics and cultural aspects of the ESL students. The teacher is aware of the student's needs and makes an effort to make her verbal communication more understandable based on the student's linguistic needs. Making the message understandable for students is referred to as Comprehensible Input (Krashen 1985). ESL students need to work on making meaning of what they are doing all the time. Increasing participation and engagement

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rates of ESL students is done by increasing comprehensible input. Clear enunciation and repetition, as well as, rephrasing concepts and words help tremendously if the communication is at students' proficiency level. If teachers find that the instructional text that they are using in the classroom is difficult for ESL students to follow, then they can use technologies like 'Rewordify.com', which provide free online service that improves reading, learning, and teaching by simplifying the complexity of the text. Insufficient background knowledge of the target culture may also hinder students in getting the meaning of the text. For instance, a text-passage on "Groundhog Day" will mean little to a student from another country and culture in the US without the appropriate background knowledge. It is a popular tradition celebrated in the U.S. on February 2nd, based on the Pennsylvania Dutch superstition that if a groundhog emerging from its burrow on this day sees its shadow, then winter will persist for 6 more weeks.

This is part of cultural literacy and building prior knowledge before introducing the topic. Before reading or introducing a specific text to ESL students in the content areas, one needs to provide time and space to acclimate to the learning that they are expected to partake in. Primarily, students need to understand the vocabulary that will be utilized to comprehend and respond to the material found in the text, passage, book, or even just conversations that occur during their partner or group work. Further, students need to understand where they are expected to be going with the work, in other words, students need to understand the structure of the material presented, and how they can access the learning during the upcoming lesson. ESL students need goals that are tailored to them, and they need to be able to understand those goals. In summation, the lesson's foundations must be built in order to create a significant enough scaffold to support interactions and learning during the assignments. Some teachers pre-teach their students specific words that they think students will struggle with on the test, for instance, [navel].

A prior discussion on body parts with formal and informal labels promotes student understanding of the target anticipated text. Thus, letting students know that a 'belly button' is also called a 'navel' will help with vocabulary development. The best ways to assist students during informal classroom tests is by reading test questions aloud, explaining definitions of words, or even acting out the text. This provides additional meaning to the learners and helps with the comprehension of the task. Some instructors give students a visual to go with the text, and they usually know the correct answer when they can see it.

Cognates are very helpful. Cognates are words in the English language (target language) that look and mean the same as a word in a student's first language. Usually, they sound similar in the two languages. For example, [gratitude] in English means the same as [gratitud] in Spanish. In a similar fashion, one can also bring students' awareness to false-cognates, such as [exit] and [exito]; in Spanish 'exito' means 'success'. Similarly, for the English word [soap], the Spanish word is [sopa]

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which means 'soup', thus the two words look and sound very close but they are semantically very different. These are classed as 'false friends' or false cognates. Students could compile a list of words in their reading journals that they believe to be cognates and false cognates. At the end of each reading session after a given week, they could spend five minutes checking with a partner in a Spanish language dictionary (if the focus is on Spanish cognates) to check meanings. Selected words can then be placed on a board in the classroom. Word wall is another effective strategy for building vocabulary as it encompasses speaking, listening, and reading skills, in order to further students' comprehension of the target vocabulary. A Word Wall is an interactive, ongoing display on the wall that shows words and/or parts of words, used to teach concepts, spelling, reading, writing skills.

These words provide support and references for students during learning. One could begin by creating multiple word walls. At the beginning of the year, the classroom could simply have a cognate's board, which students would fill in as a group during the first week. This activity promotes a learning community by helping students tap into their background knowledge around their current language mastery and can feel proud of their accomplishment. Over the course of the time, students could add many more cognates that they find, expanding further the list of words that they have in their growing receptive vocabularies. As teachers introduce content during their core subject classes, they could begin to add word walls for each of their subject areas, social studies, science, math, geography, as academic vocabulary wall. For vocabulary growth, teachers can display words that have been selected from each leveled group in the classroom. For the young elementary ESL students, teachers can build high-frequency word walls that are slightly more complex than the words they currently know, and slowly progress throughout the year towards more complex, academic language. The weekly words from the wall can be read, acted out, if possible, defined with an illustration or diagram (in a picture or first language-English dictionary, as necessary), or used in multiple sentences.

Students can add new vocabulary words alongside the definition and provide a sentence using the word or a visual that will assist the student in remembering the word. This strategy can be used at elementary as well as secondary level. Students can be assigned new words every week which they can add to their journal. These journals can be separated by the subject since every content area has its own subject-specific vocabulary. Teachers can also assign a "Word for the Day", each day a new word becomes the focus of learning. Using the word orally and frequently in conversation is the key to acquiring new vocabulary.

2.5 Include Frequent Opportunities for Interaction and Discussion

The literature on effective culturally responsive instructional practices supports the teaching style that is highly interactive as well as the use of cooperative groups, and individualized testing and assessment procedures (Garcia, 1992). For ESL students it is imperative that they practice target language with others in an oral

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language format. The interaction maintains student attention and allows students to apply what they have learned in a real context. In small groups or in a pair, students who feel hesitant or are shy to speak up in a large group, tend to open-up easily. These opportunities assist in overcoming students' anxieties and fears to speak orally in front of others. There are a number of strategies that provide a platform for interaction. These strategies range from, 'turn-pair and share' to book circle, jigsaw reading, story scripts. Teachers can easily tweak them to suit their subject, focus, or task. Turn-Pair-Share can be conducted after a class has read a specific book or a specific content area topic. Each student turns to his or her partner to discuss thoughts, ideas, and feelings. This format is less threatening for reluctant learners or students with anxiety, compared to presenting to a large classroom where all the eyes are on the student.

The small group prepares the student to eventually share in a large group or in front of the class. Book Circles are powerful formats where students sit in a circle and face one another to share their thoughts or comments on the book/chapter that has been read by everyone in the group. There is no right or wrong answer in this setting, instead, students share their feelings, thoughts evoked as a result of reading the text or any connections to their prior knowledge that they were able to make based on the text. Jigsaw Reading is where students are each given a part of a text or story. Each student reads his or her part then they meet in small groups to discuss what their part was about. Story Scripts strategy allows students to take a story or poem and turn it into a dialogue where students take turns to speak their part. These are some ways to involve students during instruction in class. Students enjoy them as it keeps them on their toes as they take the responsibility to share their part. Each student is accounted for.

It is an effective way for a classroom teacher to assess student understanding of the subject matter or their comprehension skills.

2.6 Use Multiple Modalities during Instruction

A teacher who can "purposefully exhibit a wide range of teaching styles is potentially able to accomplish more than a teacher whose repertoire is relatively limited" (Smith & Renzulli, 1984, p. 49). Due to the availability of multiple platforms of communication and learning, innovative ways to deliver instruction are evolving. Dunn and Dunn (1979) found that only 20-30% of school-age children appear to be auditory learners, that 40% are visual, and that the remaining 30-40% are tactile/kinesthetic, visual/tactile, or some other combination. Researchers have found that early on children tend to be mostly tactile/kinesthetic and gradually they develop other strengths such as visual and auditory (Price, Dunn, and Sanders (1980). Multiple learning modalities (such as read it, write, do it, and talk it, see it, hear it, interact with it) are used in the integrated approach.

Teachers can use multimedia and other technologies in lessons incorporating websites to enrich visual support for the learners. Teachers use interactive teaching

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style and various learning modalities to meet the needs of their ESL students. New modalities have changed multimodal digital platforms that present educators with the possibility of providing meaningful opportunities for engagement and creativity employing different cognitive, audio-visual senses and ability to interact. Teachers can now provide audio feedback to a student which is shown to provide more elaborate detailed responses where teachers provide not only more information but the richer language and greater elaboration of concepts (Swan-Dagen, et al., 2008). Technologies like *Class Dojo* have the ability to translate material for teachers, and teachers can print, email, or text the information they need to send to students' parents as necessary. *Rewordify.com* is free and child safe online software that improves reading and learning.

One can enter difficult or complex sentences or text passages in the highlighted box, and the program rewords the text into simpler text and voila! One can even click on a phrase or a difficult word to hear it, thus addressing the pronunciation aspect as well. Students can create scripts and manage illustrations to go with the scripts. Engagement level in the students goes up as they work on media projects. Students can use Twitter, Facebook, Instagram, YouTube, blog posts as social media to share thoughts and ideas or create digital stories. Online forums for discussion provide an opportunity for a wider range of responses than a traditional discussion where the first respondents set the tone for an entire group. ESL students may feel more comfortable as they post their views in online forums. It provides space for the development of unique learner's voices, ideas, thoughts, and opinions.

2.7. Conduct Ongoing Review and Assessment

Assessment is an essential component of any instructional practice to evaluate its effectiveness. It has to be formative, ongoing rather than a summative, one-shot evaluation. It is a two-pronged process by which teachers can do self-assessment, deliberately reflecting on what they are teaching as well as do students' assessment, to find out what they are learning in turn. It provides an effective way to monitor students' progress and what changes need to be made. It could be a formal or informal evaluation to track a student's progress and understanding. Learning should be assessed on a regular basis. Teachers should keep their own written record of student interactions and abilities. Students should be assessed on what they have taught and what is relevant to the grade level content. Use multiple modalities to assess students – using diagrams, visuals, oral and a written component aids the overall accessibility of student work. Multiple assessments should be used. For instance, teachers can use students' scores from the previous years, current test scores from reading and writing, as well as class work, observations to determine where a student is academically. At the same time, teachers can follow any legal accommodations and use professional judgments based on the outcomes of assessment and their own developing knowledge of students to provide quality instruction. Teachers can also teach students to self-monitor by using teacher

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provided rubrics. Students can become better learners and improve their knowledge and skills when they reflect on what they are learning. By taking a step back from the learning process, both teachers and students can objectively view the progress.

3. Results and Discussion

With an ever-increasing number of ESL students, it is imperative that teachers and instructional leaders become aware of effective ESL teaching strategies to help this population in their classrooms. We have discussed strategies that address different learning styles (audio, visual, kinesthetic, tactile) via various modalities. First, modeling what students are expected to do when given a new task or a skill is greatly helpful to them. Modeling, rather than simply telling the students what to do, promotes stronger learning and higher self-confidence. Similarly, speaking slowly and clearly assists student comprehension. Providing wait time affords them an opportunity to think and to process before responding. Use of visuals, gestures, PowerPoint slides, podcasts, voice inflection, intonation, and body language as non-verbal cues enables a better understanding of the directions and the content. An additional strategy involves reinforcing student comprehension by following up verbal instructions with written instructions.

All instructions must be explicit and clear. Creating a low-stress environment is necessary for students to feel ready to participate in a larger group setting; it also provides a less threatening environment that facilitates risk-taking by the students. Established routines facilitate learning, as students know what to expect and begin to thrive in that environment. In classroom settings involving a peer who speaks a similar first language and is also competent in the second language, can be a morale and motivation booster for other learners. ESL students are full members of the classroom community. It is important to let them know that they are expected to learn and work just like everyone else in the classroom. Learning another language is a need, not a disability. With these principles in mind, a teacher can play a huge role in the success of the ESL students.

4. Conclusion

As our classrooms become more diverse, educators need to consider the needs of ESL students by providing them the opportunities to learn and creating a shared learning environment. Taking small steps based on the framework of seven principles discussed in this paper will yield effective results in classrooms. As one teacher stated, "If you focus on the *who*, the what will start to care of itself".

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Monomyth: Classic Stages of the Hero's Journey by Joseph Campbell- an Overview

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Abstract

The definition of the word Monomyth comes from two Greek root words; mono, meaning 'one', and mythos, meaning 'story'. In recent years, the term has become synonymous with the 'Hero's Journey'. The Hero's Journey is an archetypal narrative structure found in stories from cultures all over the world. Because it's such a universal narrative structure, the hero's journey is also known as the "monomyth"— the single great story with many variations. The term was coined by Joseph Campbell, an American writer and editor who was fascinated by myths from various cultures and literary traditions. Besides studying classic stories, Campbell also studied the work of early 20th-century analytical psychologists. In particular, he became fascinated with the work of Sigmund Freud and Carl Jung. This was crucial to the development of the hero's journey, as the transformative aspect of the structure closely resembles Jung's theory of death and rebirth. In the book *A Hero with A Thousand Faces* (1949) Joseph Campbell outlined the hero's journey in three basic stages and seventeen detailed steps. The paper aims to discuss each stage of the Hero's Journey drawn by Joseph Campbell in detail.

Keywords: Monomyth, Myth, Hero's Journey, Super Hero, Campbell.

Introduction

The definition of the word Monomyth comes from two Greek root words; mono, meaning 'one' and mythos, meaning 'story'. So when you combine the two, you get the 'one story'. The connotation is that there is one underlying structure to all stories. In recent years, the term has become synonymous with the 'Hero's Journey'. Additionally, it has loose connections with the 'Fool's Journey', which is used in Tarot. Furthermore, the Monomyth seems to be as old as humanity itself. Aspects of the Monomyth can be seen in stories throughout human history. Although several academics studied this idea throughout the ages, it wasn't really popularized until 1949, when Professor Joseph Campbell published the book, *The Hero with A Thousand Faces* (1949). Campbell worked as a comparative mythologist and spent his life studying ancient stories and fairy tales from around the world.

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Furthermore, using the work of Sigmund Freud and Carl Jung, Professor Campbell showed that every stage in the process had connections with human psychology. Since then, numerous books have been written on the subject. Moreover, several stories, movies, and even video games were written following the Monomyth template. Over the last few decades, the Monomyth has evolved to incorporate modern day storytelling techniques.

Structure of Hero's Journey

On a basic level, the Hero's Journey is broken into a three act structure. Within those acts, Joseph Campbell identified 17 specific stages. The three main acts are: *Separation Initiation and Return*. In the first act of Separation, the hero must leave his normal world behind by accepting the call to adventure, meeting helpers/mentors, and crossing the threshold into the special world. During the second act of Initiation, the hero must face the road of trials, approach the innermost cave, face death, and receive the ultimate boon. In the last act of the Return, the hero must go back to the normal world to share the boon with society. Normally this culminates in a final climax or battle, where the hero uses all that he's learned along the journey to win the day.

Importance of Monomyth

On the surface level, the Monomyth is a great tool for storytellers. It is a great template to structure anything from a screenplay to a novel. It also provides authors a road map for their narrative. Moreover, the Monomyth gives us insight into our own lives. On a deeper level, the Monomyth helps us evaluate our own lives. On a personal level, the Monomyth provides us a vehicle to analyze our own narrative, and to help us understand our failures and successes in a meaningful way.

What Makes A Hero?

Some might say that a hero is the protagonist. That is, the driving force of the story. Others may say that a hero is the main character. This means that the story is told primarily through their viewpoint. While they're both partially true, according to the Monomyth, a hero is something more. In order for someone to qualify as a hero, they must leave the normal world in search of the boon. They venture out into the special world where they face trials and tribulations. After many tests they achieve the boon, and return it back to the normal world. And that is the major difference between protagonists, main characters, and heroes in the Monomyth structure. The hero must return the boon back to the normal world.

Separation

The Hero's Journey is broken up into three main acts: *Separation* (also known as departure), *Initiation* (also know as trials/tests), and the *Return*. Purpose of the Separation Act In many ways, the Separation Act is the most important. Not only do audiences decide whether or not they want to participate in the story based on this portion, but it has several duties. First this act sets the tone, genre, and theme of the story. Second, it raises the dramatic question.

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Call to Adventure: In this stage the storyteller must give the hero an initial mission. This normally is conveyed through a herald who approaches the hero and tells them to go on a journey. Other times a hero is forced into a situation that is beyond their control. "This first stage of the mythological journey- which we have designated the "call to adventure"- signifies that destiny has summoned the hero and transferred his spiritual center of gravity from within the pale of his society to a zone unknown" (THTF- 48). While this task may seem insignificant at the time, it will force the hero to come in contact with the mentor and eventually commit him to the overall journey.

Refusal of The Call: In this stage the storyteller's job is to show the hero refusing the call. This is a vital step in humanizing the hero. When faced with change, most people's initial reaction is to fight against it. Depicting this natural response will help readers empathise with the hero on a psychological level. Resistance to change is a character flaw that all people share. Showing this resistance will set up the character arc at the end of the story, when the hero is prepared to sacrifice himself for the cause. Once the hero refuses, they normally go through a period of boredom or setbacks, which "punish" the hero for their resistance to psychological change. Eventually the situation gets so bad that the hero either changes their mind, or is forced to go on the journey. Occasionally the refusal is depicted by another character. Quite often this "fill-in" character is an Uncle or Aunt who serves as caretaker for the hero. Generally this is when the hero is already willing to go on the adventure.

The Supernatural Aid: In this stage the hero accepts the call, either because they are forced to out of boredom, or necessity. Once they've accepted the call, a mentor will come into the story in order to help them along the way. In mythology, this individual normally had magical powers, so they were considered a supernatural aid. "The fantasy is a reassurance- a promise that the peace of Paradise, which was known first within the mother womb, is not to be lost: that it supports the present and stands in the future as well as in the past (is omega well as alpha); that thoug omnipotence may seem to be endangered by the threshold passages and life awakenings, protective power is always and ever present within the sanctuary of the heart and even immanent within, or just behind, the unfamiliar features of the world" (THTF- 59).

The Crossing of the First Threshold: In this stage the hero finally sets out on the adventure in his journey. He will meet several threshold guardians. "WITH THE PERSONIFICATIONS of his destiny to guide and aid him, the hero goes forward in his adventure until he comes to the "threshold guardian" at the entrance to the zone of magnified power" (THTF- 64). Each one will test the hero. Some will become friends or allies, while others will become rivals or enemies. The closer he gets to the threshold of adventure, the less familiar things are. By the time he crosses it, he is in a completely unknown or unexplored area, commonly referred to as the special world (also known as the unknown world, or the adventure world).

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Belly of The Whale: The belly of the whale marks the hero's first taste of death. First the hero is swallowed up by something and seemingly dies. Then the hero escapes or comes back to life. Sometimes the hero drowns, or is dismembered. This imagery is symbolic of a baptism into the special world. The hero enters and dies, then is reborn into the new world.

Initiation

In the initiation stage, the hero sets out into the special world. He faces obstacles and learns new lessons, which will help him defeat the antagonistic force. He will also encounter several new people along the way. The purpose of the Initiation Act is to test the hero and their allies with multiple obstacles that gradually build in difficulty over time. It introduces more key characters such as the shapeshifter, trickster, and shadow. The hero will get their first glimpse of the special world, and its difficulties. The hero experiences death and sacrifice on a much deeper level than he did in the separation act. In the first half of the Initiation stage, the hero must face a series of tests that teach him valuable lessons about the special world. After these trials he will go through the transformative stages in order to find balance in his life.

The Road of Trials: After leaving the belly of the whale, the hero will be completely immersed in the special world and fully on their journey. "ONCE HAVING TRAVERSED the threshold, the hero moves in a dream landscape of curiously fluid, ambiguous forms, where he must survive a succession of trails" (THTF- 81). During the road of trials, the hero will be on the run from the antagonistic force. This will entail running, hiding, licking wounds, seeking shelter, and trying to catch their breath. Along the path, the hero will meet more thresholds guarding like ogres, goblins, dragons, monsters, and dark nights. Many times the heroes must face difficult terrain along the road of trials. This stage normally is the longest and most episodic of the story.

Meeting with the Goddess: In this stage, the hero experiences momentary godhood, or encounters a divine being with godlike power. While the step is called "meeting with the goddess," the divine being can be a male god as well. Normally if it is a male hero, the divine is represented as a female and vice versa. This is because the purpose of the divine is for the hero to find balance in himself. In ancient myths, the combination of the masculine energy and the feminine energy represented completeness and godliness. If the divine is a goddess, they are usually depicted as a mother, sister, or lover figure. If the divine is a god, they are normally depicted as a father, brother, or lover figure. Occasionally the divine is represented by a creature from another race, such as an alien species.

Even after the road of trials stage comes to an end, the hero and team still must face various trials, tests, and threshold guardians to reach the goddess. This divine character represents the power of femininity, which is the power of life and death, or good and evil. The divine character is extremely similar to the mentor, in

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the sense that they provide the hero with more information and tools that will help them with the latter half of the journey. However, the goddess figure normally is more powerful than the mentor and gives more effective tools to the hero. The goddess also generally shows up once the men- tor has left or died. Moreover, the divine being normally gives the hero an impossible test that propels the hero into the crisis point of the story.

Woman as Temptress: In this stage, the hero faces a major temptation that threatens to lure him away from the journey. In old Arthurian myths, this was normally a woman that would tempt a knight from completing his quest. However, this stage can be any type of temptation from any type of character as long as it fits the theme of the story. Sexual temptation, greed, power, or breaking one's ethics are all examples of temptation motifs. While there may be several temptations throughout the story, this one normally happens near the midpoint and tries to take the hero away from the journey. This temptation usually happens as the hero and his team approach the innermost cave. Keep in mind, the hero's team mates can be affected by this temptation too.

Atonement with the Father: This stage is very similar to the previous one. Again the hero comes in contact with a divine being. While the traditional title denotes a father figure, the character can be either male or female. If the hero is male, then normally he faces a god. If the heroine is female, then she will normally encounter a goddess. Unlike the previous stage where younger versions of the divine can represent the goddess/god, this stage requires a parental figure. Therefore the divine usually comes in the form of a father or a mother. Many times a duality may also be present. A positive animus and a negative animus depict the dichotomy of life. Often, the negative animus of this figure is represented as a monster, shadow, dragon, minotaur, or some other creature that evokes fear. The purpose of this stage is for the hero to understand the power of the gods. That is, that death, and pain, and all of the atrocities of life are natural, and normal. Despite the ugliness and unfairness of life, it is far beyond the judgement of mortals. The hero must realize this, and understand that they have no power over the horrific world they live in, and that they too are a monster in their own right. This generally marks the crisis, or midpoint of the story.

Apotheosis: In this stage, the hero experiences momentary godhood, or apotheosis. In order to do that, most heroes must first go through an apostasis, that is, a dismemberment or removal of their old self. This can be a body part, weapon, tool, belief, a member of their team, or even someone from their past (or a variation). This removal serves as a sacrifice of the old self, making the hero vulnerable. This allows the hero to find balance within himself and start to heal. The hero realizes their own divinity for the first time. The hero is able to enter a state of godliness and wield a godlike power on a level only the divine can control. Whatever the hero loses should be symbolic of them releasing the psychological ties to their thematic flaw.

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Considering their character arc, this is serves as a major revelation to the hero. For the first time they can see past the lie that fuels their flaws, and tap into the truth. After this meaningful dismemberment, the hero will achieve apotheosis, or godhood, for a short period. This will be their first taste of the divine power that resides within them. From this point on, the hero will continually tap into the inner truth they've been missing, making them more and more powerful. By Final Battle Stage, the hero will have the power to completely tap into this divine power and defeat the antagonistic force.

The Ultimate Boon: The ultimate boon is an item of utmost importance to the story. Thematically, this represents a lesson or power that must be returned to the normal world in order to restore society. In primitive cultures the myth revolved around a hero who went into the wilderness to get food for the tribe. The animal represented life and death, both literally and figuratively. With- out the food, the tribe would starve during the winter months. But also, on a deeper level, if the people in the society didn't work together, they would all perish. Sometimes the boon is a reward, or information. Other times it is an artifact of great power, or a weapon. And some- times it can even be a healing elixir. Unlike other weapons, tools, and artifacts in the story, the boon symbolically represents a key aspect of the theme.

Return

The Return Act is the third and final act of the Hero's Journey. Not only is this where the climax happens, but it provides the hero meaning to the journey and should deliver a lesson to the audience. The purpose of the Return Act is for the hero to bring the boon back to the normal world. It provides the hero's final test, normally in the form of a climactic battle, to prove he has retained all of the lessons in the narrative. The hero experiences death on the deepest level possible, which is martyrdom. Finally this act ties up loose ends and returns the hero back to the ordinary world, but with a renewed sense of purpose.

Refusal of The Return: This stage is similar to the Refusal of the Call, in that it shows unwillingness on the hero's part to accept the change happening in his life. Having been in the special world for so long, the hero becomes accustomed to the new rules and does not desire to leave. Perhaps they have become addicted to their newfound powers, or lustful of new relationships, or fearful of what might happen if they go back. Or perhaps they find the normal world too boring compared to the adventure they have experienced. In any event, once again the refusal proves to the audience that your hero is still human and has the same psychological issues as we all do.

The Magic Flight: Although sometimes depicted as actual flying, this stage actually refers to a pursuit or evasion. Many times the hero and villain are racing against each other in order to return the power of the boon to the normal world. "IF THE HERO in his triumph wins the blessing of the goddess or the god and is then explicitly commissioned to return to the world with some exilir for the restoration of

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society, the final stage of his adenture is supported by all the powers of is supernatural pattern" (THTF- 170).

Rescue From Without: Many times the hero needs assistance crossing the return threshold, usually because the hero is weak, injured, or otherwise incapable. This help normally comes from an unlikely character - usually someone the hero has taken for granted, underestimated, or considered beneath him. Oftentimes this can be a sidekick or ally who left during the refusal of the return, or perhaps someone the hero had an argument with. After receiving help, the hero learns humility, which is necessary to temper his newfound powers.

The Crossing of the Return Threshold: Once the hero has returned, they must learn how to integrate their new knowledge into the normal world. This normally means fighting through more obstacles, which build and build until they culminate in the final climax. Every -thing leads the hero toward facing their ultimate enemy one last time in an epic battle/fight/argument at the climax of the narrative "the hero adventures out of the land we know into darkness; there accomplishes his adventure, or again is simply to loss to us, imprisoned, or in danger; and his return is described as a coming back out of that yonder zone" (THTF-188). Many times, crossing the return threshold causes heavy casualties for the hero and his team. Friends may be lost or killed in battle. Sometimes the antagonist suffers heavy losses as well. By the end of this stage, the hero will come face to face with the main lieutenant of the antagonistic force.

Master of Both Worlds: This is the climax of the narrative. Every- thing has built up to this point of the story, the final confrontation. Normally, the hero must confront the major antagonist and overcome their major flaw. Most often, this requires the hero to become a martyr for the cause. Having given the ultimate sacrifice, the hero is resurrected. Normally, the hero enters a god-like state. Powers become fully realized, and having incorporated the lessons from the journey into the normal world, the hero can now use their powers without hindrance. The hero uses power to bring balance to both worlds.

Freedom to Live: In this stage, the hero is free to return to the normal world. However, something is different about them on the inside. The hero has taken on a new form. They are no longer the old person that clings to their flaw/crutch, but rather reborn "The hero is the champion of things becoming, not of things become, because he is" (THTF- 209). Sometimes this means the hero takes on a new title, position, or station in life. Other times, this means the hero is looked at with respect from those who shunned him before the journey. This is because the hero is the embodiment of the lessons they have learned. They can now go about life free of fear or pain from the old antagonistic force.

Conclusion

The Monomyth is the historical storytelling tool that mankind has used for centuries. It acts as a guide, helping us write our story along the way. The structure

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is split up into three main acts, Separation, Initiation, and Return. Each act is comprised of six distinct stages. Through the journey, the hero is thrust from the ordinary world into the special world. After a series of trials and external conflicts he learns internal lessons that change him on a psychological level. He learns how to overcome his flaws and returns to the ordinary world in order to revitalize society. By the end of the story, the journey has changed the hero. They no longer cling to their flaws, but rather work through problems using a new way of thought.

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Necessity of VES approach in English for the Engineering students of rural area to enhance their employability opportunities.

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Abstract

The chief intention of opting Engineering as one's career option is to get a job in a reputed company and settle well lately in our country. This purpose motivates many youngsters from rural background to get admission into this course. However, there are queries brought forth about the suitability for employment of technical students and obviously be a discrepancy of interests and priorities among the three key stakeholders – students, facilitators and employers. It is well known that the knowledge in English language has been considered as one of the prerequisites to a candidate in terms of getting employment. Knowledge in English language will be assessed in various ways like conducting a written test, at the time of interview or Group Discussion. Some companies assess the student's ability in writing, some in speaking and some on the vocabulary and grammar. Hence the overall knowledge in English language is expected from a student besides technical knowledge to get any job in IT field.

However, the gap between the college and industry remains the same as majority of the students have no idea on the areas of English Language those will be assessed by the companies before and during the interview.

Henceforth this paper, has taken the students who belong to the rural background of Palnadu district those lack awareness towards the recruitment procedures for study and suggested VES approach for them to turn their chances better to get placement opportunity in reputed organizations.

Keywords: Employability, Syllabus, It, Rural Back Ground, Lack Of Awareness, Ves Approach.

Introduction:

The chief intention of opting Engineering as one's career option is to get a job in a reputed company and settle well lately in our country. This purpose motivates many youngsters from rural background to get admission into this course. However, there are queries brought forth about the suitability for employment of technical students and obviously be a discrepancy of interests and priorities among the three key stakeholders – students, facilitators and employers.

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It is well known that the knowledge in English language has been considered as one of the prerequisites to a candidate in terms of employment procedure. As a part of the university curriculum, English subject has been added to the syllabus in both theory and laboratory as well. However, is that syllabus specific to the IT Company's requirement? This question remains unanswered. So, Engineering graduates and particularly those from rural background need to be given awareness in terms of providing employment. The region selected for the study is Palnadu, a district which has been recently announced in the state of Andhra Pradesh, India. The number of engineering colleges only this area consists is more than 15. However, proper exposure towards career is being given in a few institutions. Then what about the remaining institutions and the students?

Hence, this paper focuses on the problems those students are facing and a required suggestion which can turn them towards a better career.

Research Problem:

In terms of recruiting an under graduate for an IT company, the typical scenario is an assessment test or preliminary test in certain modules like, English, Quantitave Aptitude and Reasoning. If the candidate clears or qualifies in this round then he or she will be moved to the next round which is the interview round. Well, after cracking this round the student will be offered an employment in a certain company in which he or she applied. So, by keeping this in view the student should get command over the required modules. However, the problem that a rural engineering graduate faces is the lack of exposure to the required modules. Majority of the students don't have awareness on the syllabus or the procedure of the recruitment. So this paper tries to propose an approach named VES that a student should undergo in terms of English exclusively since he starts preparing for the recruitment.

VES APPROACH: The first letter of the approach **V** deals with Verbal Ability**.** It is the ability in using English language effectively. In this module student's knowledge of English language will be checked in certain areas like

- rearranging statements or para jumble
- sentence completion
- cloze test
- sentence improvement
- correction of sentences
- identifying the errors
- comprehension of a passage
- accuracy
- vocabulary

Once student clears this round he or she will get eligibility to the next round. Unless a student gets proper training and practice on these above said modules it is impossible to get qualified in the written test or screening test.

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Employability Skills: The second letter of the approach E deals with Employability Skills. In other words, the skills required for a candidate to get employment. Let us assume that a student got qualified in the screening test and shortlisted for the next round. Based on the organization, the second round can be Group Discussion, essay writing /paragraph writing or directly technical interview round. Here the student should be given rigorous practice on both speaking and writing skills if the round is either GD or essay writing. For this, student needs to know the different types of GD, the purpose, dos and don'ts, required language expressions to be used and the significance of body language. However, the second round is interview round, he is expected to carry an effective resume, the way of answering questions and proper maintenance of body language and attitude in interview.

So the awareness on these above stated is essential to get into his or her dream company.

Soft Skills: The third letter of the approach **S** deals with Soft Skills. Once getting into a company or organization an employee should work with a team and has to adapt himself or herself to the environment which has been prevailed over there. In other words there is a need of enhancing and applying interpersonal skills for a smooth a career.

Moreover, should have an idea on managing time, stress, problem solving, decision making, and particularly in communication. As a whole to get a job one must possess hard Skills and to stay or sustain in that job one should supposed to possess soft skills.

Therefore proper guest lectures, professional talks and activity oriented sessions on these set of skills need to be arranged for the students particularly those who pursue Engineering in rural areas.

What if the problem has not been resolved? : Without getting awareness on these crucial factors, getting employment will become an impossible task to Students. They may not get qualify in the screening and may not perform well during an interview. Overall, they can't fulfill their desired objective of getting a job which was the motivating factor to opt Engineering as their course.

Proposed Solution for the problem:

1. There is a necessity of efficient training in the modules of **VES.**

2. Efficient and qualified trainers have to be recruited by the institution.

3. The trainers should design effective modules that can fit for employment and career.

4. Each module of the approach has to be separately designed in the curriculum.

5. Verbal Ability should be dealt in **2nd** year and regular practice tests should be conducted to get command over.

6. Employability Skills and Soft skills should be dealt in **3rd** year and rigorous practice sessions and various activities should be conducted to gain fluency in communication.

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7. These two years of specific training on the set modules helps the student community to effectively present oneself on 4th year when company visits the college or gives a notification for the recruitment.

Conclusion:

If proper exposure to these modules has been provided, we can increase a better output in the area of employment. Such output can bring an enormous change in the lifestyles of rural families which can be an expected outcome.

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A Study on Enhancing Employability Skills Of Graduates In India

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Employability Skill Training Intervention in Higher Education in India:

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Folk and Mainstream: Need for Popularising Folk Performances and Deconstructing Distinctions

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Abstract

Contemporary India is witnessing surveillance and control over the performances and creations which question the authority and atrocities of the hegemonic rule. Utilising the government bodies and authorities and the ideological apparatus of the state, hegemony is suppressing artistic creations in the mainstream media and on the screen. Political Power confines art to binaries of superior and inferior. Creating inequalities among art projecting specific art forms as national identities help the rulers to wipe out diversities and establish monolithic dominant art. Resistance through media and screen against the hegemonic discrimination will no longer visible in the modern Indian atmosphere, and there is a possibility and necessity of searching for new avenues of fighting against the hegemony of the right-wing. Censor board and the fringe elements existing in the state demolish the attempts to question and resist the dominance of the right wing. Stringent laws and exploitation of judiciary nip the possibilities of artistic resistance in the bud. So, the search for creating possibilities of resistance opens the doors to the streets of the country. Street performances had so far questioned hegemony and propagated to the public. The possibilities of resistance against the hegemony in the time of dominance of the right-wing politics and the presence of the fringe elements in the country leads to the shift from screen to street as a parallel approach of artistic resistance.

Keywords: Folk, Political Power, Stringent laws, hegemony.

India got freedom from the colonial shackles with tireless struggle and sacrifice of many lives. The centuries old colonial rule came to an end as a result of the sacrifice and colonial resistance in different manifestations. The colonisers came to India as traders and gradually they established their hegemony over the region not only through military expansion, but also through the cultural interventions into the soul of Indian mainland. The British colonisers established their monopoly of trade and hegemony over the region after thorough exploration of multifaceted aspects of the life of the people of the region. The *Malabar Manual* by William Logan, which is an example of the exploration, is found to have an account of the exact picture of colonial Malabar. This was the record of the region with the thorough exploration of the number of people, the extent of demography, cultural practises, religions, rituals, and functions of colonial Malabar. The colonial powers understood the exact picture

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of the region where they wanted to establish their hegemony and employed tactics based on the nature of the region and the lives of the people.

The colonial expansion in the Indian motherland was not through the import of military power from the European countries. But the colonisers changed the minds of the people through propaganda mechanism. The propaganda worked out in the minds of the people as the colonial powers were able to realise the lives of the people with their cultural practises, believes, rituals and the nature of the religions. The vast variety of religions, languages, cultures and rituals existing in the Indian motherland became a loophole for the British powers to create rift in between different groups living in the region. They followed the policy of 'divide and rule' understanding the divisions and differentiation in the society.   The colonial powers in the beginning shook hands with the powerful cultural practises established by the powerful group of the region and they sabotaged and demolished the antagonist groups and cultural practises which in turn made the dominant group a feeling that the colonial powers were supporting the growth and development of a specific group for cultural practice. But this practice of supporting the dominant powerful group of a region continued until the British powers establish their dominance over the whole region of Indian motherland. Supporting the cultural practises of the dominant group and demolishing the cultural practises, cultures rituals and beliefs of the powerless groups was the tactics used by the colonial powers to propagate the power and dominance over different regions of the Indian subcontinent.

It was not possible for the European powers to establish that their dominance over the Indian mainland with the military power imported from the European countries. The vast nature of the country and the higher population compared to the European countries stood as a hindrance in front of the colonial powers in establishing their dominance through military aggression. So the change in the mind of the people of India was through the establishment of the belief that they were in control of the land so as to protect the religions believes, customs, rituals and lives of the dominant group. The British aim was not the enrichment of regional cultural practises, but they were aiming at the Anglicisation of the region.

The British rule imported English education system in order to create English speaking Indians to support the colonial rule in India. This is well established in the minutes of Macaulay as they wanted Indian people with English culture, but Indian in blood to serve the British Empire. Along with the English education system, they imported the European religion into India. The missionary groups established schools and colleges and hospitals to impart religious values in Indian minds. The missionary groups came to India in the pretext of serving the people and rendering service for the upliftment of the society, but they converted the people into Christianity in huge numbers so as to colonise the region in the religious aspect also.

Judiciary existed in India was based on the caste hierarchy and the Brahmins stood in the ivory towers of impunity despite their heinous crimes against the lower

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caste. This discrimination in Indian judiciary was taken as an excuse to establish IPC and CRPC in India. Colonisers justified the implementation of the law created in Europe as a means of wiping out discrimination based on caste in judiciary. But judicial system renovation was aimed at suppressing the resistance against the colonial powers and most of the law awarded impunity towards the aggressive British powers and officers who brutally murdered and manhandled the colonised people. So the British powers only substituted Brahmins with the foreigners and they were given impunity by importing IPC and CRPC in India.

With the liberation of the nation, the education system, judiciary and way of life along with bureaucracy in administration continued to prevail in India as the rulers of the nascent nation were not ready to demolish the systems and administrative model created by the British in India. The suppressive measures imported in the IPC and CRPC went gradual reformation and the cultural practises which were undergoing demolition and extinction in the colonial times got renovation and a reformation so as to establish the multiplicity of the society and rejuvenation of multiple identities existing in the country.

With the liberation of the nation, the lost identities in the colonial expansion retrieved from the past and efforts were on the track to establish the lost identities and diversities existed in the past. Even at the colonial times Indian thinkers and political leaders wanted to establish the Indian identity through the Indian historiography in order to overpower European, Eurocentric historiography and to retrieve the Indian identity from the Past and by unearthing the forgotten history of our nation. The first step taken after the liberation of the nation to establish the identity was the creation of states based on language identities. This step was the rejuvenation of language identity which was overtaken by the exuberance and of English dominance in the region and also to uproot the linguistic hegemony over the region established by colonialism.

The diversity of the country with its culture, language, rituals, practises, beliefs and customs got rejuvenation with the liberation of the nation, though the country was facing utmost poverty and hardships because of the exploitative rule of the colonial powers for centuries. Nation building was not only the economic development of the nation but also was the retrieval and rejuvenation of the culture lost in the expansion of colonialism. Institutions, academies and societies were created in the nascent nation, so as to march the country to towards cultural diversity, academic development and prosperity. Freedom of expression was given utmost priority in the new nation because creativity was realised by the new leaders of the state as the prime motive towards leading the country to development and progress. Creative space and media came to the forefront of the mainstream discussions in criticising the new government in their paths towards development and splendour.

It was the emergency of 1975, which declared the question of freedom on the media and freedom of expression established in the country after the liberation of the nation.

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The emergency put control over the media and freedom of expression and punitive measures were employed on the creative writers and media persons who criticised the government and the policies taken against the people of the country. With the help of legislature, executive and judiciary, the rulers of the country suspended all fundamental rights and the hegemony was established over cultural practises and the multiplicity of the country for political benefits. It was the emergency which brought back the memory of the colonial times which came as a challenge towards the existence of freedom of the press and the freedom of expression. The pioneers of Indian political administration encouraged and advocated creative criticism from the part of the media and the creative writers of the time, but the rulers at the time of emergency declared a complete control of the creative space and this time was utilised as a time to suppress the voices of dissent against the government and those in power.

The time of emergency helped the citizens of the country to realise the value of freedom of expression and freedom of press and the hazards of democracy, utilising the possibilities and the Indian constitution. The people became aware of the value of press and freedom of expression and creative spaces at the time of emergency. The time of emergency rejuvenated the memories of the colonial times and the post of emergency time was vibrant with the empowerment of press and freedom of expression and writers and creative intellectuals came to the forefront of the mainstream discussions and they stood as the fourth pillar of Indian democracy.

After the time of emergency, the growth and development of the right-wing political parties in the millennium came to the forefront of mainstream as a challenge towards the diversity and multiplicity of the country. With the strong basis of a political ideology and powerful mechanism to provide the propaganda and misinterpretations of the Indian historical context, the right-wing political parties were able to create a history of their own to make the Indian polity favourable towards their political will and capacity. Unlike many other hegemonic powers, Indian political atmosphere leaned towards the right-wing ideology with the creation of an other and the demonization of the political other with the right use of propaganda mechanism in the country (Pantazis and Pemberton 2009: 649).. Like the colonial powers, the right-wing political parties used the benefits of the advancement in science and technology to pervade their ideology and to create an atmosphere in the political scenario through the creation of the other and encouraging the politics of antagonism. (Clifford 1986, Foucault 1986)

The greatest challenge before the right-wing ideology was the freedom of expression and multiplicity of the cultural space. Unlike colonialism and totalitarian rulers and political ideologies, the right-wing political agenda began to discourage diversities and multiplicity of culture, rituals, practises, ceremonies, religions and ideas so as to satisfy their political aims and objectivists (Leach 1973: 772). With the help of political power and dominance in democracy, the right-wing political parties were able to attain the ivory towers of power in the country and the propaganda

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mechanism helped them to provide the ideology of the right-wing so as to create a political antagonist and to establish the dominance of a specific ideological enterprise. The totalitarian government took the challenge of diversity and the freedom of press and freedom of expression as their greatest hurdle in the way towards dominance and hegemony and began to control the freedom of expression and the advancement in media platforms.

The writing political parties either controlled the news channels so as to make news in favour of the dominant political group or they were squeezed with the mechanism of bureaucracy and agencies like the CBI, Enforcement Department, and other agencies, created and maintained by the government with political lenience towards the right. The fourth estate of the country which was established as the freedom of expression and the freedom of press became the greatest challenge for right-wing political parties and they were unable to control the press with the government agencies. The creative expressions in the screen in the form of films, documentaries and other programmes in the mainstream channels and media were controlled by the censor board and other suppressive measures and agencies and the freedom of expression became a question in front of the mainstream media, including the press and the channels.

The creative expressions in the form of movies and documentaries failed to focus on the failures and problems of the government because their attempts to criticise the governmental policies and steps towards dominance were nipped in the bud in the form of censor board and different types of agencies. The digital media need much investment and expenditure in order to maintain its dominance and publicity. Those who are in power are able to control the media with the help of the multinational companies and millionaires of the country who are the supporters of the government so as to establish the monopoly of a specific idea and to spread the news of government policies and accomplishments. The creative space of the country got an umbrella cover in the form of dominance of the right-wing, political agenda and policies. Writers, intellectuals and creative spaces got challenges from the authorities and from the fringe elements of the country threatening even the existence of the individuals and the system.

The resistance towards the monopoly of the right-wing politics and the submergence of the medium is a necessity of the time. But the possibilities of resistance towards the hegemony of the right-wing political parties in the country are not an easy task. It can be achieved through consistent interventions in the mainstream society by rejuvenating the submerged cultural practises and artistic forms. The resistance in the creative space can be brought through the rejuvenation of cultural practises, art forms and songs from the clutches of academia to the mainstream and to the hearts of the millions of people by the practising and enactment in front of the people of the country in the streets.

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The right-wing political parties and agenda aim at the oneness of cultural practices and it is giving much importance to the caste hierarchical dominance in in the cultural practises and creative space and it gives allegiance towards the rituals practises, ceremonies and functions of the upper crust (Cohen 2022). The identity of the country in the creative space is propagated as the cultural practises of the upper caste of the country and Brahmanical practises, rituals and cultures are given importance, discouraging the cultural practises and creating spaces from the lower castes and the subaltern. The right-wing political parties and the government of the contemporary Indian political atmosphere give importance to the canonical art forms and creative spaces and the identity of the nation is propagated in front of the global atmosphere in the form of the cultural practices of the upper strata of the society.

The resistance towards the surfacing of a specific cultural practice in creative space of the country can be in the form of exploring mainstreaming the folk tales or literatures and songs, folk art and culture and the cultural practises of different strata of the society. The cultural practises of the lower strata of the society and the subaltern practises were once submerged in the past because of the colonial expansion, but were retrieved and rejuvenated with the help of the modern political rulers and the foresight of the intellectuals and thinkers with the establishment of institutions, academies and boards for the encouragement of different types of art forms and cultural practises. But the dominance of the right-wing political ideologies and intellectuals in the institutions, academic bodies and different boards destined to encourage the variety and diversity of cultural practices in the country is bringing a great challenge towards the multiplicity of cultural practices and diversity in the form of rituals and ceremonies. The policy of one nation, one election, one cultural practice and one language put forward by the right-wing political ideology is a greatest challenge towards the cultural practises existing in different parts of the country. The mainstreaming of a specific cultural practice as the identity of the nation will be the final nail over the coffin of different cultural practices and identities existing in the country. So in order to bring back the cultural practises of different strata of the society the rituals practises and folk forms existing in different parts of the country and as the identity of different caste class religions and beliefs must be brought out from their closets and the entanglement of their rituals and ceremonies to the mainstream to the very front of the common man in the streets and public spheres.

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Women Empowerment: A Myth or Reality?

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Abstract

The title of the present paper "Women Empowerment: A Myth or Reality?" looks very simple, but it is not so. What exactly does the term "Women Empowerment" here stand for? What about the role and importance of Women Empowerment in Literature and films? What about the ground reality regarding women empowerment? The questions are very simple, but they need some elaboration. "Women Empowerment" stands for a process of giving power to women to do things effectively. Modern is the age of women empowerment. There are so many rights given to women nowadays such as right to vote, power to control their lives, etc. But, in spite of so many rights, women have so many responsibilities to carry out. How very truly says William Golding: "Whatever you give a woman, she will make greater…" She has the God gifted power to multiply whatever is given to her. But, let's be mindful of the warning that this very multiplying and enlarging power carries in its womb. To quote Golding again, "if you give her any crap, be ready to receive a ton of shit". In reality, women are trying to come out of men's clutches. Men are giving them a big hand in carrying out the process and unduly encouraging them to capture the high top, not even their divine right. In the process, women are forgetting their biological limitations. They are madly trying even to leave men far behind in every field. They seem to have turned their back upon the Victorian middle path— **"Man for the sword and for the needle she…"** People should never forget the voice of sanity that constitutes the theme of the old-time movie _Ulti Ganga urf Zanana Sarkar._ Empowerment is, no doubt, the need of the hour, but within the territory Lord God of Heaven has judiciously designed for women and in which they are already uniquely matchless. The hand that rocks the cradle rules the world. Behind every great man, there is a woman. But without man, woman is nowhere! Harmony does ask for a price. Given any set of circumstances, some at least—male or female— must rise to the top as leaders, others must follow. Complete equality is at best an "airy nothing"—like Bapu's dream of Ramraj or Rousseau's dream of liberty, equality and fraternity.

Keywords: Women, Empowerment, Myth, Reality, Equality, Literature, Harmony.

The title of the present paper "Women Empowerment: A Myth or Reality?" looks very simple, but it is not so. And yet, as Jacobs and Rosenbaum point out in the

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very opening chapter of *English Transformational Grammar* (1968): "The most puzzling scientific mysteries are often uncovered when scientists investigate natural phenomena that are taken for granted" (3). The following four words are very significant in the title— "Women", "Empowerment", "Myth" and "Reality". What exactly does the term "Women Empowerment" here stand for? What does the word "Myth" stand for? And, what is Reality—the "ground realty" regarding Women Empowerment? What about the role and importance of Women Empowerment in Literature and Films? Though at the surface level, the questions are all very simple and straight-forward, they cry at bottom for some elaboration, and ask for clarification of the sense in which they have been used in the present context.

The term "Women Empowerment" is one of the many baffling complexities that have almost confused all concerned, the world over. They have expanded a good deal of their learning over the whole problem, but have, as yet, found no definite conclusion in this direction. Conflicting theories have been put forward. Different opinions are held. Bottles of ink have been wasted. Hence, in our analysis of the problem, we should be very carefully on our guards lest we should be carried away by any superficial notions. Still better, if we ignore all these popular theories and opinions for a while and form a judgement of our own from a first hand examination of what we actually have in life and letters.

Let's begin with the term "empowerment" itself. The word "empowerment" consists of three word-forming constituents—"em-", a prefix, "power", a nucleus and "-ment", a suffix. "em-", as we have it from Etymological Dictionary, is a living prefix in English to form verbs (enlarge, enrage, endear, etc.), meaning generally "putting in or into, or bringing to a state; "power", according to the dictionary, is "the ability to control people or things or to do something effectively", and "-ment" is a class changing suffix, meaning roughly a process. In its derivative sense, therefore, the term "Women Empowerment" stands for "a process of giving power to women to do things effectively". Similarly, the word "Myth", as used in the present context, is "a widely held but false belief or idea". It is not always easy to define, or put straight across. What about Reality, the ground reality? Modern is the age of women empowerment. There are so many rights given to women nowadays such as right to vote, power to control their lives, etc. But, in spite of so many rights, women have so many responsibilities to carry out.

On papers women empowerment may be said to have come true, but the ground reality is different. One cannot even dream of "how much in the female experience has gone unexpressed… [and] how very few women have been able to tell the truth about the body or the mind" (Tapaswi 19). Shashi Deshpande, one of the most dynamic women writers of fiction in contemporary Indian English Literature, has much to say in this regard. Almost all the heroines of Deshpande are ordinary middle class women. They may try to rise from ashes in her novels. At the end of most of her novels—in *That Long Silence* (1988), *If I Die Today* (1982), *The*

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Dark Holds No Terrors (1980), *Roots and Shadows* (1983), and *A Matter of Time* (1996)—she may lay stress on transition in women's position in society—a change that is bright and colourful, hence welcome to one and all.

Now, wait a second. Just think of what women lack, or, are without? "A room of their own", and "five hundred £ a year", in the world famous words of Virginia Woolf, *A Room of One's Own* (1927). But, then, that has, in many cases, already become a thing of the past—at least in case of educated serving women who are actually crying for "empowerment". And, then, comes the question of equality which they have already been gifted within the eyes of law at least, whether they avail of it or not, that is their headache. They do have the right to vote and to contest elections at almost every level. Now, what else do they want? Guts? Which even some men don't have. Do women want, then, to be cut down to the level of men? Do they want to be deprived of their God gifted superiority? As it is i.e. with what they already possessed in plenty, they are in many respects all very superior to men. How very truly says William Golding, one of the major novelists of the twentieth century, popularly known for his novel *Lord of the Flies* (1954) : "Whatever you give a woman, she will make greater. If you give her sperm, she'll give you a baby. If you give her a house, she'll give you a home. If you give her groceries, she'll give you a meal. If you give her a smile, she'll give you her heart" (cf. Devi 177). She has the God gifted power to multiply and enlarge whatever is given to her and she knows, at the same time, how to exist like juice in the apple, like warmth in the sun, like sweetness in sound.

But, then, let's not stop here. Let's be mindful of the warning that this very multiplying and enlarging power carries in its womb. To quote Golding again, if you give her any crap, be ready to receive a ton of shit" (cf. Devi 177). She won't allow you to escape unbruised. She is the gentlest lamb on earth, but the cruelest hungry lioness. A rannchandi, be sure, exists in her side by side with a Sita, Savitri, Sarasvati and Laksmi. Don't try to provoke her beyond a certain limit. When bent upon revenge she knows no bounds. All is fish that comes to her net. God save you then!

What "power" is woman, then, running after? What "power" she, thinks, she lacks? What "power" can man favour her with? In Golding's words, once again: "…they are foolish to pretend they are equal to men." (cf. Devi 177). This reminds of her a wistful longing— a longing to move into man's sphere, a kind of "overfulsomeness", a kind of desire to bite more than one can chew. To be above men, at the top, she wants to be like women presented in the old time movie, ***Ulti Ganga urf Zanana Sarkar*** that my grand pa once told me of. The Queen in the picture wanted to be on the throne! Why should he? Why not I? And, for that, she pestered the king day and night. She virtually became his *Jaan ka khao*. She mortally bothered him day and night till at last he vacated the throne for her. And, she gracefully took her position on the "peacock throne"! Crown on head and the rod of authority in hand!

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But, then, she failed to over-ride the prime minister and the cabinet, all men. What should she do now? She dissolved the cabinet, and appointed all women instead! Even that won't work. So, she appointed women in all key-positions. And, at this stage, out of resentment, military commanders and soldiers, all men, resigned. The Queen proudly filled the positions with women! Now there were all women all the way. And for a short while, all went well. Meanwhile, a neighbouring king availed of the golden opportunity and attacked this all-women kingdom. "Yes", said the Queen, "we'll give them a stunning fight, a crushing defeat". But where were the soldiers? Those two lakhs we appointed? Brigadiers? Commanders? Soldiers? Where were they? She was shocked to find more than fifty percent in the hospitals as delivery cases! About twenty five percent on advanced maternity leave. The remaining twenty percent—the chicken hearted trainees were trembling with fear, not ready to face the enemies, all men, in the field. Lo! The field was simply lost. And the crown was very humbly made over the king again, raising the Victorian slogan, "Man for the sword and women for the needle" (Tennyson).

In reality, women are trying to come out of men's clutches. This is the primary aim of their life. And, ironically enough, men are giving them a big hand in carrying out the process. Overenthusiastically, women themselves are totally unaware of what they are doing as the unconscious victims of "overfulsomeness", a kind of blind desire to bite more than one could chew. Men are, on the other hand, unduly encouraging them to capture the high top, not even their divine right. In the process, women are forgetting their biological limitations. They are madly trying even to leave men far behind in every field. They seem to have turned their back upon the Victorian middle path. Says Alfred Lord Tennyson in *The Princess*:
Man for the field and woman for the hearth;
Man for the sword and for the needle she…

The Movement—as we have it before us today—is "a mystery in a winding sheet crowned with a halo". People should never forget the voice of sanity that constitutes the theme of the old-time movie ***Ulti Ganga urf Zanana Sarkar.***

Where do we stand then? What does the story bring us to? Women should ask for power, no doubt. But they should not be blind to the biological aspects of life. They have every right to go in for a neck and neck race with men. But within their biological range as complementary partners in the race of life. Empowerment is, no doubt, the need of the hour, but within the territory Lord God of Heaven has judiciously designed for women and in which they are already uniquely matchless. The hand that rocks the cradle rules the world. Behind every great man, there is a woman. But without man, woman is nowhere! Harmony must be there. And Harmony does ask for a price. Given any set of circumstances, world over, some at least—male or female—must rise to the top as leaders, others must follow complete equality is at best an airy nothing—like Bapu's dream of Ramraj or Rousseau's dream of liberty, equality and fraternity. Dreams being dreams have no bones in them even as realities

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being realities have no flesh about them. People may work day and night for women empowerment. But they will always fail to teach men how to live with Empowered Women.

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Digital Teaching through the Online Platforms: A New Method of English Language Teaching

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Abstract

In all corners of the globe, COVID-19 is the only title banging as an echo. This pandemic disease has put people on the line and stopped them with its terrifying and serious effects. It has stamped its heavy foot with a reverse impact on the learning scene and noticed a significant improvement in the teaching model. Moreover, the COVID-19 mushroom forced all schools worldwide to stop face-to-face teaching temporarily and redirect them to online schooling. Governments in all countries have laid down new requirements and launched a new undertaking to reduce academic losses. But the move looks pretty myopic in due course. The current state of ELT learning is examined in relation to the COVID-19 pandemic in the discourse. In the face of this, the teacher had to adapt at an immense pace, not only to new methodological methods but also to their own confinement, with high levels of stress. The worldwide health emergency situation triggered the concealment of individuals. The goal of this study is to suggest a new method for neuro-educational contributions in the management of emotions and motivational mechanisms that would enable students to learn meaningfully in a proposal to optimize the work of educational professionals in the present context of a pandemic, using knowledge and information communication technologies (ICT). The symbiosis of ICT and neuro-pedagogy can contribute greatly to today's paradigm shift. This paper provides a study of the current scenario of opportunities, obstacles, and possible solutions for virtual teaching.

Keywords: pandemic, ELT, discourse, paradigm, pedagogy, information and communication technologies.

Introduction

In the past, teachers were venerated as half-gods and regarded as the only way to teach students. Furthermore, the effectiveness of truth and devotion to teaching were brought to bear. They were called the encyclopedia of thinking, and they not only provided the basic contents of the subject but also the moral and ethical extracts. They took the students to specific locations such as warehouses, fields, or any other area to provide useful knowledge or practical training for easy comprehension. But it was a boring task because they were still dangerous and

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difficult. Therefore, some institutions integrate virtual learning to deal effectively with the toughest sections of the subject. Using ICT-enabled tools, students can comprehend the grey content of subject matter with comprehensive knowledge. It is the only forum for all educational institutions, regardless of their scale.

This learning stratum is transformed into a new method of English language teaching. Digital teaching through the online platform also provides help for remote teaching students in addition to classes or subjects on ELT through the establishment of several universities and colleges abroad. But now the word has built a niche in the field of education and entered the classroom with a heavy hold. Institutions, regardless of degree, have immersed themselves in virtual teaching, but have at times ended up with technological shortcomings, which first and later may impede students' interest. It has skewed the teaching culture as a whole, as an online class is a completely new practice for different teachers and students. Learning is disrupted when educational fields are usually skewed by a bunch of barricades. This unfrequented route of inexperienced English language teaching has increased their forum to satisfy the appetite of institutions across countless channels to maintain this pandemic moment. However, everything depends entirely on sufficient demand for the internet, computer devices, and student-friendly activities backed by the teacher's expertise in language teaching.

Major challenges

At the end of March 2020, various institutions had to stop operating indefinitely due to the deadly COVID-19, and by the end of the month, almost 190 countries had stopped operating, distressing 90 percent of students worldwide. The rate of these closures and the hasty step towards remote learning allowed very little time to prepare for the distribution of information.

Many people worldwide, regardless of their social positions in various flora, have widely debated the impact and transformation of English language teaching. Teachers are pursuing various tools, such as Google Classroom, Microsoft Teams, Zoom, Google Meet, and Cisco WebEx, to enhance the thinking of learners through ICT. While several online outlets with many updated features have arisen to assist professors, teachers find it a herculean task to concentrate students' attention on the subject matter during the pandemic. Certain organizations have formed their own platforms and connected with software alliances. Furthermore, after the review and consultation, teachers have expended much energy structurally posting stuff using a standardised and singular approach as laid down by staff at their respective institutions. The overall arrangement of online classrooms also offers teachers the ability to work individually with a student and can bring students who have been previously overwhelmed to the verge of a psychological breakdown. In addition to the students, their parents have conveyed their heaviness about discontinuing education at home. Parents' vision will be to increase their language skills by investing the greatest amount of time in the education of their children and by

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spending a great deal of time selecting the top educational institution for their child's education. However, even as a temporary resort, this transformation of learning will sadden parents' feelings. On the contrary, a few students were exceedingly pleased to finish the tasks unexpectedly, such as wearing their uniforms, commuting, preparing for ELT homework, early morning wake-up, endless hours, and the appalling conditions when working on sheets or activity papers, and so on.

Interference of parents in ELT

The overreaction of parents in some institutions is concerning because they are interested not only in their children's activities but also in teachers' activities. You remain close to learning from your ward and want to interfere with learning or the hunt for gaps. In addition, telephone calls or text messages to teachers are made by certain parents at strange times. The emotional anguish of the teachers has been caused, and this has led to chaos. In virtual education, the definite characteristics of teaching are totally ignored, such as nonverbal contact, live demonstration, practical training, and physics.

Because digital teaching is taking off as a transparent framework as a transparent teaching method, advanced planning is essential. That is why, in order for these services to be distributed among students, the educational material should be checked and authenticated. The key components of virtual learning are curriculum creation, analysis, delivery, evaluation, and progress monitoring. While students are outstanding technology experts, they complain about network issues and problems with apps. Currently, the online class is the only tool on the unbroken road of learning. Despite the scary scenario with many trials and tribulations, it began its journey to heighten the grey matter of learners. In managing online tasks, urban students execute power packages.

On the other hand, rural students face many hurdles in E-Learning ELT and they are the following as enlisted:

- The shortage of gadgets is due to weak economic conditions.
- Help for educational applications are insufficient.
- Low or variable access to the Internet
- Computer or platform management unfamiliarity
- Inadequate parental guidance due to parental non-literacy
- Lack of motivation and interest
- A lack of a favorable climate for learning
- The shift from mass to solo presence in the English Language Teaching-learning atmosphere
- Excessive screen exposure leads to health risks.
- Depending solely on teachers' physical appearance
- Failure to provide funding and education

It is a chief duty for teachers during a pandemic to animate the thinking of the students through the ICT system, regardless of whether they are rural or urban.

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The object of learning is different for people to call it social status, the accomplishment of knowledge, the generation of income, etc. According to demand, student attendance varies on the online course. Students who have trouble sitting consistently in class will find it easier to learn virtually, as they can turn the camera off or suppress the sound. Even if the schedule is correctly determined for successful content diffusion, an important part of the content can only be shared with students, and the comprehensive explaining session cannot be held.

Like face-to-face contact administered In addition to their teaching, there's a lot of pressure for repeated calls to be disconnected, students' feathers to be approached, parental intervention, and family-to-work struggle. There are few opportunities to determine whether the student has understood an ELT lecture.

Probable Remedies

Governments should research the issue and make subsidized Internet plans and resources available to all kinds of learners through various networks for needy students. Most TV channels are specifically streamlined for children and others. Cartoon material, series, films, tracks, news, etc. The hectic strain of teaching via on-line platforms would end if the government opened or redefined existing television channels into recorded or live educational networks to make them the material for all classes. It's time to screen.

Student health risks will be minimized, and the burden on learners will be reduced. Topic name schedules can be prepared and transmitted on the news channels, and other relevant updates can be transmitted on all channels. Since schooling is an eye-opener for people, it can be abused by COVID-19 in spite of its bullies. Wissenschaftler and physicians told people to set up the screen so their eyes were not overwhelmed.

As the maxim says, learning is always and continuously changing. This current unfortunate situation should be seen as a silver line in the dark cloud, and schools, along with government sectors, should improve digital education in order to develop new strategies for broader learning. The lockout also makes it impossible for the more affluent parents in urban areas to support them by setting up e-learning sites, looking at them round-the-clock, and coping. Both parents work from home for primary and primary children, and it is a thorny role for parents to play between their work, their home, and their online education.

Some students typically choose to pursue higher education at universities outside of Canada. It is called social status, and these universities, in turn, benefit significantly from the capital. But at the moment, at least in the following years, it has been made clear that the cross-border migration of universities in countries already under financial pressure is going to take place and contribute to the main monetary risks for these countries. Education institute managers are charged with an extraordinary lockdown of cash flow.

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Because of the high risk of pandemic, many parents would not send their higher education students abroad. The frightening dent of academic study and the unexpectedness of institution openings have made use of an effective online learning solution in English language teaching and learning. In the face of this crisis, brilliant use of technology in English language education would usher in a new era in the field of language education, when students would be able to reach the vast majority of faculty worldwide. Faculty productivity and the efficient use of ICT resources are crucial criteria foreseen for the future and professorial experience with digital teaching technology. The crisis has undeniably accelerated the acceptance of educational technology and will lead to the country's long-term improvement in digital learning infrastructure.

Responsibilities of stakeholders
- Education Administrators-
  - Simple design and presentation of the course material
  - Assign an appropriate forum and measurement model.
  - Inspiring and giving guidance to inspire students
- The parent's role is to monitor and review the learner's progress on a daily basis.
- Concentrate on overall physical and emotional health.
  - Offering an incentive to grow the potential of children to observe
  - their actions and other behaviors

Government role: Offer all educators, particularly those in rural areas, sound institutions and a uniform ICT platform.
- Make internet access packages subsidized.
- Designate TV channels for learning purposes only.
- Distributing free student books and notes

Opportunities and possibilities

The effects of the pandemic epidemic persist for years, as is clear from a study conducted intermittently by researchers. Currently, the trend is up, and the momentum for virtual learning will be immense. India has decided to teach several people in advance through online platforms for students. And it is proven that our nation has one of the world's biggest 4G networks. In almost every corner of the world, 4G access persists. The cost of the data is very fair. It is more desirable with the support of class materials that are deciphered from adequate networks, and learners treat their learning experience as an intelligent package. By offering the learner at their doorstep many lessons on ELT, the vast command of virtual classrooms will attract the attention of infinite students. Students can access the subject material from every nook and corner of the world on ELT.

The Present Scenario in the English Teaching-Learning Process

The new pandemics imposed a new, web-based teaching and learning of the truth just as we thought we had reached a certain consensus among ourselves or

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within our consciousness.It was as hard for us as it was for them to climb a steep mountain in view of the Albanian truth, a post-communist country that has been undergoing a social, economic, and cultural transformation for at least 30 years. COVID-19 changed the worldwide education of our children in a matter of weeks. In 186 countries worldwide, the number of children impacted by school closures was calculated to be 1,2 billion, and it had to depend on what is called "distant education," virtual learning, online research, or home-ground learning. Therefore, student channels like Google Colleges, Skype, Zooms, What's Apps, Vibrant, e-mail, or the mass media had to be used.

Let us mention the case of the launch in this House of the BBC of a new regular education programme to host celebrities (lesson 0). It is important that every child continues to learn, and the lessons we teach will make sure that they are enjoyable. Alice Webb (BBC Head of Children's Program) considering that this unprecedented and unpredictable pandemic shocked us, it was the best response ever, and it was necessary to acknowledge the efforts of teachers and other valuable contributors. Personally, we do not want to slip into self-confidence and commend pandemic education as a current top priority or the method that will form learning better apart from appreciation. Even though many educators are not a temporary solution but a future innovation, particularly from well-developed countries, who find in-house or virtual teaching. For teachers and third-world students, we wish to be an exemplary case and to explore what it means objectively. We completely endorse some claims made by American parents as a teacher of English and parents of two schoolgirls who call "zoom schools the traditional nightmare or hell only." We have posted a few basic questions that sound difficult to answer properly when representing the truth. How do we teach a child, 6–9 years old, how to combine English verbs in plain language? How does their negative and interrogative structure come to be established from home, where we do not have a board? How can the additions of the auxiliary verb "to do" be clarified in negative and questioned phrases, where it originated and the position that such constructions are not experienced in India?

How do we teach a child between 6 and 9 years to speak English correctly if the sound is torn or they wear masks? How can we search for English terms and phrases if we can easily cheat on the screen while dictating words? How can tasks be delegated to groups or pairs (such as on-site dialogues or other speaking activities with the intention of correctly utilizing English) if there is an Internet signal? Interaction is teaching. How do students automatically ask questions on subjects or topics that are confusing or, at present, express opinions on those subjects they are interested in? Everybody's all right with each technology, but this isn't the problem in our case. The problems it causes are of psychological, social, and emotional origin and not technical origin. Psychology emphasizes the importance of students' learning social context, interpersonal interactions, and emotional well-being. Our children and

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students currently have limited access to their peers when they go home. Students of what we have recently termed "bubble classes" or students. Such a retreat can inexorably lead to poor results and can impact the social and emotional wellbeing of children. In order to understand this, the importance of role-playing and learning by playing as essential and highly efficient models in English language teaching should be discussed here. They are demanding interpersonal interactions and contact between different students, which is not virtually feasible.

To sum it up, we believe that teaching and learning are more than filling out a form in Excel, writing your essay in Word, submitting an e-mail, listening to music, playing a game, watching a movie, flipping through a Face book friend's video, commenting on Twitter, etc. It is for the psychological and emotional health of our children and the educational and economic well-being of our children. English teaching is not only success-related, but, according to Chomsky, without expertise, there is no performance; without information, there is no doing; without precise fluency. To better serve our humble missions, we, today's teachers and potential projectors, should take into account the comment made by a student on the BBC that it would get him back on track before reorganizing education with such flickering excuses as the present educational system was losing its significance or relevancies.

Conclusion

A newer edition of technology has contributed to the revolution of today's learning. Both types of learners can achieve a high-quality education with state-of-the-art tools and cannot be substituted by traditional white-crayon and blackboard teaching methods. As a result, this based technology should be a torchbearer rather than a nightmare. In addition, a more inspiring, adaptable, open, and enjoyable journey should be possible. Even the students from rural areas who are introduced to the main layer of urban students will feel a hunger for information without investing a penny when introduced. The psychological strain on parents can be minimized by the issue of free school books, notebooks, and worksheets to all threshold students. At present, not only teachers but also parents and educational authorities bear the primary responsibility. They should come together, spend lucrative time creating a diverse forum, and develop important content for the subject in an enjoyable setting. The acceptance of teaching-learning technology has contributed to an unprecedented shift from teacher-centered to student-centered learning. It should be instilled, strengthened, and animated by all people in the minds of ELT learners.

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Fireflies-A Symbolic Harmony between Nature and Soul
-- R.N. Tagore

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Abstract

Rabindranath Tagore, the famous Bengali poet, needs no introduction to the readers of the world since his fame as a versatile writer spread far and wide. He distinguished himself not only as a philosopher but also as a social and political reformer whose prolific literary life left behind a legacy of all genres which include quality plays, novels, short stories, essays, poems, and letters and so on. I am fortunate to have chosen his famous poem "FIREFLIES" to relish the taste and beauty of his literature besides being one with Nature, the very signature of God. It is a collection of maxims, aphorisms and proverbs, rich with beauty and gaiety. Fireflies which stand as beacons of hope, illuminating darkness, the poem entitled FIREFLIES reminds one that hope prevails even in times of desperation and destitution.

Keywords: distinguished, prolific, relish the taste, signature of God, destitution

Rabindranath Tagore, acclaimed to be "Visvakavi", in his poem FIREFLIES presents different creatures which live in harmony with Nature. This representation symbolizes the need and significance of harmonious living among the human beings as well. Fireflies are specks of living light twinkling in the dark. Each firefly (poetic line metaphorically), an abridged sentence embedded with a condensed idea, stands for a luminous thought on love, beauty, life or God. The condensed metaphorical sentences and images taken from Nature which express fleeting thoughts and feelings reveal the depth of the poem. In this beautiful poem his attachment with Nature is strongly revealed. The language is flowery and the words taking shape into ideas is really superb. The main themes represented here are life, love, beauty, nature, children and so on. Thoughts become sparks and they ride on winged surprises. Luminous thoughts expressed in the poem are innumerable and invaluable.

Freedom of the souls is evident in Nature's creations. All creatures except man live naturally by moving in harmony with Nature. So also the children. Tagore says, "Children are life's aspirations in disguise". They are nearer to heaven according to Wordsworth. The cycle of life goes on for ever. "Faded flower sighs that the spring has vanished forever". The rich look down upon the poor thinking that their wealth is permanent. Tagore says, "My wealth in my life's garden is of the shadows and lights that are never gathered and stored". Freedom is the ultimate that

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every creature wants. Freedom curtailed amounts to death. The poet here says that "the butterfly flitting from flower to flower remains mine. I lose the one that is netted by me".

The poet is a visionary par excellence. His musings give us delight. Similes, metaphors and personifications are strewn all around the poem. We love many things like "tree gazing in love at its own beautiful shadow, love that surrounds you and yet giving you illumined freedom, days like coloured bubbles that float upon the surface of fathomless night, dancing of words upon time's waves, joy rushing into leaves that dance in the air, memory killing the present and offering its heart to the dead past, God watching the play of the children in the dust rather than the worshipping priest, night's kissing on the closed eyes of morning that glows in the star of dawn, maiden's beauty like an immature fruit, unmeaning clouds and ephemeral lights and shadows that become the child's playthings, Words when shrunk forming into the lonely nests of memories" and so on.

Beauty with the Opposites: Many opposites are effectively used to intensify the effect like, "God seeks comrades and claims love while the devil seeks slaves and claims obedience. The tyrant claims freedom to kill freedom. The wind tries to take the flame by storm only to blow it out." We know man becoming tired of earth, craves for paradise. But here we find "gods, tired of paradise, envy man". Other contrasting lines which give delight to our heart include, "The spirit of death is one but the spirit of life is many. Clouds are hills in vapour whereas hills are clouds in stone. While God waits for His temple to be built of love, men bring stones. God honoured me with his fight when I was rebellious, He ignored me when I was languid".

Beauty with the Similes, Metaphors & Personifications: Similes, Metaphors and Personifications add splendour to the thoughts and ideas. The poem "Fireflies" is full of beautiful similes and metaphors that glorify the lines. Similes are the expanded metaphors and metaphors are the implied similes. **Similes** include, "I touch God with a song as the hill touches the sea with its waterfall. My heart today smiles at its past night of tears, like a wet tree glistening in the sun after the rain is over. Careless gifts of a moment are like the meteors of an autumn night. April, like a child, writes hieroglyphs on dust with flowers, wipes them away and forgets. Sorrow that has lost its memory is like the dumb dark hours that have no bird songs but only the cricket's chirp. The darkness of night, like pain, is dumb and the darkness of dawn, like peace, is silent" and so on.

Metaphors include, "Darkness is the veiled bride, dawn is the many coloured flower and the sun is the simple light fruit. Days are coloured bubbles, forests are the clouds of earth, the tree is a winged spirit released from the bondage of seed, faith is the bird that feels the light" and so on.

Personification: Attributing human qualities to the animals or the inanimate objects is called Personification. We see "the **cloud laughing** at the emptiness of the rainbow and the latter answering back that it is as real as the sun himself. The faded **flower**

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sighs that the spring has vanished for ever. We see the **wind sighing** "Alas" etc." Other beautiful Expressions include, "We see the **cloud giving** all its gold to the departing sun, the **sky longing** for the earth's green, the **lamp waiting** eagerly for the flame's kiss in the night, the **stars crowding** round the virgin sky, light **finding her treasure** of colours through the antagonism of clouds, the **pond sending up its lyrics** from its dark in lilies, the **jasmines lisping** of their love to the sun, the **soil keeping the tree** tied to her in return for her service, **dreams building their nests** in the drowsy dark caves of the mind with fragments dropped from day's caravan, **Spring's scattering** of the petals of flowers just for the moment's whim, **words dancing** upon the time's waves, mind's underground **moths taking a farewell flight** in the sunset sky with their flimsy wings, **bigotry trying** to keep truth safe with a strong grip of its hand killing it, **Spring hesitating** at Winter's door, **love offering** her surrender in flowers, **dawn playing** her lute before the gate of darkness, fireflies **making the stars wonder** by twinkling among the leaves, the **shy shadow loving the sun** in silence, **hills becoming the gesture of despair** for the unreachable, seeing **the air's invisible dance** and the secret heart-beats of the sky, the **world speaking** to us in pictures and **the soul answering** in music, the **desert being imprisoned**, the wall of its unbounded barrenness, the **glow worm** never knowing that stars are in the sky, the **flower bringing** with it the **message** of the immemorial seed, **work finding** its fulfilment in the depth of leisure, **mistakes living** in the neighbourhood of truth, **thoughts perching** upon songs, **the soul losing** itself in the silent heart of a tree" etc.

Shining Truths: Many truth studded lines are given by the poet through the examples of flowers, trees, grass and so on. Some include, "The burden of self is lightened when I laugh at myself. The flower which is single need not envy the thorns that are numerous. We gain freedom when we have paid the full price for our right to live. We thank the trees that make our lives fruitful, but fail to remember the grass that keeps it ever green" etc. The tone of optimism is reflected in the line "the day will break and truth will appear." Everything on the surface of the earth is the creation of God only. But "man claims God's flowers as his own when he weaves them in a garland". Shadows and lights which cannot be gathered become wealth "in my life's garden".

Divine expressions: Tagore prays to God in many ways. All his words and actions are directed towards God. Some divine expressions include "One who does good comes to the temple gate, he who loves reaches the shrine. While God waits for His temple to be built of love, men bring stones. My offerings are too timid to claim your remembrance, and therefore you may remember them. I am able to love my God because He gives me freedom to deny Him. God loves to see in me, not his servant, but himself who serves all. God in his temple of stars, waits for man to bring him his lamp. I have listened to catch the music of thy play, and I am glad".

Tagore expresses his views on children, love, life, beauty, nature and world.

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About Children: "The innocence of the children is expressed well. With the ruins of terror's triumph, children build their doll's house. From the solemn gloom of the temple, children run out to sit in the dust, God watches them play and forgets the priest".

About Love, Life & Beauty: Love and beauty are related to each other. We all love beauty and beauty is truth and truth is beauty, according to Keats. Tagore, the poet who wrote "Gitanjali" expresses his love for God and love for Nature and humanity. "In love I pay my endless debt to thee for what thou art. Life's errors cry for the merciful beauty that can modulate their isolation into a harmony with the whole. Love is an endless mystery. Beauty is truth's smile. In the shady depth of life are the lonely nests of memories that shrink from words. Let my love find its strength in the service of day, its peace in the union of night".

About Nature: Nature is the open book and it reveals God's presence. Mountains, forests, rivers and seas are the manifestations of God. "In the mountain, stillness surges up, to explore its own height. In the lake, movement stands still to contemplate its own depth. The tree is bound to the earth and the bond is so strong that its emancipation from the bondage is no freedom at all".

About the World: Tagore is of the opinion that the world is always changing. Change is inevitable. Adi Sankaracharya who propagated the school of Advaita, says that what we see is the pseudo-world or midhya. It undergoes change continuously. Here in the lines of Tagore also we find a striking similarity with Sankara's words. "The world is the ever- changing foam that floats on the surface of a sea of silence. God's world is ever renewed by death, the world knows that the few are more than the many."

Symbolism: Lighting of the lamp stands for acquiring knowledge. Darkness is ignorance and that can be driven away by lighting the lamp of knowledge.

Singing: The poet longs to sing and so seeks the company of God unlike those who seek for wisdom and wealth. He wishes to offer God the delights that he had felt "in life's fruits and flowers". Unlike many great people who "explored the meaning of thy truth", he has listened and become glad "to catch the music of thy play"

Conclusion: Poetry is nothing but a fascinating use of language in all its splendour. Tagore's poem "Fireflies" is bedecked with many jewels. The ending is philosophical. Whoever that lives merely in time must die, but those who live in love become immortal. The ultimate thing in man's life is to make a journey inside. The external physical body is the abode of the soul for which we try to seek. The poet's prayer to God is that he, after leaving the outer shell, wants to reach within himself the one which is the all "to float away with the drifting multitude upon the current of chance and change."

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Transition in the Status, Images, Roles, and Sensibilities of The Indian Women With Reference to Manju Kapur's "Difficult Daughters."

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Abstract

Manju Kapur is one of the celebrated and noted feminist writers voicing the sufferings of the women living in India through the characterization of her novels. Most of the novels written by Manju Kapur are feminist in nature as they depict very realistically the miserable conditions in which the Indian women have to survive and the struggle they have to make to gain their identity in Indian male dominated society. She is a keen observer of the society of Pre-Independence and the Post-Independence era of India and discusses the life conditions of the Indian women and tries to bring the attention of the whole world towards the unresolved issues of women.

The Pre-Independence and the Post-Independence era brought about a revolutionary transition in the status, images, roles, and sensibilities of the Indian women. In post-Independence era, the Indian woman who was confined within the four walls of the house started crossing the threshold of the house and struggling to join the main stream of the society. It was a period of realization for her. She was trying to realize what she is and what she could be. She had a sense of victimization and getting ignored in all parts of life. When she realized she is exploited everywhere, she raised her voice against this ill-treatment. She became conscious of her needs and started demanding for it. A great changed has occurred in the lives of the Indian women in both the periods that is vividly recorded by Manju Kapur in her novels.

Keywords: Conflict, Independence, Projection, Restrictions, Modernity etc.

Projection of men as the protagonist of any form of literary writing was and is a very popular tradition in Indian Writing in English. This tradition has an adverse impact on the existence of the characterization of women. It keeps the men always in limelight and ignores the very existence of the women in the writing and their potential is deliberately ignored. Women in such writings are always shown playing minor roles which are not noticed. Manju Kapur is one of the few writers who broke this tradition and projected women in the role of protagonist and through them she tells the story of women's struggle for independence and their exploitation by male dominated society. Manju Kapur's characters like Virmati, Astha and Nisha are the best examples of it.

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Writing on the lives of women, their struggle for independence and their search for identity seem to be the favorite fort of Manju Kapur. Her novels show how the change is occurring in overall thinking of women. Their roles and images are getting changed from a traditionally confined woman into an independent modern woman. Manju Kapur's women characters like Virmati, Nisha and are the best representation of this change taking place in woman's thinking and sensibility and their approach to life. They stop following age old traditions of the old women which limit their lives within the four walls of their houses. This limitation has been imposed upon them by a social system which is ruled by the men folk. These heroines in Manju Kapur's novel fight against this system which suppress their voice and throw them in some corner of their house to live and die as a slave. These women struggle hard to be the part of the outside world where their entry is prohibited. They want independence in everything especially in every decision making process which is related to their lives. They don't want any kind of interference in their lives and if any one tries to impose her or his ideology upon them, it causes conflicting situation such as mother daughter conflict in 'Difficult Daughters'.

All the women characters in her novels are very serious and conscious about their education. It is their belief that it is the education which will open the door of progress and end the sufferings of their lives. It will also give them the social status and social worth which they deserve but denied to them. They know that education will bring them freedom. Freedom is like a wine which they want to enjoy. Education brings in them the awareness that women can be something more than a wife, mother and sister of someone. They realize that if they educate themselves, they need not rely upon their men for survival. These women are least interested in playing the hackneyed role of a house wife breathing and dying in serving the families and carrying the burden of age-old traditions which kill their progress.

Virmati's struggle for independence in Manju Kapur's 'Difficult Daughter'

The history of Virmati, the protagonist of the novel, can't be complete without the mention of Shakuntala her cousin. Shakuntala is an education loving girl. Love for education becomes a sign of being a modern for her. Shakuntala also wants to be an independent modern woman. She too dies to enjoy the wine of freedom. She becomes the first girl from Lala Diwan's family who goes to Lahore for study. She does her M.Sc. and works as a teacher. Shaku is the best example which shows how women of her time were coming out of their old mentality and long locked doors of their minds to accept the change. Her family is highly traditional one. Kasturi, her aunt and her mother, Lajwanti, are typical traditional women. They oppose Shakuntala's education. Due to education, her marriage is delayed which makes her a subject of criticism. But she does not bother about this criticism. She is happy with her bachelor status. Whenever she comes to home from Lahore, she has to listen to the insulting remarks of her family members specially her aunt, Kasturi. Everyone in

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the family wants her to marry. But she pays no attention to their talk. Her aunt Kasturi remarks:

'Still, it is the duty of every girl to get married,' remarked Kasturi mildly. (P. 15)

Women in Shakuntala's family believe that the ultimate goal of every woman's life is to get married and take care of their homes. But Shakuntala's thinking is completely contrary to their ideology. She wants to be free like butterfly. She denies all restrictions and limitations on her life.

Shakuntala is modern not only in thinking but also in overall appearance. Her physical appearance shows her love and attraction for the modern styles of living. She stops dressing herself like a traditional woman. With her thinking, changes her style. Ladies with traditional mind set do not appreciate this change. They think that the life in Lahore has polluted her mind. They don't accept this change because they think that it spoils the sanctity of their traditional life. About Shakuntala's dressing, Kasturi her aunt remakes:

"Her dress too had changed from her Amritsar days. When they went visiting she wore her saris in Parsi-style, as Shakuntala called it, with the palla draped over her right shoulder. The saris were of some thin material, foreign, with a woven silk border sewn onto them. The blouses were of the same thin material, with loose sleeves to the elbows. She wore her hair with a side parting, smoothed over her ears into a bun at the back. Her shoes were black, shiny, patent leather with high heels. Her jewellery consisted of a strand of pearls, a single gold bangle on one arm, and a large man's watch on the other.

'She's become a mem,' Kasturi said disapprovingly. (P. 16)

Virmati, Kasturi's daughter, is full of appreciation for Shakuntala's new ways of life. She also wants to dress like her. She too wants to enjoy the taste of modernity which she finds in Shakuntala's behaviour and living. But she can't do it because she is afraid of her mother. She expresses her fear of her mother:

"I studied too but my mother would have killed me if I had dared even to want to dress in anything other than was brought to me." (P. 17)

It shows the strong hold of traditionalism on Virmati. Since her childhood, Virmati is very much drawn towards Shakuntala. She tries to copy every action of her cousin. She wants to come out of her traditional life and enjoy her life as Shakuntala does. At the same time she is aware of the fact that her traditional family will not approve it. She tries to make them understand how useful it is to go with the change. But, the understanding of her family members is very limited like their limited and controlled life. Their thinking can't go beyond home and marriage. Their thinking ends where their daughters' start. We come to know about this poor understanding of Virmati's family from her conversations with Shakuntala. Shakuntala says:

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'These people don't really understand Viru, how much satisfaction there can be in leading your own life, in being independent. Here we are, fighting for freedom of the nation, but women are still supposed to marry, and nothing else.' (P. 17) Shakuntala says that now the time has changed and with this change the women have to change. Gandhi's ideology has brought about a great change in the thinking of women. Now women are coming out their houses and giving active participation in Independence movement with a sense of pride. Virmati's family is completely ignorant of this change. The family remains there where it had been years ago.

Shakuntala's life in Lahore is completely contrary to her life at her native. The activities she does are beyond the imagination and thinking of her family. They don't have a taste of it also. About her activities in Lahore, she comments"

"We travel, entertain ourselves in the evenings, follow each other's work, read papers, attend seminars. One of them is even going abroad for higher studies." (P. 17)

Virmati is very much fascinated and obsessed with the glamorous life of Shaku in Lahore. Lahore's life calls her again and again. Virmati becomes restless at this call. She is eager to drown herself in the wine of freedom. She wants to enjoy all the activities which Shaku does and enjoy. She does not want to act on the instruction of others. She wants a self ruled and self instructed life. She wants that no one should instruct her how to lead her life. But she finds herself helpless before her traditional family with a typical traditional mother.

Shakuntala's frequent visits to Virmati's house irritate Kasturi a lot. Kasturi does not hold a very good opinion about Shaku. In her eyes she is a spoiled daughter. It is her fear that the frequent meeting of Shaku may misguide her daughter and spoil her whole life. That's why she wants to keep her daughter, Virmati, away from the evil spell of Shaku. Once, Shaku comes to see Virmati. During this visit Virmati becomes very emotional and expresses her desire to go to Lahore. When Shaku is ready to leave, Virmati holds Shaku and expresses her strong desire to accompany her:

'Maybe I will also one day come to Lahore, Pehnji,' she wept. 'I wish I too could do things. But I am not clever. (P.18)

Shaku understands Virmati's strong desire and encourages her saying:
'*Aree*,' exclaimed her cousin patting her on the back, 'times are changing, and women are moving out of the house, so why not you?' (P. 18)

There is no doubt that it is Shakuntala who planted the seeds of ambition in Virmati. It is Shaku who teaches Virmati to fly like a butterfly. Shaku becomes a role model for Virmati. She is very much impressed by Shakuntala's ideology of modernity.

Virmati is aware of the fact that it is the education which will change her and make her like her cousin, Shaku. But born and being brought up in a highly traditional family, she receives poor response from her family for her education. Because the

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family thinks that women in their family should take only practical education and get married. At the same time they fear that too much education may spoil their thinking which is not good for the long cherished traditions. Kasturi is well educated but she does not support her daughter's education. This negative attitude causes mother daughter conflict. This conflict is best shown when Kasturi's body gets depleted on her 11th delivery and so she is shifted to Dalhousie. Virmati accompanies her mother there. When Virmati complaints how her studies are suffering on account of her brothers and sisters, Kasturi does not like this remark. Kasturi scolds Virmati in harsh words:

"Leave your studies if it is going to make you so bad-tempered." (P.21)
Virmati tries to convince her mother about the significance of her study and how it can change her life by putting the example of her cousin, Shaku. Kasturi gets annoyed at her daughter and expresses her anger:

'Now it is you who are eating my head. What good are Shaku's degrees when she is not settled? Will they look after her when she is old?' demanded Kasturi irritably." (P. 22)

Kasturi does not entertain the fuss of Virmati about education. On the contrary, she reminds her about the real business of her as a woman. Kasturi remarks: "It hardly made a difference to the real business of her life, which was getting married and looking after her own family." (P. 22)

Shakuntala's company develops a free spirit and free thinking in Virmati. She breaks all traditions of the family and marches on the new path of modernity. She takes her own decision. She does not care what the family will think of her? She does not care what the world will think of her? She thinks after all it is her life. She will decide how to enjoy it. She looks for a control on her destiny. After her failure in BAFT exams, family decides to marry Virmati with a canal engineer, Indrajeet. Virmati rebels against this imposed choice of her life partner. Because she doesn't want to marry a person who is not her choice but imposed one. Like every modern woman she too wants a right to marry with a person whom she loves. She fights against this family with full might. But this denial causes a mother daughter conflict. She tries to convince her mother that she is not willing to marry Indrajeet. All her efforts get failed and eventually she gets engaged to Indrajeet. One of the striking reasons of her denial is that she wants to perform some other responsibilities which go beyond marriage.

The coming of a person named 'Professor' adds fuel in the mother daughter conflict. Virmati's life becomes more controversial and stormy when a person named 'Professor' comes in her life. He comes as a tenant in the house of Virmati. She falls in love with him who is already married. For Virmati Professor's love is more stimulating than Indrajeet's. She gets herself tangled in the web of Professor's love. She compares between her fiancé and the professor and finds the second to be the best one because he is her choice and not an imposed one. That's why she denies

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marrying Indrajeet. She requests her to marry her younger sister and give up the thought of her marriage. She becomes mad in love of Professor. To keep control on the uncontrolled behaviour of Virmati, the family locks her in a godown. Her grandfather comes know about her love affair with the professor through some clandestine love letters which accidently fall in his hand. Virmati feels extremely unhappy to know that his wife is pregnant. So she decides to break her relations with him and continue her studies in Lahore. She writes to him:

"I am going to Lahore to do my BT. I want to be a teacher like you and Shakuntala pehnji."(P. 99)

In Lahore Virmati enjoys a different taste of life. Lahore adds a new meaning to her life. It is in Lahore she meets a girl named Swarnlata who becomes her roommate. Swarnalata's thinking influences Virmati's thinking. Swarnalata's active participation in social and political matters wonders her. In Swarnlata, she finds a good friend who supports during all odds. It is the period when the independence movement is in full swing and there is turmoil everywhere. In such a period of turmoil, the thought of professor does not give up company of her mind. Professor comes to know about Virmati's stay in Lahore. Their meetings continue in Lahore. Harish manages a room where they meet, talk and love clandestinely. Virmati becomes pregnant. She wants him to marry her but all the times he gives his excuses. Virmati, however, succeeds in aborting her child by sailing a gold bangle given by her father.

When Virmati finds that her lover, Professor, avoids the responsibility of a child and not showing any interest in marrying determines to break her relations with him. After this incident, she moves to Sirmaur, a hill station in Nahan which writes some new pages of history of Virmati's life. She gets appointed as the Principal of the Pratibha Kanya Vidyalaya. At this point, her mother gets confused over sending Virmati to this place. But her grand -father supports her. For the first time she feels that she is independent and her search for identity is satisfied. Finally she finds her own room where she can live and rule. But this phase does not last long. Professor comes and disturbs the life of Virmati once again. Professor spends whole night with Virmati at her quarter. The school management comes know about this affair and dismisses her.

Professor's visit disturbs her life and throws her in fire into dust situation. She wants to go back home. But she can't and with what face? She wants to marry him but he can't. Her life becomes full of inabilities. In order to save herself from defame, she decides to go Shantiniketan, her next option. Fortunately, she has to change the train in Delhi where she meets Professor's poet friend. She tells her about her helplessness. The poet friend calls the Professor and asks her either to marry her to lose her permanently. Eventually, Professor marries her and brings her home as her second wife. The suffering of Virmati does not end here. At Professor's house, she is received with a cool welcome. Ganga, professor's wife, becomes hostile to her

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and ill-treats her and on other side his mother shows her back to Virmati. Virmati feels lonely in the crowd. No one meets her and the children in the family are not allowed to meet her. She is deliberately isolated in her room. Her entry in the kitchen is strictly prohibited. Soon, she becomes pregnant. Her pregnancy develops some soft corner in her mother in laws heart and enhances Ganga's hostility. Her suffering gets further intensified when her child gets miscarriage.

Mother daughter conflict continues even after her marriage. Virmati's family resides in the same town in another lane. Once she goes her house with the thinking that the family would have forgotten her past and would accept her with whole heart. But soon she gets disappointed the way her mother Kasturi treats her. She finds that the changed time has not added honey in their relationship but it made their relationship bitter. The harsh conversation between mother and daughter shows their conflict:

'Get out of here! Why bother to come now?' Kasturi's harsh words hit Virmati, and she bent her head, hoping this was just the initial reaction, her mother was understandably hurt.

'Didn't you hear me?'

Virmati remained standing. Kasturi came closer. 'It would have been better if you had drowned in the canal than live to disgrace us like this.'(P. 220)

Her mother treats her like an enemy who is ill wisher of her family. She can't forget how Virmati made them suffer. How she disgraced the whole family. Virmati's misadventure makes her mother flint hearted who does not feel any sympathy for her daughter and not willing to see her daughter's blackened face. She expresses her strong annoyance and hatred that holds Virmati responsible for the destruction of the family. She shouts:

"You've destroyed our family, you *badmash* you *randi*! You have blackened our face everywhere! For this I gave you birth? Because of you there is shame on our family, shame on me, shame on Bade Pitaji! But what do you care, brazen that you are! (P. 221)

Kasturi remains hostile to Virmati throughout her life. The bitterness in their relations goes with the time. When Kasturi loses her husband during communal riots in partition, Virmati comes to console her mother. She gets shocked and gets disappointed when Kasturi holds her responsible for her husband's death. On the next day Virmati's grandfather dies due to shock of his son's death. Professor wants that she should accompany her but she denies for coming. She tells him that her deeds have made her the most unacceptable guest to her family.

At professor's house, her ill treatment continues. It hurts her a lot. Following quote shows how she is treated at home:

At home, things continued the same. If it rained, her things were never brought in. If Dhobi came while she was in school, her clothes were never given. If she was late coming home, there was never any food kept for her. Whenever she tried

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to play any other children, it was 'Giridhar, come here. Don't disturb your new mother.' Or to Giridhar, when she was with the professor, 'Go quietly to your Pitaji. See that you don't make your new mother angry. She is the one you have to love now.' (P.230)

Partition of the country brings about the partition between professor and his first wife and reunion with his most loved second wife. Partition causes communal riots between Hindus and Muslims which make the place hot and insecure to live in. For security purpose, Professor sends his first wife and mother to Kanpur who never comes back. Virmati is called back from Lahore. When she comes back home, she finds none at home. For the first time she feels completely free in her home. She feels independent. She feels the home is hers only in the real sense. She tries to wipe out all the memories of Ganga. After partition, the family gets shifted to Delhi Where the Professor works as the Principal. Virmati gives birth to a daughter named as Ida. Ida grows and gets married. But her marriage proves to be a disastrous marriage.

Virmati lives for herself and does what her conscience tells. Finally like every other traditional woman finds satisfaction in marriage with Professor. She struggles against the society to legitimatize her marriage with the Professor. Virmati becomes a symbol of change taking place in the thinking of women in India during freedom struggle. But one thing is very clear that Virmati's rejection of the traditions and the acceptance of modernity causes chaos in her life and makes her suffer. To her family, Virmati the name itself becomes subject of disgust and disgrace. That's no one in the family wants to follow her. Even her daughter, Ida, shows no interest in following her mother as an ideal.

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Alex Wheatle's *Brixton Rock*: A Captivating Tale of Identity, Resilience, and Belonging

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Abstract

This article delves into the captivating novel *Brixton Rock* by Alex Alphonso Wheatle, exploring its themes, metaphors, and the author's unique writing style. Set against the backdrop of the vibrant Brixton neighbourhood in London, the narrative weaves a powerful story of identity, resilience, and the universal search for a place to call home. Wheatle's storytelling prowess shines through as he deftly navigates the narrative, skillfully unravelling the tapestry of themes interwoven throughout *Brixton Rock*. Each theme serves as a gateway, offering glimpses into the intricacies of the human experience and compelling us to reflect on our own lives. From the search for identity and belonging to resilience in the face of adversity, Wheatle's exploration of these universal themes resonates deeply within our souls.

Keywords: Wheatle, Brixton Rock, identity, resilience, belonging, metaphor

Introduction:

Brixton Rock takes readers on a poignant journey through the life of Brenton Brown, a young man grappling with questions of identity and belonging. Born in a Jamaican orphanage and raised in a series of foster homes, Brenton's longing for connection and a sense of self intertwines with the vibrant tapestry of the Brixton community. Wheatle's narrative immerses readers into the gritty streets, diverse cultures, and the spirit of resilience that permeates Brixton (Heidemann 61). This literary gem beckons us to embark on an immersive journey where universal truths and human experiences unfold before our eyes. As we delve into its pages, we discover the power of literature to transcend boundaries, deepen our understanding of the world, and forge connections that resonate within the souls of the readers.

Themes:

Themes, in their essence, act as threads that weave the intricate tapestry of the story, delving into the depths of the human experience. As readers immerse themselves in *Brixton Rock*, they encounter the exploration of themes such as identity, resilience, and the quest for belonging. Wheatle expertly crafts these themes to resonate not only with the characters within the narrative but also with the readers

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themes. By examining the complexities and nuances of identity, the author invites readers to reflect on their own sense of self, prompting introspection and empathy. The themes employed by Wheatle in *Brixton Rocks* are as stated below:

i.   Identity and Belonging:

Wheatle expertly explores the struggles of individuals caught between two worlds. Brenton's search for his roots, his struggle to reconcile his Jamaican heritage with his British surroundings, and the challenges he faces in forging a sense of self from the heart of this theme.

It is while Brenton is still learning to be Brixtonian that he encounters his 'nemesis', Terry Flynn. Brenton initiates a longstanding feud with Flynn after he punches Flynn for calling him a "liccle half-breed" at a blues party (Wheatle 19). "'Mashing up Terry Flynn has turned you into a celebrity'" (Wheatle 249)

The core theme of navigating between two worlds becomes a compelling backdrop against which Brenton's personal growth and self-discovery unfold. Wheatle's expert portrayal of the inner turmoil and external conflicts faced by Brenton serves as a poignant reflection of the human experience—our yearning to belong, to understand our roots, and to reconcile the diverse facets of our own identity (Heidemann 63).

Throughout the novel, readers witness Brenton's journey of self-acceptance and his struggle to find a place where he can truly belong. Wheatle's nuanced exploration highlights the inherent tensions that arise when cultures collide, and identities intersect. It invites readers to reflect on their own journeys of self-discovery and the challenges encountered when trying to navigate multiple cultural landscapes.

ii.   Resilience and Survival:

Resilience, another prominent theme within the novel, serves as a pillar of strength for the characters as they navigate the challenges of their environment. Wheatle showcases the indomitable spirit of the Brixton community, illustrating how individuals from diverse backgrounds can find solace, support, and resilience in the face of adversity. This theme, in turn, inspires readers to contemplate their own capacity for resilience and find inspiration in the triumphs and tribulations of the characters.

Through the vivid portrayal of Brixton's multicultural community, Wheatle depicts the strength and resilience of individuals navigating adversity. From the harsh realities of urban life to the systemic injustices they face, the characters in *Brixton Rock* demonstrate remarkable resilience in facing challenges (Evaristo 335).

iii. Coming of Age and Self-Discovery:

Brenton's journey from adolescence to adulthood unfolds with a rawness and authenticity that resonates with readers. As he grapples with his past, confronts societal expectations, and embraces his individuality, Wheatle explores the universal themes of self-discovery and personal growth.

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White people treat me like I'm totally black – they don't see the white in me. But blacks […] have noticed that some of my features are white. […] I suppose I'd rather be fully black anyway (Wheatle 34).

Throughout the novel, readers witness Brenton's journey of self-acceptance and his struggle to find a place where he can truly belong. Wheatle's nuanced exploration highlights the inherent tensions that arise when cultures collide, and identities intersect. It invites readers to reflect on their journeys of self-discovery and the challenges encountered when trying to navigate multiple cultural landscapes.

Metaphors:

Wheatle's adept use of metaphors enriches the narrative, allowing readers to delve deeper into the emotional and psychological landscapes of the characters. The neighbourhood of Brixton itself becomes a metaphorical space, symbolising the complexities and contradictions of urban life. Its vibrant streets, bustling markets, and diverse communities mirror the multifaceted nature of identity and the interconnectedness of its inhabitants.

Additionally, Brenton's journey through the maze-like corridors of the Department of Social Security serves as a metaphor for the bureaucratic hurdles that many marginalised individuals face, highlighting the systemic challenges embedded within society.

Analysis of Writing Style:

Wheatle's writing style is characterised by its authenticity and evocative language. If we analyse his writings, we can experience that he captures the essence of Brixton's multicultural community through richly descriptive prose, transporting readers to the heart of its streets. The use of dialect and slang adds an extra layer of realism, immersing readers in the vibrancy and diversity of the neighbourhood.

Wheatle's narrative is driven by a compelling plot, punctuated by moments of introspection and introspective passages that delve into the inner thoughts and emotions of the characters. Through a skilful balance of dialogue, narration, and introspection, Wheatle creates a dynamic storytelling experience that keeps readers engaged from start to finish.

Wheatle's writing style is marked by authenticity and an unwavering commitment to truth. His characters breathe with life, their voices resonating with genuine emotions and experiences. Through his prose, Wheatle pays homage to the rich cultural heritage of Brixton, capturing its pulse and spirit while also shining a light on the harsh realities faced by its inhabitants. This unique writing style not only engrosses us in the story but also provides a powerful platform for examining societal issues, fostering empathy, and igniting conversations that transcend the pages of the book.

Conclusion:

Brixton Rock is an extraordinary literary work that delves into the complexities of identity, resilience, and belonging. Through Wheatle's masterful

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storytelling and evocative prose, readers are transported to the vibrant streets of Brixton, where the search for self and a sense of place intertwine with universal themes of growth and survival. With its powerful themes, striking metaphors, and compelling writing style, "Brixton Rock" stands as a testament to the enduring power of literature to illuminate the human experience and foster a deeper understanding of our shared humanity.

Wheatle's expertise shines through in his exploration of the struggles faced by individuals navigating multiple cultural identities in *Brixton Rock*. Through Brenton's search for roots and the challenges he encounters, the author weaves a powerful narrative that resonates with readers on a profound level. As we accompany Brenton on his journey of self-discovery and reconciliation, we are encouraged to reflect on our own quests for identity, fostering a greater appreciation for the complexities of the human experience.

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English for Specific Purposes (ESP): A Comprehensive Review

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Abstract

English for Specific Purposes (ESP) is a specialized branch of English language teaching tailored to specific disciplines, professions, or purposes. This paper offers a comprehensive literature review of ESP, examining its historical evolution, usage in specialized contexts, tasks, and implications. Over the past three decades, ESP has emerged as a learner-centric approach, catering to the specific needs of learners in various professional or vocational domains. The review begins by tracing ESP's historical trajectory since the 1960s, exploring its development and defining characteristics in each decade. It then delves into the usage of ESP in academia, business, technology, medicine, and other professional domains, highlighting its role in enhancing linguistic competencies and facilitating effective communication tailored to specific demands. Furthermore, the objectives of the study are outlined, including examining ESP's historical development, shifting emphases, role of genre analysis, and variations of genres within ESP. The review of literature discusses seminal works and key concepts within ESP, such as the importance of needs analysis, discourse communities, and genre analysis. It also addresses the evolving emphases within ESP, particularly in terms of linguistic analysis, rhetoric, and the development of study skills. Additionally, the review explores the role of genre analysis in ESP, emphasizing its significance in aiding students' understanding and reproduction of specific genres within their professional or academic contexts. The paper concludes by underlining the dynamic nature of ESP and the need for continued research and innovation to inform effective language teaching practices tailored to learners' diverse needs and contexts.

Keywords: English for Specific Purposes (ESP), English language, linguistic competencies, effective communication

Introduction

English for Specific Purposes (ESP) is a specialized branch of English language teaching that focuses on teaching English tailored to specific disciplines,

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professions, or purposes. Unlike General English, which aims at developing overall language proficiency, ESP targets the language skills required for particular contexts, such as academic, business, technical, scientific, or medical fields. This paper provides an in-depth review of literature on ESP, discussing its background, usage, specialized contexts, tasks, and implications.

Over the past three decades, English for Specific Purposes (ESP) has emerged as a rich and productive field. Positioned as a learner-centric approach, its primary objective has been to cater to the specific needs of target learners, fulfilling either their professional or vocational requirements. However, understanding how ESP evolved to serve this aim necessitates delving into its historical trajectory both as a theoretical framework and a research domain. By examining the origins of ESP in response to societal needs and historical contexts, we can gain a broader understanding of its past and present significance, thus illuminating current trends and concepts within the field.

The first segment of this literature review seeks to provide an overview of ESP's origins and historical progression by examining its development and defining characteristics in each decade since its inception in the 1960s. It is important to note that these decades occasionally overlap, as changes in the field are rarely isolated events but rather result from a confluence of factors and interactions.

Background Study about the Usage of English for Special Purposes

In academia, ESP courses serve as invaluable tools for nurturing students' proficiency in language tailored to their respective disciplines. These courses facilitate the development of essential language skills required for navigating academic environments, including the comprehension of specialized texts, the composition of research papers, and active engagement in scholarly discussions pertinent to their fields of study.

The utilization of English for Specific Purposes (ESP) has permeated various professional domains, spanning academia, business, technology, medicine, and aviation. Within the realm of business, ESP assumes a critical role in honing language proficiencies necessary for effective communication in professional settings. This entails instruction in negotiation techniques, the delivery of presentations, and the crafting of precise and diplomatic professional correspondence, all of which are essential components of successful business interactions.

Technical fields such as engineering and information technology (IT) benefit greatly from ESP, as it equips learners with the specialized vocabulary and competencies essential for comprehending intricate technical documents, crafting detailed reports, and fostering seamless communication with peers and collaborators within the industry.

In the medical profession, ESP serves as a vital resource for healthcare professionals, enabling them to grasp complex medical terminologies, compile accurate patient reports, and foster clear and empathetic communication with patients

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and colleagues alike. This ensures the efficient dissemination of crucial medical information and facilitates collaborative decision-making processes within healthcare settings.

In summary, the widespread adoption of ESP across diverse fields underscores its indispensable role in enhancing linguistic competencies and facilitating effective communication tailored to the specific demands of various professional domains. Whether in academia, business, technology, medicine, or aviation, ESP serves as a cornerstone for empowering individuals with the language skills essential for success in their respective spheres of expertise.

Objectives of the Study:

The objectives of the study are as follows:

1. To examine the historical development and evolution of English for Specific Purposes (ESP) as a theoretical framework and research field.
2. To explore the shifting emphases within ESP over time, particularly in terms of linguistic analysis, rhetoric, and the development of study skills.
3. To investigate the role of genre analysis in ESP, focusing on how it aids students in understanding and reproducing specific genres within their professional or academic contexts.
4. To analyze the communicative purposes and potential variations of genres within ESP, considering factors such as linguistic features, rhetorical strategies, and cultural influences.

Review of Literature

ESP emerged in the mid-20th century in response to the increasing need for English proficiency in specific occupational and academic settings. The seminal work of John Swales in the 1980s laid the foundation for ESP by highlighting the importance of discourse communities and genre analysis in language teaching. Swales' concept of "discourse community" emphasized the role of language in constructing and negotiating meaning within specific professional or academic contexts.

Since then, ESP has evolved significantly, with scholars like Dudley-Evans and St. John emphasizing the importance of needs analysis in designing ESP courses. Needs analysis involves identifying the linguistic, cognitive, and socio-cultural needs of learners within their specific domains. This approach ensures that ESP courses are relevant and effective in addressing learners' communicative needs.

In John's (2013) examination, a collection of sample research papers delineates a notable shift in the emphasis of English for Specific Purposes (ESP) during this era. Initially rooted in statistical grammar accounts, ESP's focus evolved towards a more profound exploration of the interplay between grammar and rhetoric. Despite this shift, discourse analysis within ESP predominantly centered on linguistic aspects, neglecting the development of essential study skills. Consequently, the late 1970s witnessed a distinct pivot, particularly within English for Academic Purposes

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(EAP), where the emphasis shifted towards cultivating and enhancing study skills among learners. This transition underscores the dynamic nature of ESP and its responsiveness to evolving educational needs and pedagogical trends.

Recognizing a specific genre within ESP can assist students in effectively replicating and engaging with it by mimicking the conventions and constraints inherent to the text. Nonetheless, it's important to note that genres may exhibit variations in their linguistic and rhetorical characteristics, yet they all serve a communicative intent. This purpose might evolve over time and exhibit cultural variations, a phenomenon termed "genre volatility" by Johns (2013, p. 11). Furthermore, genres can be interconnected and derived from other genres, contributing to a complex relationship that continually enhances the analysis of genres within ESP.

Detailed Study about the Special Purposes in Using English

English for Specific Purposes also includes domains like English for Medical Purposes (EMP), English for Science and Technology (EST), and English for Legal Purposes (ELP), each catering to the specific language requirements of professionals in these fields. These sub-fields often overlap, highlighting the interdisciplinary nature of ESP.

i) Historical Development and Evolution of English for Specific Purposes (ESP)

The historical development and evolution of English for Specific Purposes (ESP) as both a theoretical framework and a research field have been characterized by significant milestones and shifts in emphasis. Originating in the mid-20th century to meet the language needs of learners in specialized contexts, ESP has undergone considerable transformation in response to changing educational, professional, and societal demands. Initially, ESP emerged as a pragmatic response to the growing need for English proficiency in specific occupational and academic settings. Early proponents, such as John Swales in the 1980s, emphasized the importance of discourse communities and genre analysis in language teaching, laying the foundation for ESP as a discipline grounded in linguistic analysis and discourse-based pedagogy. Over time, the field has witnessed a transition from a primarily linguistic focus towards a more interdisciplinary approach, incorporating insights from fields such as sociology, psychology, and education. Dudley-Evans and St. John's work in the late 20th century underscored the significance of needs analysis in ESP course design, highlighting the importance of tailoring language instruction to learners' specific communicative needs within their professional or academic domains. Moreover, the advent of technology has revolutionized ESP pedagogy, enabling the development of innovative instructional materials and digital tools to enhance language learning outcomes. In recent years, there has been a growing recognition of the socio-cultural dimensions of ESP, prompting researchers to explore issues of identity, power, and intercultural communication within specialized language contexts. As ESP continues to evolve in response to emerging trends and challenges in global education and

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communication, scholars remain engaged in advancing theoretical frameworks and conducting empirical research to inform effective language teaching practices in specialized domains.

ii) Shifting Emphases within ESP

The evolution of English for Specific Purposes (ESP) has been marked by shifting emphases, particularly concerning linguistic analysis, rhetoric, and the development of study skills. Initially, ESP was predominantly concerned with linguistic analysis, focusing on the specialized vocabulary and language structures specific to various professional or academic fields. This linguistic approach aimed to equip learners with the language proficiency needed to comprehend and produce texts within their specialized domains. However, as the field progressed, there was a notable shift towards incorporating rhetorical analysis into ESP pedagogy. Scholars recognized the importance of teaching not only the linguistic features but also the rhetorical conventions and discourse patterns characteristic of different genres within specific contexts. This emphasis on rhetoric aimed to help learners not only understand the language but also effectively communicate within their professional or academic communities by adhering to genre-specific conventions. The development of study skills emerged as a crucial aspect of ESP, particularly in response to the increasing recognition of learners' diverse needs and learning styles. While linguistic and rhetorical analyses remained central, there was a growing acknowledgment of the importance of fostering independent learning strategies and study skills among ESP learners. This shift reflected a broader pedagogical trend towards learner-centered approaches, where learners are actively engaged in identifying their own learning needs and developing the necessary skills to meet them. Consequently, ESP courses began to incorporate explicit instruction in study skills such as reading strategies, note-taking techniques, and academic writing processes tailored to the specific demands of learners' disciplines.

iii) Role of Genre Analysis in ESP

Genre analysis plays a pivotal role in English for Specific Purposes (ESP) by enabling students to understand and effectively reproduce specific genres within their professional or academic contexts. By examining the conventions, structures, and rhetorical features of genres prevalent in their fields, students gain valuable insights into the communicative expectations and practices within their specialized domains. Genre analysis helps students identify recurring patterns and conventions across different texts, facilitating their comprehension and production of genre-specific discourse. Moreover, by studying genres relevant to their disciplines, students acquire genre awareness, which enables them to recognize and adapt to diverse rhetorical situations they may encounter in their professional or academic careers. Through genre-based instruction, students not only develop language skills but also become proficient communicators capable of engaging with disciplinary discourse in meaningful and contextually appropriate ways. Ultimately, genre analysis in ESP

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empowers students to navigate and participate effectively in their respective professional or academic communities by equipping them with the linguistic and rhetorical competencies necessary to engage with genre-specific texts and discourse practices.

iv) Communicative Purposes and Potential variations of Genres within ESP

Within English for Specific Purposes (ESP), genres serve distinct communicative purposes tailored to the needs of specific professional or academic contexts. These communicative purposes vary depending on the goals and requirements of the genre, ranging from informing and persuading to instructing and documenting. Moreover, genres within ESP exhibit potential variations influenced by linguistic features, rhetorical strategies, and cultural influences inherent to their respective domains. Linguistic features, such as specialized terminology, discourse markers, and syntactic structures, contribute to the clarity and precision of communication within genres. Additionally, rhetorical strategies, including argumentation, description, and classification, shape the persuasive and organizational aspects of genres, reflecting the communicative goals and conventions prevalent in particular fields. Cultural influences further shape genre variations within ESP, as socio-cultural norms, values, and expectations influence the tone, style, and content of genre-specific discourse. Consequently, genres within ESP may exhibit variations in linguistic expression, rhetorical strategies, and cultural nuances, reflecting the dynamic interplay between language, discourse, and culture within specialized domains. Understanding these variations is essential for ESP learners to effectively engage with genre-specific texts and communicate meaningfully within their professional or academic contexts.

Discussion on These Tasks

The study undertaken aimed to explore the historical development and evolution of English for Specific Purposes (ESP) as a theoretical framework and research field, addressing the shifting emphases within ESP over time, particularly focusing on linguistic analysis, rhetoric, and the development of study skills. Additionally, the study sought to investigate the role of genre analysis in ESP, with a focus on how it aids students in understanding and reproducing specific genres within their professional or academic contexts. Furthermore, the study aimed to analyze the communicative purposes and potential variations of genres within ESP, considering factors such as linguistic features, rhetorical strategies, and cultural influences.

The findings of the study revealed a significant evolution in ESP from its inception to the present day. Initially emerging as a response to the growing need for English proficiency in specialized contexts, ESP has transitioned from a predominantly linguistic-focused approach to a more holistic pedagogical framework encompassing rhetoric and the development of study skills. This evolution reflects a broader trend towards learner-centered approaches in language teaching, emphasizing the importance of equipping learners with the necessary linguistic,

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rhetorical, and strategic competencies to thrive in their professional or academic domains.

The study contributes to our understanding of ESP as a dynamic and interdisciplinary field, providing valuable insights into its historical development, pedagogical approaches, and the role of genre analysis in fostering communicative competence within specialized contexts. The findings underscore the importance of considering linguistic, rhetorical, and cultural factors in ESP instruction, as well as the need for ongoing research to inform effective language teaching practices tailored to learners' diverse needs and contexts.

Conclusion

In conclusion, this study has provided a comprehensive examination of English for Specific Purposes (ESP), tracing its historical development, shifting emphases, and pedagogical approaches over time. From its origins as a linguistic-focused discipline to its current status as a holistic framework encompassing rhetoric, study skills, and genre analysis, ESP has evolved significantly to meet the diverse needs of learners in specialized contexts. The study has underscored the importance of considering linguistic features, rhetorical strategies, and cultural influences in ESP instruction, highlighting the dynamic interplay between language, context, and communication within professional and academic domains.

Furthermore, the findings of this study emphasize the critical role of genre analysis in ESP, demonstrating its efficacy in helping students understand, reproduce, and engage with specific genres within their fields. By fostering genre awareness and communicative competence, genre-based instruction enables learners to navigate disciplinary discourse effectively and participate in professional or academic communities with confidence. Moving forward, continued research and innovation in ESP are essential to inform pedagogical practices that address the evolving linguistic, communicative, and socio-cultural needs of learners in an increasingly globalized world.

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Portrayal of Feminist Themes in the Chosen Novels by Shashi Deshpande and Nayantara Sahgal-An Analysis

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Abstract

Indian women writing in English has emerged as a momentous phenomenon in the 20th Century. Most of the Indian women writers bestowed their attention towards the issues related to the women. They have been trying to focus on the sufferings of the innocent women who are being subjected to untold miseries and their struggle for identity as women and human beings. The movement which has been termed as 'Feminism' has vouchsafed the Indian women writers to rise their banner of revolt. Shashi Deshpande and Nayantara Sahgal and some other prominent Indian women novelists have narrated against the second-rate treatment meted out to women in the male-chauvinistic Indian society. For the present study, the novels—*The Dark Holds No Terror* and *That Long Silence of Shashi Deshpande* and *The Day in Shadow* and *Rich Like Us of Nayantara Sahgal* are considered. Both have cudgeled against the predicaments and tried to ameliorate the plight Indian women with their insurmountable intent and purpose of writing. With their revolutionary renditions they have taken the movement of feminism to the newer heights.

Keywords: Feminism, Women writing subjugation, prejudice, ameliorate.

The word 'Feminism', implies the manifestation of a movement which attests itself for women's liberation. It strives for an intense identity for women as women and the issues related to them. The gender biased humiliations against women have led to the constitution of feminism. The institutional, societal practices, customs and stigma, which have been vilifying the women physically, psychologically and socially are instrumental for the feminist movement to flourish. According to Oxford Advanced Learners Dictionary, 'Feminism believes that 'women should have the same rights and opportunities as men'. The feminist writers in India have been influenced by the Western ways of protest. This paper intends to indentify the feminist concerns of the two of the most prolific and prominent Indian women novelists, Shashi Deshpande and Nayantara Sahgal. As the scope of the task is whopping, the present paper is confined to the study of two novels each by Shashi Deshpande and Nayantara Sahgal. Both have brazenly tried to combat against the issues which have been afflicting the women.

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Shashi Deshpande is an eminent Indian woman novelist. Her writings are a reaction to how the women are being suppressed and humiliated in the society. Nayantara Sahgal is another prominent contemporary Indian women novelist in English. She is realistic and frank in the portrayal of women characters. The present paper discusses '*The Dark Holds No Terrors* and *That Long Silence* by Shashi Deshpande and *The Day in Shadow* and *Rich Like Us* by Nayantara Sahgal.

Shashi Deshpande's first novel, *The Dark Holds No Terrors* presents Deshpande's view of feminism. It presents the struggle of the women against the oppression and injustice, and man's domination on woman. The protagonist in the novel is Sarita also known as Saru. Saru's mother admonishes Saru regularly with certain dos and don'ts. Her mother's attitude is that of a typical Indian mother who always considers daughter as a liability and son as an asset. This stereotypical attitude of her mother leaves a deep impact on Saru. But Saru is rebellious in nature and becomes a medico against the objection of her mother. She also shows the dent of her will when she marries Manohar also known as Manu, a lower caste boy, against the contention of her mother.

The novel opens with Saru visiting her father after the death of her mother. She has left her parents, defying them and following Manohar. She left her parents fifteen years ago and has returned as a well-established medical practitioner and a mother of two children. She also visits her father's place to escape from the hell of life into which she herself hurled unknowingly, by entering the wedlock with Manohar, a lecturer by profession. Her husband becomes envious of Saru, owing to his low self esteem and his obsessed complex. Saru, a woman of independent temperament, feels disparaged with her husband's barbarous and savage tortures. The rebel in Saru comes to the fore once again and she asserts herself. Her husband's perverted sexuality, her anguish, the feeling of being demeaned by being born as a woman and being treated a subsidiary to man incite her to seek salvation from the sexual brutality and traumatic relationship with her husband and leaves her husband's place. Her individuality, her urge to serve people as a doctor, her indomitable nature led her to proclaim that "My life is my own" (220). The bigoted attitude, and gender discrimination shown by her mother leave a mortifying effect on Saru and makes her nonchalant. She remains indifferent when her brother, Dhruva, dies by drowning in the pond accidentally. It leaves her obsessed with an everlasting guiltiness.

After her marriage, Saru is entangled in another dilemma and she is thoroughly torn between the personal and professional life. She becomes a successful doctor and so becomes independent economically, a situation which her husband Manu can't digest. As a result, he turns out to be a sexual psychopath. With his seeds of jealousy, her married life is gradually thrown a dark shadow. At that juncture of emotional bankruptcy, she visits her father, craving for solace and comfort. But her father's reception of her and his failure to comprehend her emotional state makes the situation even aggravated.

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Saru's disgruntlement in marriage leads her to look for extracurricular relations. As a result, she draws close to Boozie, her teacher in Pediatrics and Padmakar Rao, her classmate. The affairs with these two seem to offer alternatives to her failed married life. She uses her affair with Boozie to achieve even better quality of life and boost her financial status. She develops another extra marital relationship with Padmakar Rao. But this affair gives only provisional relief. "Fulfillment and happiness came not through love alone, but sex, and forme sex was now a dirty word" (133). It dawns upon Saru that suffering and loneliness are an integral part of human predicament. It is Saru's father who asks Saru to brave the facts. She realizes that she has to face the bottom line of life. The 'darkness' which hinders the clear perspective of mind, no longer terrifies her. At last, she has begun to discern herself that dark is not appalling. She wants to break her silence and stamp her identity as a woman. Saru's conviction in her own words "All right, so I'm alone, But so's everyone else…but because there's just us, because there's no one else, we have to go on trying. If we can't believe in ourselves, we're sunk" (220).

Shashi Deshpande's fifth novel, *That Long Silence*, won the Sahitya Academy Award. Jaya, the protagonist in the novel, is typical of those who are inept in articulating. Her father's death is a jolt to her. Jaya's mother, 'Ai's preference for son is discomforting and disappointing to Jaya. Jaya apes silence owing to her childhood displeasure and disgruntlements. Jaya's husband, Mohan is a Junior Engineer in the new steel plant at Lohanagar, is a typical male chauvinistic character. He expects a wife to be duty bound and opines that wife should lead life within the confines set forth by the society. Mohan is materialistic and greedy. He strongly believes that a wife is not supposed to be 'angry' and 'unwomanly' and should accept the ire of the husband silently. Jaya tries to avoid any bickering with her husband which would scuttle their marital harmony and gradually she numbs herself into her usual docile silence. Jaya is made to believe that 'a husband is like a sheltering tree' Accordingly, Jaya mutes all her desires and differences with her husband, Mohan to save her marriage. Mohan's and Jaya's attitudes towards life have never coincided during their seventeen years of married life. This incompatibility in marriage creates huge psychological hiatus between them. Consequent to this, Jaya develops an extramarital relation with Kamat, her neighbor in Dadar flat. Jaya finds answers for her emotional needs from Kamat, who analyses her writings impartially which makes him a good companion to Jaya-- "With this man I had not been a woman. I had been just myself—Jaya" (153). But Kamats untimely death takes Jaya unawares.

Jaya's mechanical life leaves no sense of fulfillment. She is much disenchanted to find her identity as "Mohan's wife, Rahul's, and Rati's mother. Not myself" (69). The lacuna further deepens when one of her novels won prize. Mohan presumes it to be reflecting their own marital life and strongly warns her not to draw upon such material forever after to which Jaya protests with her constitutional silence. Jaya's pursuit to reclaim her identity as a wife, mother and writer makes her cynical

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and keeps on predicting that their marriage would collapse. When they move to Dadar flat later, the 'silence already set about in their marital life, becomes escalated. 'Communication and conversations stop and even the physical intimacy between them fritter away. The culminating point in their marital disharmony comes when Mohan accuses Jaya of her being indifferent to the turbulent times in his profession. Jaya retorts vehemently that Mohan is the reason for ending her career as a writer. Jaya mocks Mohan with a desperate out burst of laughter, which shatters Mohan to the core and he walks out silently. Then, Jaya takes to contemplation of her own self and her behavior. She wants to end all those emotional conflicts with Mohan. She realizes that Mohan is not the sole reason for the end of her career as writer. She admits that she too has her own share to her present predicament. Now she is a changed woman. She realizes that silence in marriage wreaks a havoc and renders it meaningless. Jaya feels, "I will have to erase the silence between us" (192) and decides to break 'that long silence', and wants to go back in to marriage to identify her true self.

As mentioned above, Nayantara Sahgal is another contemporary prominent woman novelist. The ambience and setting in her novels is politics. Her inclination towards the feminist issues is too obvious to ignore. In *The Day in Shadow,* the decadent moral vision, failed understanding between men and women, self-complacency and insensitiveness are the themes in this novel. Simrit, the protagonist of the novel, is a freelance journalist. Simrit's life falls under the shadow of an unhappy marriage and divorce. The divorce ruins her--both economically and emotionally. The important characters in the novel like Simrit, Raj and Ram Krishna are the harbingers of a new social perspective with their struggle against the age-old constraints on women. While Simrit is involved personally in the struggle, Raj and Ramakrishna support her cause and help her to regain her emotional balance and economic self-reliance. The political moves of Sumer Singh, Union Cabinet Minister of State for Petroleum, the social world of Som, a smug business magnate and the intellectual longings of Raj an Indian Christian and independent MP, are brought to a conflict in the novel.

Simrit's travails have begun with her marriage with Som. Much against the wishes of her parents, she has stepped into an outside her caste alliance. What she has thought as freedom turns out to be a bondage. She, an intensely emotional woman, fails to communicate with a thoroughbred commercial like Som. In Som's world of commerce and politics, Simrit feels an outsider. Her passive acceptance of Som's demands makes her soul, writhe in pain. Som's "mania for affluence" deepens the crisis in their lives. Simrit's bitter experiences with Som bring to her life a thorough disenchantment. There is nothing between them except the 'power of money.' At one point in the novel, the novelist says:" Money had been part of the texture of her relationship with Som…Money was, after all, a form of pride even of violence" (60).

Som views her merely as a physical and sexual mate. Unable to compromise to this his attitude, in a desperate and dejected mood, Simrit opts for divorce.

The divorce also brings in an economic crisis in her life. Som traps her into signing the "Consent Terms"---a document which forces tax burden on her. In her innocence, unmindful of practical details, she signs the document and commits herself to pay tax for the shares which would be later transferred to her son, Brij. This is a heavy liability on her finances, for she cannot touch them. This financial constraint adds a sharper edge to her emotional crisis. The central issue in the novel is the divorce-settlement. The struggle of Simrit to wriggle out of the ordeal is the theme of the novel. She is the representative of the victimized women within and outside the wedlock. Commenting on this K. C. Bhatnagar says "The author lashes out at the custom of exploring a divorced woman as a handy convenience for tax purpose" (122). Describing Simrit's predicament, after the divorce settlement, Krishna Rao says, "Her present state of revolutionary emancipation", however, puts her, ironically enough, not in the heaven of freedom but in the unenviable condition of a victim, a sort of trapped animal" (57).

At this juncture, she needs external support. The novelist introduces a major character, Raj, a converted Christian, an independent Member of Parliament. Their encounter occurs at a critical moment in her life wherein she is struggling to build a new life for herself. He possesses the art of communication. He is a liberal with egalitarian ideas. Raj instills moral courage into Simrit and prepares her to overcome the hardships created by her ex-husband, Som. Her innocence and cultural standard attract his attention. Her financial troubles draw his sympathy.

A third major character in the novel is Ram Krishna. Indoctrinated with the Gandhian philosophy, he functions as the spiritual mentor of Raj and Simrit. He acts as a guide and counselor in Simrit's divorce settlement. Rama Krishna sees in Raj and Simrit an ideal couple, who would balance their emotional lives with liberal and social outlook. He finds in them courage, an indispensable quality to lead a good life: "Courage is the most moving thing in the world and these two have plenty of the foolhardy brand" (232). The novel represents the trends in modern Indian politics. The honest and altruistic policies of the pre-Independence times were replaced by those of the self-centered and corrupt politicians, dismantling the very frame work of Indian politics. Summer Singh is typical of this new generation of politicians.

Sahgal's sixth novel, *Rich Like Us*, revolves round the female characters of Rose and Sonali. In the character of Rose, for the first time, we have a woman, non-native, hailing from London. Another important female character is Sonali, a bureaucrat of IAS cadre. During the Emergency, she has been demoted to a lower position. Reacting to this humiliation, she rejects the official status and returns to a way of life, wherein her dignity as a free individual is secure and safe. In the character of Sonali, we find the assertion of woman's individual identity.

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The Emergency affects the bureaucratic set-up. It strikes directly at the functioning of bureaucracy. Sonali, the Joint Secretary in the Union Industries Ministry, is exposed to the difficult situation. She rejects outright the proposal to set up a factory producing a fizzy drink called "Happyola" on the ground that sanctioning license to such a project is against the policy of the government. Consequently, she has been demoted and transferred to her home state, Uttar Pradesh. Adding insult to injury, her classmate, Ravi Kachru, who is junior in service, is promoted to the job of Joint Secretary. Soon, she realizes that the "Happyola Project," is "a child of the Emergency, with a blanket import license that stores underground hidden wares for car manufacture, while machines produced a fizzy brown drink above" (51). Through the character of Sonali, the novelist delineates the battered predicament of upright bureaucrats. It is sad to watch a self-respecting woman humiliated thus.

In the story of Rose, her relationship with two people decides the whole course of her life. One is her intense attachment to her husband, Ram. And the other is the effect of Dev, her step son's hatred towards her. At the time of the novel, Rose has had forty-three years of long association with Ram. Obeying an "Invisible summons," she had left her home and country and followed Ram to India as his wife. For the sake of her love for Ram, she had willingly compromised on her status as a second wife. But she is not sure whether she has any legal right over Ram's property in the event of his death as he was paralyzed and confined to bed after a massive paralytic stroke, Ram has never made any will, leaving her future uncertain. The two major characters in the novel are drawn together in a bond of friendship. Notwithstanding the disparity in their ages, nationality, color and cultural backgrounds, they are the closest of friends. They seek each other's company in times of despair. The novelist shocks the reader by a sudden announcement of the cold-blooded murder of Rose. Rose's dead body is found in a well, a lifeless lump, tied in a sack. Dev's malice towards Rose and avarice for money have reached their ultimate in the merciless killing of Rose.

In the death of Rose, Sonali has lost a trusted friend. She experiences a 'baffling anger' and helplessness, for she knows that the whole truth about Rose's death would never see the light of the day: "It was plain that Rose had been killed and plainer still that Rose's killers would never be brought to justice" (253). In ancient times, women walked to the funeral pyre, led by their inhuman relatives, and blinded by their superstitions. In modern India, Rose has become a 'modern Sati,' burnt down in the fire of man's lust for power and money. Sonali's determination to oppose the Emergency is revealed in her resigning to her job as a Civil servant. Sahgal has invented the character of Sonali: "I had to invent this Civil servant. I have not come across one who spoke out or resigned or did anything at that time" ("An interview with Nayantara Sahgal" 16). Sonali does not end as a mere rebel. She wriggles out of the political quagmire and reaches out to the open fields of knowledge. She takes up an in-depth study of Indian history and culture. She feels:

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"I want to work, immersed in the past, I was preparing all the while for the future…reminding me I was young, alive, with my own century stretched before me waiting to be lived" (266).

To sum up, both Deshpande and Sahgal have vehemently condemned the marginalization and subjugation of women through their novels. Saru, by braving herself to with stand the upsetting consequential facts of life; and Jaya by reconciling herself to the incongruent absoluteness of life, assert their identity in the novels of Sashi Deshpande. Simrit, though, still gropes in 'shadow', being optimistic of the ensuing broad day light and Sonali by resigning to her position as Civil servant and resorting to study the Indian history and culture, they stamp their individuality in Sahgal's novels thus both the novelists stand as votaries for the freedom and liberation of women, and thus establish themselves as true feminist writers.

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English for Special Purposes

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Abstract

English for Special P (ESP) tailors language instruction to meet the specific needs of learners in professional or academic domains, fostering effective communication within specialized contexts. The paper examines key principles of ESP design, including needs analysis, target audience considerations, and task-based learning. Additionally, it highlights the evolving landscape of ESP in response to technological advancements and globalization. By understanding the unique characteristics of ESP, educators can enhance language proficiency and empower learners for success in their specialized fields.

Keywords: Language instruction needs analysis, target audience, task-based learning, and professional communication.

Introduction:

      English for Special Purposes (ESP) has emerged as a dynamic and tailored approach to language instruction, strategically designed to meet the distinctive communicative demands within specialized domains. In this era of increasing globalization and rapid technological advancements, the significance of ESP has intensified, ensuring that learners are equipped with the language skills essential for success in their professional or academic pursuits. This introduction provides an overview of ESP's fundamental principles, emphasizing the crucial role of needs analysis, target audience considerations, and task-based learning in crafting effective language programs. As we navigate the evolving landscape of ESP, it becomes evident that a nuanced understanding of specialized contexts is paramount for fostering clear and impactful communication within diverse professional and academic spheres.

      English for Specific Purposes (ESP) is an approach to language teaching and learning that focuses on developing language skills in a specific context or for particular professional or academic purposes. Unlike general English language courses, ESP tailors its content, materials, and methodologies to meet the specific needs of learners who have a common goal or purpose in using English.

Key features of English for Special Purposes include:

1. Targeted Audience:

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The concept of a targeted audience in English for Specific Purposes (ESP) refers to the specific group of learners for whom the language instruction is designed. Unlike general English language courses that cater to a broad range of learners, ESP identifies a particular audience with shared characteristics, needs, and goals. Here are more details about the targeted audience in ESP:

Professional or Academic Context:
- ESP programs often target individuals within specific professional or academic fields, such as business, medicine, engineering, law, or academia.
- The language instruction is tailored to the linguistic requirements of these fields, addressing the communication challenges encountered in real-world professional or academic settings.

Common Goals and Objectives:
- The targeted audience in ESP typically shares common language learning goals and objectives related to their specific field.
- For example, business professionals may aim to enhance their ability to negotiate, present, or write reports in English, while scientists may focus on communicating research findings effectively.

Language Proficiency Levels:
- The targeted audience in ESP can encompass a range of language proficiency levels, from intermediate to advanced.
- Courses are designed to meet the linguistic needs of learners at different proficiency levels within the specific context of their field.

Tailored Content and Materials:
- ESP instructional materials are customized to match the language demands of the targeted audience.
- Vocabulary, discourse patterns, and language structures are selected based on the specific requirements of the learners' professional or academic domain.

Contextual Relevance:
- The targeted audience's context plays a crucial role in shaping the content and instructional approach of ESP courses.
- Real-world scenarios and tasks within the professional or academic setting are integrated to ensure that language learning is practical and applicable.

Varied Professions and Disciplines:
- ESP accommodates a diverse range of professions and academic disciplines, recognizing that each field has its own unique language and communication norms.
- Whether it's healthcare professionals, engineers, lawyers, or researchers, ESP can be tailored to suit the linguistic needs of diverse targeted audiences.

By precisely identifying and understanding the characteristics of the targeted audience, ESP ensures that language instruction is not only relevant and effective but

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also directly applicable to the specific linguistic challenges faced by learners within their professional or academic domains.

2. Needs Analysis:

Needs analysis in the context of English for Specific Purposes (ESP) is a systematic process of gathering information to identify the specific language learning needs, goals, and requirements of a particular group of learners within a targeted professional or academic domain. This process is crucial for designing and implementing effective ESP courses. Here's a more in-depth explanation of needs analysis in ESP:

Identification of Learners:

Needs analysis begins with clearly identifying the characteristics of the learners, such as their professions, academic disciplines, roles, and language proficiency levels.

Understanding the background of the learners helps in tailoring the language instruction to their specific context.

Defining Learning Objectives:

- Clear learning objectives are established based on the identified needs and goals of the learners.
- These objectives specify the language skills and competencies that the learners should acquire by the end of the ESP course.

Language Skills Assessment:

- A thorough assessment of the language skills required in the learners' professional or academic context is conducted.
- This includes analyzing the need for specific vocabulary, discourse patterns, writing styles, and communication strategies relevant to the targeted field.

Communication Tasks and Situations:

- Identification of the communication tasks and situations that learners are likely to encounter in their professional or academic roles.
- This involves considering real-world scenarios, such as giving presentations, writing reports, participating in meetings, or engaging in negotiations.

Stakeholder Involvement:

- Involving stakeholders, such as employers, industry professionals, or academic experts, in the needs analysis process.
- Input from stakeholders ensures that the ESP course aligns with the expectations and demands of the industry or academic field.

Analysis of Existing Materials:

- Reviewing existing materials, documents, and communication samples from the learners' field to understand the language used in authentic contexts.
- Analyzing these materials helps in identifying linguistic features that should be incorporated into the ESP curriculum.

Learning Preferences and Styles:

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Considering the learning preferences and styles of the targeted audience. Some learners may prefer interactive tasks, while others may benefit more from reading and writing activities. Adapting the course to suit these preferences enhances effectiveness.

Feedback and Surveys:
- Collecting feedback from the learners through surveys or interviews to understand their perceived needs and challenges.
- Learner feedback provides valuable insights into their experiences and preferences, aiding in the refinement of the ESP course.

Ongoing Evaluation:
- Needs analysis is not a one-time process but an ongoing one that adapts to changes in the professional or academic environment.
- Regular evaluation ensures that the ESP course remains relevant and addresses emerging language needs.

By conducting a comprehensive needs analysis, ESP practitioners can tailor language instruction to the specific requirements of the learners, fostering a more targeted and effective approach to language learning within their professional or academic contexts.

3. Contextualized Content:

Contextualized content in the context of English for Specific Purposes (ESP) refers to instructional materials and activities that are specifically designed to mirror the real-world situations and language use found in the learners' professional or academic domains. This approach is essential for making language learning relevant, practical, and directly applicable to the targeted audience. Here's a more detailed explanation of contextualized content in ESP:

Professional or Academic Relevance:
- Contextualized content is directly relevant to the learners' professional or academic context, aligning with the specific field of study or industry in which they operate.
- For example, medical professionals might engage with content focused on patient communication, while business professionals might encounter materials related to negotiations or business writing.

Authentic Language Use:
- Materials incorporate authentic language use patterns, vocabulary, and communication styles prevalent in the learners' fields.
- This authenticity helps learners become familiar with the language they will encounter in their actual work or academic environments.

Real-world Scenarios:
- Contextualized content often presents learners with real-world scenarios and tasks they are likely to encounter in their professional or academic roles.

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- This could involve simulating tasks such as writing reports, conducting presentations, participating in meetings, or engaging in professional correspondence.

Discourse Analysis:
- Instructional materials go beyond isolated vocabulary and grammar exercises to include discourse analysis, focusing on how language functions within specific professional or academic genres.
- Learners are exposed to and practice using language structures commonly employed in their fields.

Industry-specific Vocabulary:
- Vocabulary is selected and presented in context, emphasizing terms and expressions commonly used in the learners' specific industry or academic discipline.
- This ensures that learners acquire the specialized vocabulary needed for effective communication within their professional or academic domains.

Task-based Learning:
- Contextualized content often involves task-based learning, where language skills are developed through activities that replicate real-world tasks.
- Tasks could include writing reports, conducting interviews, analyzing case studies, or any other activity relevant to the learners' field.

Cultural Considerations:
- Materials may address cultural aspects and nuances relevant to the targeted audience's professional or academic setting.
- This includes considerations such as appropriate communication styles, etiquette, and cross-cultural communication within the specific context.

Integration of Technology:

Recognizing the increasing role of technology in various fields, contextualized content may integrate relevant technological tools and resources used in the learners' professions or academic disciplines.

Feedback and Reflection:
- Learners receive feedback on their performance in contextually relevant tasks, promoting reflective learning and improvement.
- This feedback loop helps learners refine their language skills based on real-world application.

By integrating contextualized content into ESP instruction, educators ensure that language learning is not only linguistically rich but also directly applicable to the targeted audience's professional or academic environments. This approach enhances the practicality and effectiveness of language acquisition within specific fields of study or industries.

4. Task-Based Learning:

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Task-based learning (TBL) is an instructional approach that places emphasis on learners engaging in authentic and meaningful tasks as a central part of the language learning process. This method is particularly relevant in the context of English for Specific Purposes (ESP) where learners benefit from practical language application in their targeted professional or academic domains. Here's a more detailed explanation of task-based learning:

Definition of Tasks:
- Tasks in task-based learning are real-world activities or projects that learners would encounter in their professional or academic contexts.
- Examples of tasks include writing reports, conducting presentations, participating in meetings, solving problems, or engaging in negotiations.

Focus on Communication:

TBL prioritizes communication over traditional language forms and structures.

Learners use language as a tool to accomplish a specific task, encouraging practical language application and development of communicative competence.

Authenticity of Language Use:
- Tasks are designed to mirror the authentic language use learners will encounter in their professional or academic fields.
- This authenticity ensures that language learning is directly applicable to real-world situations.

Problem-Solving and Critical Thinking:
- Tasks often involve problem-solving and critical thinking skills.
- Learners not only use language to communicate but also to analyze information, make decisions, and achieve specific goals within the given task.

Task Sequencing:

Tasks are often sequenced to build on each other, gradually increasing in complexity.

This sequencing allows learners to progress from simpler language tasks to more challenging ones, aligning with their language proficiency levels and learning goals.

Language Input and Output:
- TBL involves a balance of language input (exposure to new language elements) and language output (producing language to complete tasks).
- Learners receive language input through preparatory activities and then use this input in their output during the completion of tasks.

Collaborative Learning:

Tasks often promote collaborative learning, where learners work together in pairs or groups.

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Collaboration enhances interpersonal communication skills, encourages peer interaction, and simulates teamwork scenarios often encountered in professional or academic settings.

Real-time Feedback:

Task-based learning provides opportunities for real-time feedback. Educators can observe learners during task completion, offering immediate guidance, correction, and encouragement to enhance language development.

Language Awareness:

Through engaging in tasks, learners develop language awareness by recognizing and understanding language forms and structures in context. This implicit learning process contributes to a more natural acquisition of language elements.

Adaptability to Diverse Contexts:

- TBL is adaptable to diverse contexts, making it suitable for various professional or academic fields within ESP.
- Tasks can be tailored to address the specific language needs and goals of learners in fields such as business, medicine, engineering, law, and more.

Motivation and Engagement:

Tasks are inherently motivating and engaging, as learners see the immediate relevance of what they are learning to their professional or academic aspirations. This motivation contributes to a positive learning experience.

Task-based learning in ESP aligns with the practical orientation of language learning within specific fields. By engaging in authentic tasks, learners not only improve their language skills but also develop the ability to effectively use language as a tool for communication in their targeted professional or academic domains.

5. Discourse Analysis:

Discourse analysis is a methodological approach used in linguistics and language studies to examine and analyze written or spoken language in its social context. In the context of English for Specific Purposes (ESP), discourse analysis plays a crucial role in understanding and teaching the specific language patterns and structures used within targeted professional or academic domains. Here's a more detailed explanation of discourse analysis in ESP:

Definition and Scope:

- Discourse analysis involves the study of language beyond individual words or sentences, focusing on the larger units of communication such as conversations, texts, or written documents.
- In ESP, discourse analysis explores how language functions within specific professional or academic genres, identifying patterns, conventions, and communicative strategies.

Professional Genres:

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ESP often revolves around teaching learners to engage with professional genres, which are specific types of communication common in their fields.

Examples include medical case reports, legal briefs, academic research papers, business proposals, or engineering specifications.

Textual and Contextual Elements:

Discourse analysis considers both the textual elements (words, phrases, structures) and the contextual elements (social, cultural, and situational factors) that influence language use. Understanding the context is crucial for interpreting how language functions within specific professional or academic settings.

Identification of Communicative Strategies:

Discourse analysis helps identify the various communicative strategies employed by professionals or academics in their written and spoken communication. This includes strategies for persuasion, negotiation, description, argumentation, and other forms of discourse relevant to the targeted audience.

Language Functions:

Discourse analysis examines the functions of language within a given discourse, helping learners understand how language is used to achieve specific communicative purposes.

For example, understanding how introductions, conclusions, and supporting arguments are structured in academic papers.

Register and Style:

- Analysis of discourse includes consideration of register (formal, informal, technical) and style (academic, professional, colloquial).
- Learners are exposed to and practice using the appropriate register and style for their specific field.

Cohesion and Coherence:

- Discourse analysis explores how language elements are connected to create cohesion and coherence in a text or conversation.
- Understanding how ideas flow and relate to each other is essential for effective communication within professional or academic discourse.

Cross-cultural Communication:

- For ESP learners engaging in international contexts, discourse analysis may also involve considerations of cross-cultural communication norms and expectations.
- This includes recognizing and navigating cultural differences in language use.

Integration into Curriculum:

- In ESP courses, discourse analysis is integrated into the curriculum to expose learners to authentic examples of discourse within their field.
- Tasks and activities may involve analyzing and producing texts or spoken interactions typical of their professional or academic context.

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Practical Application:

- Learners are encouraged to apply the insights gained from discourse analysis in their own language production, whether it be writing reports, presenting findings, or engaging in professional conversations.
- Discourse analysis in ESP goes beyond language structure and vocabulary, providing learners with a deeper understanding of how language functions within their specific professional or academic domains. This knowledge enhances their ability to communicate effectively and appropriately in real-world situations within their chosen fields..

6. Technology Integration:

Technology integration in the context of English for Specific Purposes (ESP) involves incorporating relevant technological tools and resources into the language learning process to enhance the effectiveness and relevance of instruction. Here's a more detailed explanation of technology integration in ESP:

Interactive Learning Platforms:

ESP courses may leverage interactive learning platforms, virtual learning environments, or learning management systems that facilitate engagement with course content and materials.

These platforms often include features for collaborative activities, discussion forums, and multimedia resources.

Online Resources and Databases:

ESP learners benefit from access to online resources and databases specific to their professional or academic fields.

These resources could include research databases, industry-specific journals, and multimedia content that enrich their understanding of field-related language use.

Simulation and Virtual Reality:

Simulation and virtual reality technologies provide learners with immersive experiences related to their professional contexts.

- For example, medical professionals may use virtual patient scenarios, and business professionals may engage in virtual business negotiations.

Webinars and Online Lectures:

- Technology allows for the integration of webinars and online lectures delivered by experts in the learners' fields.
- This provides access to real-world insights, industry trends, and expert language use within the professional or academic context.

Communication Tools:

- ESP courses may incorporate communication tools such as video conferencing, email, and messaging platforms to simulate professional communication scenarios.
- Learners practice effective written and spoken communication within the technological tools commonly used in their fields.

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Multimedia Presentations:
- Technology enables the creation and delivery of multimedia presentations that mimic real-world professional or academic presentations.
- Learners can practice designing and delivering presentations using tools like PowerPoint, Prezi, or other multimedia presentation platforms.

Digital Writing and Editing Tools:
- ESP learners utilize digital writing and editing tools to enhance their writing skills within their specific domains.
- This includes word processing software, collaborative editing platforms, and grammar-checking tools tailored to professional or academic writing styles.

Language Learning Apps:
- Mobile applications designed for language learning can be customized to address the specific language needs of ESP learners.
- Apps may include vocabulary builders, language exercises, and pronunciation tools relevant to their professional or academic context.

Online Collaboration Projects:
- Technology facilitates collaborative projects where learners work together on tasks relevant to their fields.
- Collaborative platforms, cloud-based document sharing, and project management tools support teamwork and real-world collaboration.

Adaptive Learning Systems:
- Adaptive learning systems use technology to tailor content and activities to the individual needs and progress of each learner.
- This personalized approach ensures that learners focus on areas of language development crucial to their specific professional or academic goals.

Assessment Tools:
- Technology offers various assessment tools, including online quizzes, automated feedback systems, and performance analytics.
- These tools help educators assess learners' language proficiency within the context of their professional or academic domains.

Integrating technology into ESP not only enhances the learning experience but also reflects the evolving communication practices within specific fields. By leveraging technological advancements, ESP courses can provide learners with practical, up-to-date, and relevant language skills for success in their chosen professions or academic disciplines.

7. Globalization Impact:

The impact of globalization on English for Specific Purposes (ESP) is profound, influencing how language is taught, learned, and applied within professional and academic contexts. Here's a more detailed explanation of the impact of globalization on ESP:

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Internationalization of Professions:

- Globalization has led to an increased internationalization of professions, with professionals engaging in cross-border collaborations, partnerships, and communications.
- ESP programs need to prepare learners for diverse linguistic and cultural contexts, emphasizing the development of communication skills applicable on a global scale.

Diverse English Varieties:

As English becomes a global lingua franca, ESP courses must address the diverse varieties of English used in different regions and by speakers with various linguistic backgrounds.

Learners may encounter and need to adapt to different accents, vocabulary choices, and communication styles.

Cross-cultural Communication Skills:

- ESP courses now focus on developing cross-cultural communication skills, helping learners navigate the cultural nuances and expectations present in global professional and academic interactions.
- Understanding cultural differences becomes crucial for effective communication in international settings.

Multinational Work Environments:

- Professionals increasingly find themselves working in multinational and multicultural environments.
- ESP courses incorporate scenarios and tasks that simulate the linguistic challenges faced in diverse workplaces, promoting effective communication within these contexts.

Global Networking and Collaboration:

Globalization has facilitated increased networking and collaboration across borders.

ESP learners need to be equipped with language skills to engage in virtual meetings, online collaborations, and digital communication methods common in global professional and academic settings.

Technological Advancements:

- The globalization of technology has accelerated communication and collaboration across time zones.
- ESP courses integrate technology-related language skills, such as participating in virtual conferences, writing effective emails, and utilizing digital communication tools in a global context.

Access to Global Information:

- Globalization provides learners with greater access to international information and resources.

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- ESP programs incorporate materials from diverse sources, enabling learners to engage with the latest research, industry trends, and global perspectives within their fields.

Standardization of Terminology:

- In certain fields, there is a trend toward the standardization of terminology to facilitate global communication.
- ESP courses may emphasize the use of standardized language and terminology relevant to learners' professions, ensuring clarity and precision in international discourse.

Global Mobility and Migration:

- Professionals and academics are increasingly mobile, moving across borders for work or study.
- ESP courses recognize the linguistic challenges associated with global mobility, preparing learners for effective communication in new linguistic and cultural environments.

Emergence of Global Englishes:

- Globalization has led to the emergence of various Englishes influenced by local languages and cultures.
- ESP courses acknowledge and expose learners to different English varieties, promoting adaptability and flexibility in language use.

Impact on Professional Writing Styles:

- Globalization influences professional writing styles, with an emphasis on clarity, conciseness, and accessibility for a diverse, international audience.
- ESP courses may address these changes in writing conventions to enhance learners' ability to communicate effectively in a global context.

Conclusion:

English for Special Purposes (ESP) stands as a highly effective and tailored approach to language instruction, addressing the unique linguistic demands of learners within specific professional or academic contexts. Through meticulous needs analysis, contextually relevant content and task-based learning methodologies, ESP empowers individuals with the precise language skills essential for success in their chosen fields. As technological advancements and globalization continue to reshape communication landscapes, ESP remains adaptable, integrating relevant tools and strategies to prepare learners for diverse and dynamic linguistic challenges. The prominence of ESP underscores its pivotal role in equipping individuals with the practical language proficiency required for meaningful engagement in today's interconnected world. As we navigate the evolving landscape of language education, ESP remains a cornerstone, ensuring that language learning is not just a general skill but a targeted and purposeful endeavor tailored to the varied needs of professionals and academics.

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Exploring Intimacy in 21st Century India: Analysis of Ira Trivedi's "India in Love: Marriage and Sexuality in the 21st Century"

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Abstract

In this research paper, the most important work of Ira Trivedi's "India in Love: Marriage and Sexuality in the 21st Century" has been critically examined to understand the complex dynamics of relationships, marriage as well as sexuality within modern Indian society.

Trivedi's ethnographic approach examines the evolution of attitudes on love, intimacy and sex expression through a range of intersectional factors from tradition to modernity, society expectations as well as personal agency. Through interviews, surveys, and personal narratives, Trivedi presents a nuanced portrayal of diverse experiences and challenges faced by individuals navigating the intricacies of love and marriage in a rapidly changing social

landscape. Trivedi's observations and arguments are assessed in the light of this paper, which examines their implications for wider debates on gender roles, family dynamics as well as pursuit of individual happiness in India. This paper will contribute to a deeper understanding of the complexity of intimacy and relationships in today's India, by combining Trivedi's experience with those from other scholars.

Keywords: Ethnographic approach, intimacy, modernity, intricacies, complexity

Introduction:

      In Ira Trivedi's ground breaking book, "India in Love: Marriage and sexuality in the 21st Century," examines the intricate tapestry of love, marriage, and sexuality in today's Indian Society. Trivedi's work illuminates a complex labyrinth of interactions between people in the context of India. With meticulous research and compelling narratives, Trivedi not only sheds light on the surface manifestations of relationships but also delves into their underlying dynamics, exploring the shifting sands of tradition and modernity that shape them.

      Trivedi's exploration goes beyond mere observation, exploring the very essence of what it means to love and to be loved in a rapidly changing society. Trivedi reveals the subtle details underpinning these basic aspects of human existence through a thorough analysis of various layers of love and intimacy. In her work, she

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challenges preconceptions and invites readers to embark on an exploration of their own perceptions of love, marriage or sexuality in a way that provokes them to reconsider.

Indeed, Trivedi's contributions extend out of academia and are deeply felt by people dealing with the complexity of today's relationships. Her observations serve as a guide, leading readers through the chaos of societal expectations and personal wishes. Trivedi provides a roadmap to navigate the complicated territory of love and intimacy in today's India, bridging the gap from theory into practical experience.

In this paper, we begin a critical examination of Trivedi's seminal work, its key themes and arguments, which will give us a deeper understanding of the evolution of relationships and sexuality in the 21st century India. In this analysis, we aim to highlight the significant impact of Trivedi's research in shaping public discussion and promoting dialogue on these essential aspects of human existence.

Methodology:

In order to capture the diverse experiences and perspectives of individuals from different social backgrounds, Trivedi adopts a multidisciplinary methodology combining ethnographic research, interviews, surveys, and personal stories. An overview of Trivedi's research methods is given in this section, with a view to assessing their strengths and limitations for studying intimate relationships in India.

Tradition and Modernity: Negotiating Change:

Trivedi examines the intricate interplay between tradition and modernity, highlighting a complex negotiation that is carried out by individuals in their quest for acceptance of love and marriage within Indian context. Trivedi examines the complex tapestry of cultural norms and social expectations that shape relationships, through its examination of delicate threads which combine old values with strong influences from globalization and technology developments. This section carefully examines the ways in which these forces come together to affect individuals' perceptions, behaviour and choice on subjects of love, marriage and sexual orientation with a view to deepening our understanding of the changing pattern of interconnections in contemporary India.

Trivedi's meticulous analysis penetrates the intricate web of gender dynamics within Indian relationships, drawing attention to the pervasive presence of unequal power structures that frequently define marital and sexual interactions. Through an exhaustive examination of her research findings, Trivedi illuminates the insidious influence of patriarchal norms, which systematically curtail women's agency and perpetuate entrenched patterns of gender inequality in the realms of love and marriage.

Trivedi shows how these norms shape and govern society's expectations through an examination of the systems which impede women's autonomy and self-determination in relation to intimacy. Her research not only unveils the multifaceted manifestations of gender oppression but also underscores the urgent need for

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transformative change to dismantle these entrenched power dynamics. Trivedi's incisive analysis makes it clear that she does not merely challenge existing norms, but also advocates a more inclusive approach to relationships which respects individual autonomy and agency of all individuals regardless of sex.

Family and Social Pressures:

Trivedi is exploring the profound influence that families and societal networks have in shaping individuals' decisions on marriage and sexuality. Trivedi traces the multifaceted pressures that individuals are exposed to in order to comply with ingrained societal expectations, which frequently impose a strain on their own happiness and fulfilment. Trivedi provides a glimpse into the delicate, yet powerful forces shaping people's perception and behavior in matters of intimate relationships through an analysis of complex dynamics which play out across family and societal contexts. Her findings show that these pressures make people prioritize conformity over authenticity, leading to a kind of contradiction between societal expectations and individual desires. Trivedi, in her concise survey, has shed light on the challenges that individuals face when negotiating family and social expectations, while advocating better awareness and autonomy to navigate a complicated landscape of love and marriage in India's contemporary society.

Changing Perceptions of Sexuality:

Trivedi's thorough examination delves into the shifting paradigms of sexuality within the contemporary Indian landscape, interrogating entrenched taboos and stigmas that have long shrouded discussions around sex and intimacy. Through her rigorous analysis, Trivedi not only confronts these traditional barriers but also advocates for a transformative shift towards a more open and inclusive discourse on sexuality. By challenging societal norms and cultural inhibitions, Trivedi champions the importance of fostering a culture of sexual education and awareness, recognizing it as pivotal in nurturing healthier attitudes and behaviors towards intimacy. Her research underscores the urgent need to dismantle the pervasive silences and misconceptions surrounding sexuality, fostering an environment conducive to informed decision-making and mutual respect within intimate relationships. Trivedi's initiatives aim to empower individuals with a sense of belonging and agency in order to embrace their sexual identity, fostering society that celebrates diversity while respecting the inherent dignity and worth of each individual.

Conclusion:

Finally, "India in Love: Marriage and Sexuality in the 21st Century" by Ira Trivedi serves as a beacon for illuminating the complexity of intimate relationships in today's Indian society. This paper not only acknowledges the richness of the information offered, but also comprehends the diversity of experiences and challenges encountered by navigating individuals into the realms of love and fulfilment in 21st century India, through critical engagement with Trivedi's research. Trivedi's comprehensive exploration of intimacy transcends mere observation,

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offering profound reflections on the intricacies of human connection amidst the backdrop of societal expectations and evolving cultural norms. By interrogating these complexities, Trivedi's work not only deepens our understanding of contemporary Indian society but also inspires dialogue and introspection, paving the way for meaningful discourse and transformative change in the realms of love and sexuality.

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The Intersection of Nature and Gender in Anita Desai's 'Fire on the Mountain': An eco- feministic study

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Abstract

Anita Desai's novel "Fire on the Mountain" delves into the intricate relationship between nature and gender, providing a profound exploration of eco-feminism. The story follows the protagonist's deep connection with the natural world, showcasing how nature intertwines with her sense of self and femininity. Desai's use of vivid descriptions of the natural landscape mirrors the protagonist's inner journey, making a strong eco-feminist proclamation. The novel serves as a poignant reminder of the undeniable link between the environment and gender, highlighting how women's experiences are deeply connected to the natural world. By analyzing the novel through an eco-feminist perspective, this study aims to uncover the complex connections between nature and gender, offering a fresh interpretation of Desai's exploration of these themes. This research seeks to contribute to the ongoing conversation surrounding eco-feminism and to illuminate how literature can be a powerful tool for understanding the interplay between nature and gender. Desai's novel provides a rich tapestry for exploring these themes, inviting readers to reflect on how our relationship with the environment shapes our understanding of gender and identity. Through its compelling narrative and thought-provoking themes, the present paper on 'Fire on the Mountain' offers a unique lens through which to view the intersection of nature and gender in literature.

Keywords: Nature, Environment, Intersection, gender and eco-feminism.

Introduction:

This article delves into the relationship between nature and gender in literature and feminist discussions through the lens of eco-feminism. Eco-feminism combines environmentalism and feminism to highlight the connection between gender and nature in society. It argues that literature is not just about beautiful words and love stories, but a battleground where ideas clash and revolutions simmer. In the

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past, gender roles and nature in literature were portrayed rigidly, often associating gender roles with the purity of nature. However, as times change, so do the stories we tell. Key themes in nature and gender depictions include forests whispering ancient wisdom and rivers flowing with resilience. Nature in literature is not just a background; it is a character challenging and transforming gender norms. Eco-feminist analysis uncovers the power dynamics that oppress both gender and nature by revealing how they are interconnected.

Gender and nature play a significant role in literature, where changes in one affect the other. Classic literature, like Shakespeare's forests and Brontë's wild moors, provide a space for reimagining gender and nature. By examining classic and contemporary literary works through an eco-feminist perspective, this article aims to reveal deeper meanings in the portrayal of nature and gender and their implications for ecological and gender issues. Eco-feminism is a growing field that explores the intersection of nature and gender, particularly in the context of environmental degradation and patriarchal structures. Authors are increasingly challenging traditional power dynamics in their narratives, highlighting the intersection of gender and nature in shaping our understanding of the world. However, eco-feminist literature faces criticisms regarding essentialism, representation, and binary frameworks. Some argue that essentialsing women as inherently closer to nature can reinforce harmful stereotypes and overlook the diversity of women's experiences. Alternative perspectives like post humanist theory, queer ecology, and indigenous knowledge systems offer different frameworks for understanding human relationships with the environment. Engaging with these perspectives enriches analyses and leads to more inclusive conversations about nature and gender in literature. Eco-feminist literature has been instrumental in gender studies, challenging traditional views on femininity, masculinity, and the environment. By centering women's voices and experiences, it contributes to a more comprehensive understanding of how gender intersects with environmental issues. Eco-feminist scholarship continues to shape feminist theory and activism, advocating for a more inclusive and intersectional approach to gender and environmental discussions.

The connection between nature and gender has been a significant theme in literature, especially in the context of eco-feminism. In Indian English writing, this connection has changed over time, reflecting shifts in societal views on gender roles and environmental awareness. Eco-feminism, a movement that highlights the similarities between the oppression of women and the exploitation of nature, offers a unique perspective to analyze this evolution.

Arundhati Roy's "**The God of Small Things**" criticizes patriarchal norms in human relationships and environmental exploitation. Easterine Kire's **"When the River Sleeps**" takes readers to the mystical landscapes of Nagaland, celebrating indigenous wisdom alongside modernity. Kiran Desai's "**The Inheritance of Loss**" explores identity, belonging, gender, migration, and environmental issues. Chitra

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Banerjee Divakaruni's **"The Palace of Illusions**" offers a feminist retelling of the Mahabharata, challenging traditional gender roles and promoting environmental stewardship. Amitav Ghosh's **"The Hungry Tide**" highlights the delicate balance between humans and nature in the Sundarbans, emphasizing the importance of indigenous knowledge in addressing ecological crises. Anita Nair's "**Mistress**" delves into love, desire, power, and how gendered expectations intersect with environmental exploitation. Overall, the evolution of the connection between nature and gender from an eco-feminist perspective in Indian English literature is evident in the nuanced portrayal of characters and landscapes in these selected novels. Authors like Roy, Desai, Divakaruni, Ghosh, and Kire have enriched eco-feminist literature by showing the link between gender oppression and environmental exploitation. Engaging with these narratives is crucial to deepen our understanding of the intricate relationship between humans, nature, and gender

Objectives:

1. Analyzing how nature is depicted in Anita Desai's Fire on the Mountain and its importance.

2. Investigating the portrayal of gender roles and dynamics in the natural environment.

3. Exploring the connections between eco-feminism and the themes in Fire on the Mountain.

4. Evaluating the ecological and feminist impacts of the characters' ecological relationships.

5. Assessing the novel's contribution to eco-feminist ideas and its relevance to modern society.

Hypothesis: The novel "Fire on the Mountain" blends eco-feminist concepts with environmental sustainability to advocate for a more inclusive and holistic approach to achieving gender equality and environmental sustainability.

Methodology: The study explores Anita Desai's novel from eco-feminism perspective. The literature review provides a theoretical framework and contextual background. The textual analysis focuses on the characters' interactions with the natural environment, revealing underlying themes related to gender, nature, and their intersection.

Discussion: In English literature, the connection between nature and the environment has been a common theme, reflecting the complex interactions between humans and the natural world. Eco-criticism, a field of literary theory, provides different perspectives to explore this relationship. **Deep ecology**, a fundamental theory, highlights the inherent value of all living beings and ecosystems, promoting a significant shift in how humans interact with nature. Works like William Wordsworth's "**Lines Composed a Few Miles Above Tintern Abbey**" and John Muir's nature writing showcase the deep ecological beliefs, celebrating the unity between humans and the natural world. Eco-feminism delves into the connections

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between gender, nature, and culture, challenging traditional gender roles and emphasizing the link between gender and nature.

Social ecology theory focuses on the connections between human society and the natural environment, arguing that environmental issues stem from social problems like inequality, injustice, and exploitation. Works like George Orwell's "**Animal Farm**" and Aldous Huxley's "**Brave New World**" criticize the exploitative relationship between humans and nature, warning about the consequences of uncontrolled industrialization and consumerism.

Postcolonial eco-criticism examines how nature and the environment are portrayed in postcolonial literature, especially concerning colonialism, imperialism, and globalization. Postcolonial eco-critics analyze how colonialism has influenced perceptions of nature and environmental policies. Works like Chinua Achebe's "**Things Fall Apart**" and Arundhati Roy's "**The God of Small Things"** emphasize the connections between nature, culture, and colonial history, advocating for environmental justice and decolonization.

Eco-psychology explores the psychological aspects of human connections with nature, suggesting that environmental issues are not just external but also internal, stemming from the disconnection between humans and the natural world. Works like Mary Oliver's poetry and Henry David Thoreau's "**Walden**" prompt readers to contemplate the emotional and spiritual bonds between humans and the natural world, fostering a sense of ecological empathy and responsibility.

Eco-feminism is a feminist theory that explores the relationship between gender, nature, and ecology. It is particularly relevant in English literature, where it highlights the interconnectedness of nature and the environment. Eco-feminists argue that both women and the environment have been historically devalued and objectified within patriarchal systems of power. They encourage readers to consider how gender roles and relationships are constructed in relation to the natural world, with works like **"Frankenstein**" and "**The Yellow Wallpaper**" exemplifying this interconnectedness.

Eco-centric narratives challenge anthropocentric perspectives, emphasizing mutual respect and cooperation rather than domination and control. Works like **"The Dispossessed"** and "**Parable of the Sower**" offer visions of alternative societies where humans and the natural world coexist harmoniously, promoting eco-centric values of stewardship and sustainability.Eco-feminists also highlight the contributions of women to environmental activism and conservation efforts. They argue that women have historically been at the forefront of environmental movements, highlighting issues like pollution, deforestation, and climate change.Eco-spirituality is also emphasized, as traditional Western religions have often perpetuated anthropocentric attitudes towards the environment. Eco-feminists encourage readers to explore texts for depictions of eco-spiritual themes and motifs, encouraging a deeper sense of reverence and awe for the natural world.

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Anita Desai, an Indian author, is known for her eco-feminist perspective, often incorporating themes of ecology, gender, and the environment in her works. Her five novels showcase her perspective, including "**Fire on the Mountain**" (1977), "**Clear Light of Day**" (1980), **"Fasting, Feasting**" (1999), "**The Zigzag Way**" (2004), and "**The Artist of Disappearance" (2011).''Fire on the Mountain**" explores the relationship between an elderly woman, Nanda Kaul, and the natural environment around her home in the Himalayas. "Clear Light of Day" explores the lives of the Das family in Old Delhi, focusing on themes of memory, loss, and nature's fragility. "**Fasting, Feasting**" critiques societal expectations placed on women and the commoditization of nature."**The Zigzag Way**" (2004) follows an Anglo-American researcher, Eric, as he explores his family's past and the indigenous traditions of Mexico. "**The Artist of Disappearance"** (2011) features three novellas, "**The Museum of Final Journeys**," which explore themes of solitude, memory, and the passage of time.

Anita Desai's book "Fire on the Mountain" explores the connection between nature and gender, blending themes of environmental awareness and feminist analysis. The story is set in the beautiful Himalayan Mountains and follows the main character, Nanda Kaul, as she deals with getting older, being alone, and the modern world encroaching on her. Through Nanda's personal journey, Desai looks at how gender roles and environmental awareness intersect, questioning male-dominated systems and promoting a deeper understanding of the bond between women and nature. This essay will examine "Fire on the Mountain" from an eco-feminist perspective, analyzing how Desai's depiction of nature and gender challenges traditional power structures and emphasizes the potential for transformative eco-feminist resistance. In her writing, Desai beautifully depicts the Himalayan landscape as a source of empowerment and liberation for Nanda Kaul. It provides her with comfort and refuge during the chaos of her personal life. Desai captures this sentiment in a moving passage:

"Here, in these hills, she could find herself again, among the trees and the streams, the rocks and the birds. She was no longer Nanda Kaul, widow of the diplomat, mother of the only son who had abandoned her, but simply a human being, a creature of the earth like any other" (Desai, Fire on the Mountain).

This quote shows how nature transformed Nanda's life by helping her break free from societal norms and discover her true self in the natural world. By immersing herself in the Himalayan landscape, Nanda felt a strong sense of independence and empowerment, which allowed her to question traditional gender roles and patriarchal systems.

Gendered Perspectives on Nature:

Desai delves into how gender influences individuals' perceptions of nature and their connection to the environment. As a woman navigating the Himalayan

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landscape, Nanda's experiences are notably different from those of her male counterparts. Desai writes:

"She had to find her way through the darkness, not knowing the language, the customs, the habits of the people, the traditions of the place...She felt it was especially difficult for a woman" (Desai, Fire on the Mountain).

This passage emphasizes the gendered aspects of environmental experiences, as Nanda struggles with feelings of isolation and vulnerability in a society dominated by men. Through Nanda's reflections on her own femininity and the limitations imposed by patriarchal norms, Desai highlights how gender intersects with environmental awareness and empowerment.

Eco-Feminist Resistance and Agency:

At its core, Fire on the Mountain tells a story of eco-feminist resistance and empowerment, as Nanda stands up against patriarchal oppression and environmental harm. Through her steadfast dedication to protecting the forest and its biodiversity, Nanda embodies the essence of eco-feminism, advocating for the rights of women and the natural world. Desai writes:

"She would not let the men of the Forest Department fell the trees, no matter how many experts they brought to prove that they were not endangered species" (Desai, Fire on the Mountain).

This quote showcases Nanda's defiance against environmental exploitation, as she defends the rights of the forest and its inhabitants. Through Nanda's actions, Desai underscores the potential of eco-feminist activism in creating a fairer and more sustainable society, where gender equality and ecological awareness go hand in hand.

Conclusion and proposition:

In Fire on the Mountain, Anita Desai presents a compelling eco-feminist exploration of the intersection between nature and gender, prompting readers to reflect on how these intertwined themes influence individual identity and societal frameworks. Through the character of Nanda Kaul, Desai challenges patriarchal conventions and advocates for a more comprehensive understanding of humanity's relationship with the natural world. By centering women's experiences and emphasizing ecological consciousness, Desai's novel stands as a powerful testament to the transformative potential of eco-feminism in literature and beyond.

Anita Desai's novel 'Fire on the Mountain' explores themes of nature and gender, highlighting their intersectionality. The protagonist, Nanda Kaul, navigates the Himalayan landscape, challenging traditional gender norms and patriarchal constructs. Her connection to the natural world empowers her to defy societal expectations and assert her agency in a male-dominated society. The novel fosters ecological consciousness by highlighting the beauty and fragility of the Himalayan landscape, emphasizing the interconnectedness between human well-being and environmental sustainability. Through Nanda's efforts to protect the forest from exploitation, the novel encourages readers to consider the ethical implications of

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environmental degradation and the importance of preserving biodiversity for future generations.

Nanda's journey serves as a testament to the resilience and agency of women in the face of adversity. Desai's portrayal of Nanda as a strong and independent woman challenges stereotypes and amplifies women's voices in discussions about ecology and environmental justice. Through her advocacy for the rights of the forest and its inhabitants, the novel inspires women to reclaim their power and actively participate in efforts to protect the environment.

An eco-feministic study of 'Fire on the Mountain' has the potential to inspire activism and advocacy aimed at promoting gender equality and environmental sustainability. By highlighting the intersectionality of gender and nature, the novel encourages readers to recognize the interconnectedness of social justice and environmental issues. Promoting interdisciplinary dialogue is crucial in understanding the complex relationships between nature, gender, and society. By examining the novel through both environmental and gender lenses, researchers can gain a more comprehensive understanding of the complex relationships between nature, gender, and society, encouraging innovative solutions to environmental challenges that take into account the diverse perspectives and experiences of women.

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Woman – The Strength of A Nation

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Abstract

Women are the foundation of any society because they are strong, compassionate, and determined. The various responsibilities that women play as pillars of strength within their communities and countries are examined in this abstract. Women make major contributions to social, economic, and cultural development through raising families, leading in business, politics, and activism, among other roles. Their distinct viewpoints and skills enhance decision-making procedures, promoting equitable and long-lasting advancement. Women persist in defying expectations, dispelling preconceptions, and breaking down barriers in spite of institutional impediments and gender disparities. This abstract explores the transformative potential of women's empowerment, emphasizing the link between gender equality and the growth of society. Recognizing and utilizing women's potential as change agents can help nations build stronger, more resilient societies that are ready for prosperity and equitable growth. A nation's strength is genuinely embodied by women, who also shape the country's present and future paths.

Keywords: women empowerment, gender disparities.

Interest in Women Studies in India has grown since 1975, when a report on the status of women raised concern about women's equality. The field of women's studies focuses on the role of women in all facets of human endeavour and examines women's status and position accomplished in the context of history, sociology, psychology, medicine, economics, law, and politics and highlights women's creativity in art, music, and literature. Despite the changes in technology, still women are lingering in the dark without individuality and freedom. From times immemorial, women have been treated merely as a puppet not only in the hands of men (fathers, husbands, brothers), but also by their own species (women) such as mother-in-law and other women of higher class and status. A woman was an object of sex meant just for recreation and not as the Bible says an object of procreation. The traditional image of a woman was the silent sufferer, the subordinate, the slave and a servant. But these mythic models have slowly brought in drastic changes and women are enjoying freedom to a certain extent today as is visible in the jobs they are doing

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specifically linked to computers and other electronic gadgets such as call centres, etc. Women are no longer conformed to the household, performing menial tasks for the husband and children, but they have broken the chains of being confined to the home and crossed boundaries to assert themselves of being a human first, an individual with her own right, freedom, will power and determination. So, thanks to the tremendous progress made by technology in India which has resulted in the freedom of every woman from the shackles of convention and creating a new image and identity. The roles played by women today are enormous. It is the woman who is able to balance between the domestic and professional life. It is the woman who keeps the pot boiling and keeps both ends meet. So, one cannot deny the significant role played by woman in all spheres of life.

"I'm fearless, I don't complain. Even when horrible things happen to me, I GO ON"- Sophia Vergara. The very striking words of the author of the above lines form the base for the topic: Woman- the Strength of a Nation. The division of the world in two sexes, challenged more than a century ago, still prevails in spite of fresh attacks on it. The roles played by man and woman have been established right down the ages. A woman was once upon a time regarded as inferior, passive, intuitive and biological weak. In contrast men were considered to be moving up faster in any type of development, grabbing greater opportunities that woman is unable to access because of gender discrimination. So, the struggle of women is two dimensional – one, to meet the developmental and welfare needs and the other is to address the gender needs. Gender needs refer to the essential gender equality in the process of addressing the developing needs. There are a number of challenges in the social, economic and political scenario that women face in establishing their rights and equality. Strategies are formulated and are being implemented by state governments, international agencies and civil society at large to mend a gender sensitive world.

Woman is the 'pride' and 'glory' of every nation. Every nation should realize the essential truth that woman is the foundation stone in all walks of life beginning from the domestic sphere to the building of nation. It is the woman who takes the lead role in all matters of the society and the nation large. So, one cannot imagine a home, a society or even a nation without the beautiful presence of a woman, which otherwise becomes meaningless an absurd. More so in a woman's psychological, mental, moral and spirituality lies the strength of women. All tasks at home cannot be performed by a man. Certain things will have to be done exclusively by the woman and so the image of a woman as the 'homemaker'. Similarly in a multicultural society like India, an all-round development and progress of a country is possible only and exclusively with the support given by a woman. Be it economical, cultural, social, religious or political, a woman's hand is a must to attain full progress in a nation. Women can and play a full role in the overall growth of a country which is possible in raising her social status, and by providing equality.

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Women as a vital part of human resources of a nation are the potential contributors towards development and productivity and their contribution can only be achieved only when they have the opportunities and education is the most important facilitator in this regard. Women are all home-makers, the central pillar around which every stable, prosperous and happy family revolves. So, empowerment is possible only when women get equal status like men. For example, in the territory of India the double standard regarding the status of women is evident. In literature and religion of India, women are highly placed as in the epics Ramayana and Mahabharata, and also Mother Theresa. Mother Theresa is described as the 'angel of mercy'. Prince Philip states that 'her sheer goodness which shines through her life and work, inspired humility, wonder, and admiration in the eyes of mankind'. She was an icon of the 'Good Samaritan'. She chose to be not just the least, but to be the servant of the least.

The ideal of a woman according to Vivekananda is the 'mother first and the mother last'. This is true because a woman is the beginning and she is the end. All things begin from her (creator) and all things end with her (she is capable of even destroying). Gandhiji championed the cause of women. He considered as the incarnation of ahimsa, the infinite love, which again means infinite capacity for suffering, 'who but woman, the mother of man, shows this capacity in largest measure? Let her not forget, she will occupy her proud position by the side of man as his mother, maker and silent leader. It is given to her to teach the art of peace to the warring world thirsting for that nectar.

The year 2001 was observed as 'Women's Empowerment by the National Commission for Women', Government of India. So, everyone should remember that a woman is not required do any so called 'masculine' task in order to establish her. Her traditional tasks are also enough to let her enjoy equals status. The word 'empowerment' clearly suggests a transition from a position from enforced powerlessness to one of power. It promotes women's inherent strength and positive self-image. In this digital world today, transformation has taken place to a certain extent in the status of woman with empowerment process which has enabled them to develop self-dignity, raise voice and fight against injustice, exploitation, abuse and violence done to them. So, women are enjoying a powerful role in the society and at nation building especially in a country like India. This confrontation of women ensures their full participation in every aspect of social and national development.

To conclude, we can certainly say that 'the soul of any nation is woman'. She is the symbol of integrity amidst adversity and this idea is to be realized first in the family, which is the basic social unit. Integrity is achieved by playing complementary roles by both men and women. It is high time that men should change their5 mindset, understand the importance of women's role in the family as well as nation building and make all the avenues open to them for fulfilling the divine mission as the architect of the nation. Let us remember that the real progress of any nation takes place only

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because of women who become the products of their own welfare and bounty. Let all men beware of the truth that the glory and beauty of nation lies in the power a woman who is the pillar, support and backbone of, and culture-bearer and culture-protector and the pride of nation. As witnessed in the following embodiments in different spheres-Sarojini Naidu, Kiran Bedi, Indira Gandhi, Arundathi Roy, etc.

Remember the Slogan

Peace begins with Women, Violence ruins with Women. So, Hail Women!

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Teaching and Testing Grammar and Pronunciation through Task Based Language Teaching

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Abstract

Language learning is basic for all human beings to express and communicate with their fellow humans. Mother tongue or first language can be learned effortlessly as a part of the development of a person with age. But second language learning or foreign language learning can be tiresome for many of the learners. Globalization has made professionals depend on the English language for communication in their workplace. Being a globally linked language, English became popular among students in professional education. For every language, proficiency is determined by two factors: grammar and pronunciation. Even though it's not very exciting, mastering grammar is essential to learning a language entirely. When teaching the pronunciation of a foreign language, instructors must work tirelessly to ensure that students can pick up the standard pronunciation of the language. Grammar and pronunciation are the most important language skills that a language teacher should be able to teach. Teachers use a variety of approaches and strategies while teaching language to transfer grammar knowledge and train for acceptable pronunciation. This paper examines the widely used task-based language teaching (TBLT) method, which is used by most teachers. The experimentation is conducted on twenty students of elementary level language learners with mixed receiving capacities to find out the advantages and limitations of task-based language teaching. This method has its own advantages and limitations.

Keywords: Task-Based Teaching technique, teaching Grammar, teaching pronunciation, practice of language.

Introduction

Teaching language these days is doubly difficult since many institutions (especially private institutions) view it as secondary, in addition to the learners themselves. Language courses, in contrast to other courses, have distinct modules and demand very distinct teaching approaches; nonetheless, management pays little attention to this fact. As a connecting language, English has come to be seen as rather authoritative and contains a wide variety of lexicon. These elements combined to make it extremely complex and vividly varied, posing a significant challenge to language teachers. Instructors had the opportunity to practice teaching several

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modules using a variety of approaches and strategies that were available to them. While some teaching strategies work well with particular approaches, TBT is quite helpful for teaching all language skill parts. Additionally, this approach gives students a lot of opportunity to practice the target language. Moreover, the learners feel inclusive in the learning process. Language can be learned unconsciously and effortlessly when it is taught naturally, and TBLT gives it the opportunity. Pupils that approach learning strategically are more driven to learn and have greater levels of self-efficacy, or self-assurance, in their capacity to learn. That is, compared to students who lack the ability to apply strategies effectively, strategic students believe they have a greater chance of succeeding academically. Pupils who have high expectations for their academic performance typically succeed, and every positive learning experience boosts motivation. For using successful language in professional setting pupils need strong grammar knowledge and acceptable pronunciation.

Grammar is the process by which words transform and assemble to form sentences. It is maintained that the capacity to use language and convey meaning depends on having a fundamental understanding of grammar. To increase errors, appropriate word choice, phrase structure, and spelling are used. Furthermore, grammar is a philosophy of language, explaining how words are put together and how they work. To be more precise, grammar is the study of language. Using the tasks that have been provided for the students will make the language teaching process more effective. Pupils who are not required to follow proper grammar do not understand language rules. (Yildiz, M., & Senel, M. 2017). The study and teaching of grammar are essential to language learning. It enables us to discuss language and clarifies the kinds of words and word clusters that comprise sentences in any language. Grammar is actually the structure of words and the way language is put together, so even if it can take some time and effort to focus on proper punctuation, it is definitely worthwhile. We will never be able to communicate in English clearly and successfully if we are ignorant of grammar norms. Grammar is often associated with correctness and mistakes.

Literature Survey

Many scholars opinioned TBLT is versatile in its applications and will be considerate in (i) identifying learners needs (ii) defining syllabus content (iii) organizing language acquisition opportunities, (iv) measuring students' achievement are major issues (Michael) In accordance with the different approaches to teaching pronunciation, the bottom-up approach, on the one hand, begins with the articulation of individual sounds and works up towards intonation, stress and rhythm. On the other hand, the top-down approach begins with patterns of intonation and brings separate sounds into sharper focus as and when required. In the bottom-up approach, the central idea is that if you teach the segments first, the suprasegmentally features will be subsequently acquired without the need of formal instruction.(193) For pedagogical reasons, it might be helpful to think about the teachable-learnability scale

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as introduced by Dalton and Seidlhofer (1994) which suggests that there are certain aspects of the English pronunciation which seem to be easily taught; namely, sounds and stress while others, such as intonation, are extremely dependent on individual circumstances and thus practically impossible to separate out for direct teaching.

The tasks used in the classroom are divided into two groups as pedagogical tasks and target tasks. Pedagogical tasks are precision made classroom tasks in which learners perform communicative tasks limited to the classroom environment. They require interaction among the students and the usage of language functions, however, the ultimate aim is to complete the task. TBLT is a communicative approach in which students try to complete the task given by using the language instead of trying to use rules explicitly. (Yildiz, M., & Senel, M. 2017).

According to Krashen, acquisition is what happens in natural foreign language e settings, for example when a child starts to pick up the language from every day interactions with native speakers of that language. This subconsciously and aim is communication. Learning on the other hand, happens consciously, usually in an instructed setting, and its aim is the mastery of structural rules of a language. Krashen claimed that learning can never become acquisition and that acquisition is the better process. Niemeier, S. (2017). The general idea behind these techniques' efficacy is that in order for learning to occur, the pertinent aspects of the speech input must be paid attention to and noticed because, at some level of processing (such as phonological or acoustic), awareness of the important feature will have occurred. Mora, J. C., & Levkina, M. (2017). In actuality, connected speech should be practically impossible to teach in any meaningful way because it is made up of so many discrete occurrences that have limited value as means of communication when studied separately. However, this issue can be methodically resolved by first laying the foundation for prosody and then utilizing the cyclicality and omnipresence of prosodic elements to prepare students for connected speech. With the aid of this method, students can better comprehend and value the ways in which prosody is expressed in natural speech. (Euler, S. S., 2014).

Methodology for Experiment

To examine the effectiveness of TBLT, an experiment has been conducted. A set of twenty-five students is taken through simple sampling and selection. The group has both male and female students who are closely assessed to identify errors in their language production. After that, the tasks have been planned in such a way that the learners' errors can be addressed and corrected.

Profile of the Target Group

There are fifteen males and five female Indian students in the target class. All students are enrolled in elementary-level courses and range in age from 16 to 19. While some kids can also speak Hindi, all students speak Telugu, which is their first language. They have an internal drive to study English because they want to work overseas and do well in their graduate programs. The group enjoys a variety of

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activities together, including going to the movies, playing football, cricket, and volley ball outside, and swimming for some of them. Since their time in elementary school, all students have been learning English. The majority of their prior English instruction was provided in the teacher-centered classroom setting through translation method. This group of students has a range of skill levels and learning preferences.

Strengths and Weaknesses

During experiment process, a group of five students, who were making similar language mistakes identified, they are one a set of moderate students of the target group. They can be described as both auditory and visual learners. They are interested in playing outdoor games and video games and sometimes read books. As part of experiment a diagnostic test has been conducted in what students are found making a few mistakes. They get problems in using correct verb forms and vocabulary. Though they were making some mistakes, they found using some successful of spoken language.

Identified grammatical errors

What did the students said/ wrote	What is wrong	Why did the students make the mistake
In his free time my friend used to play football and volley ball (spoken)	Use of 'used to' for present habitual action.	Confusion in subject and verb agreement/over generalization of 'used to' usage.
My friend read novels	Incorrect verb form Using read instead of reads	Habituated to use v1 form of verbs for all pronouns

What did the students wrote	What is wrong	Why did the student make the mistake
My father is a business magnet (written)	Use of magnet instead of magnate	Confusion in understanding the meanings of homophones
The roof of my room is leeking	Use of leek instead of leak	Confusion in understanding the meanings of homophones
My mother use leaks for making soup	Use of leak in the place pf leek	Confusion in understanding the meanings of homophones

Identified errors in pronunciation

What did the student said/ wrote	What is wrong	Why did the students make the mistake
I'm Praneeth I'm Indian (spoken)	Wrong sentence stress	students pronounce the complete sentence with rising intonation, but he

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		needed to fall the intonation at I'm

Teaching Practice through TBLT

An authentic material has been selected for designing exercises and the instructor first elicit the target language from the learners. Two exercises have been designed to achieve teaching, and following their completion, students are assessed and the outcomes are documented. First Activity: Grammar When referring to present habitual action and third person singular, the learners are not always utilizing the correct word. Two prepared tasks that can be completed in both controlled and freer practice are designed to help learners become proficient in using the correct form of tense for habitual third-person singular actions. regulated activity Controlled practice enables teachers to keep a close eye on their students and provides a means of evaluating their individual progress.

A suitable task should be chosen in order to undertake controlled practice. Students should receive a thorough introduction during pre-task instruction. After teaching practice, the instructor run the feedback session, and the students are made to know their errors in language. In freer practice students interact with other students and get chance from learning from peers. After completing the teaching, it is noticed learners corrected their errors and started using successful language.

Conclusion

The language teaching happens in different classroom settings through many varieties of teaching methodologies. Among them, TBLT is most helpful to transfer language skills to the learners effectively; moreover, it involves learning in teaching practice and sustains the interest of the learners. Still, it has many limitations, like that when the class size is large, it's tough to identify the individual candidate's language errors and run the feedback session.

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Exit to Succeed: Instigating the Usage of Escape Rooms as a Teaching Aid in English for Specific Purpose Classrooms

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Abstract

The most effective teaching strategy in today's technology-driven world is to provide knowledge in a way which not only does educate and enlighten but also entertain the learner. Any learner of the language would undergo difficulty in fitting into a traditional classroom and listen to language lectures for hours together. The new generation of learners require aim-directed, learner-centric and context-oriented language teaching. English for Specific Purposes, one of the most extending areas in English as Foreign language teaching focuses on developing communicative skills that are specific to a certain discipline. An ESP teacher should take up the role of a designer, collaborator and researcher to enhance the learning ability of the learner. This paper would focus on the usage of Escape rooms- a complex, immersive environment where a team of players involved is required to communicate and complete a series of challenges to win. The researcher uses the concept of "Flow" introduced by Mihaly Csikszentmihalyi to support the idea of Escape rooms in the Language classroom. Mihaly argues that during the state of flow the rate of concentration in learners is high and they are intensively engaged in the learning process while being involved in the game. This paper analyses the concept of escape rooms in ESP classrooms, investigates various path designs and presents a few challenges and puzzles that can be instilled in Language Escape rooms as well as the limitations of using them.

Keywords: Context-oriented teaching, English for Specific Purposes, Escape rooms, Language classrooms, Learner-centric teaching.

Introduction:

The most effective teaching strategy in today's technology-driven world is to provide knowledge in a way that not only does educate and enlightens but also entertains the learner. Technology has impacted not just adults but children too. The plethora of information available online has made learners indolent and the access to distinguished information at a single click made them lack critical thinking skills. The emergence of covid-19 pandemic during the age of technological development and increased digitalization has resulted in social media addiction among kids, adults and

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even the elderly. The curfew to move out and the confinement at home has made people addicted to readily available technologies. And mobile phone and the internet had become their go-to. Every Tom, Dick and Harry learned to use the internet and immersed themselves in various social media and entertainment applications. Educational institutions were forced to function online and many online applications gained popularity. Online learning led to an increase in screen time, resulting in turn to a greater possibility of students' distraction by social media or games[1]. Immersion into the internet has become the new normal and once the curfew is raised, they felt adversity in sticking to their routine. The students' approach towards education is disappointing and the way they look at language learning is much more terrifying. Any language learner would have difficulty fitting into a traditional classroom and listening to language lectures for hours together without any sort of entertainment.

Moreover, the new generation of learners require aim-directed, learner-centric and context-oriented language teaching. To aid the teaching-learning process gamification is seen as the better teaching mechanism as it induces student motivation and participation. This research focuses on the use of an Escape room - a complex, immersive environment where a team of players involved is required to communicate and complete a series of challenges to win. The community of players who are ESP learners is given tasks that are outcome-based and the difficulty level increases as they head towards the exit. Almost all the team-based escape games reported teamwork and communication skills as the expected learning outcome. This paper analyses the concept of escape rooms in ESP classrooms, investigates various path designs, and presents a few challenges and puzzles that can be instilled in Language Escape rooms and their limitations.

What is an Escape Room?

Escape rooms are games that have to be played in team where the players come across many puzzles and hints that are very challenging within a limited time (2).True dungeons, haunted houses and hunting games became the precursors of the escape room. The publishing company SCRAP started the first well-documented "escape game" and is addressed as the Real Escape Game. It operated in Kyoto, Japan, in July 2007 with around 5-6 players locked in a single room. It was after 2011 rooms started proliferating in Asia, then in Europe and then in Australia, Canada, and the USA. Now the trend of going to escape rooms has increased rapidly. The players have to seek the clues, try to decode them, provide right answers, move towards the next clue, finally find the key and escape the room. One clue will lead the players to another. These Escape rooms have the similar pattern which are given as follows

- A puzzle
- A solution and
- A reward

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The escape rooms are based on a particular theme so that players can choose a theme that interests them. An escape room will need a team of 4 to 5 players. The commercial Escape room games cost an amount individually or for the team as a whole and on an hourly basis.

Before the players enter the room, the gamemaster gives them the rules and regulations of the game. He will guide them about the happenings inside the room and brief them about time restraints. Most of these rooms will have a backstory and the players are provided with a pamphlet. The players are given microphones and asked to keep all their belongings outside the room. In case of doubts, they can call the gamemaster at reach. The players are then locked inside the room and the time begins. Most escape rooms have 60 minutes as the time limit. The players will start to explore the room slowly and get used to it, Then, they start to look for clues around the room. The room would contain images, articles, boxes, puzzles, numbers and letters. The team has to function as a group and as individuals. The players themselves have to assign roles and work. This game helps in inducing communicative skills and critical thinking as well as logical reasoning. Escape rooms require teamwork, communication, and delegation as well as critical thinking, attention to detail, and lateral thinking [4]. Getting all the puzzles answered will lead the players to victory and they can exit the room. Even if they fail to come out, the gamemaster will provide them with answers and the players feel motivated.

Escape Room in Language Education:

The students of today's generation being digital natives, often feel exhausted with traditional classroom teaching methods. The way they think and process information is entirely different, so teachers need help in keeping them motivated throughout the entire teaching period. This problem calls for the introduction of innovative methods in the teaching-learning process. Here gamification comes to aid. Gamification is the integration of educational content with game-based content. Introducing gamification techniques into education is an effective strategy to enhance active learning and improve student motivation. Game-based learning (GBL) can be used to create an environment where students have fun, motivation and involvement because of the experiential learning experience created by gaming technologies and techniques. This learning method meets the needs of all types of learners, avert them from boredom, and help them enter the state of flow.

Puzzles in escape rooms can follow various pathways. The usual escape rooms follow one of the three major pathways:

1. Linear path
2. Open Path and
3. Multi-linear path

Linear Path:

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Escape rooms that follow linear path will need the players to solve one puzzle after the other in a sequential manner. This linear path has a disadvantage where players have to wait until the puzzle is solved to move to the next one.

| Puzzle 1 | → | Puzzle 2 | → | Puzzle 3 | → | Key |

Open Path:

In Open path escape room, players have the freedom to solve puzzles in any order and they can work on different puzzles at the same time. But it is mandatory for them to solve all the puzzles in order to find the solution and escape the room.

| Puzzle 1 | Puzzle 2 | Puzzle 3 |

Final puzzle (Key)
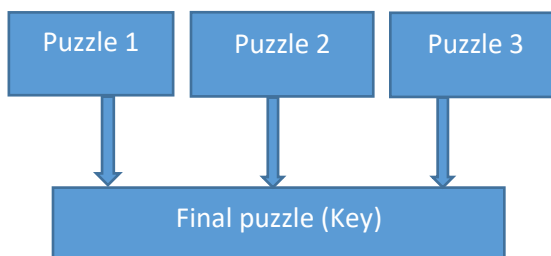
Multi-Linear Path:

In Multi-linear escape room, the players have many options to solve the puzzles. They can solve the puzzle in any order. And each puzzle will lead to another sequence and when all the puzzles are solved, the players can decode the final puzzle. This is the most difficult puzzle path for the players to escape.

Puzzle 1	→	Puzzle 2	→	Puzzle 3	→
Puzzle 1	→	Puzzle 2	→	Puzzle 3	→	Final Puzzle (Key)
Puzzle 1	→	Puzzle 2	→	Puzzle 3	→
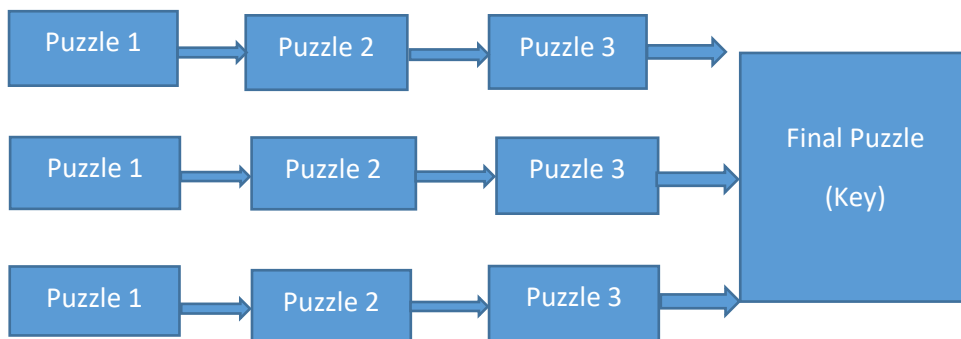
An ESP teacher can use any of the paths that is suitable for the learner and the one which will lead him/her to the required outcome.

Theory of flow:

Flow theory is the theory developed by a Hungarian-American Psychologist, Mihaly Csikszentmihalyi. Flow is a psychological concept where the person is

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completely immersed in a particular activity or task to the level where he/she does not feel temporal and spatial awareness. Csikszentmihalyi posits that "flow" refers to an ideal state of experience that is reached when an individual's abilities and skills align with the level of challenge presented by a task. This implies that flow is attained when an individual participates in an activity that is not too easy or too difficult. Flow is typically characterized by various traits, such as a profound sense of focus and concentration, a loss of self-awareness, a feeling of control over one's actions, and a sense of pleasure or ecstasy. People can experience the flow state in various activities, such as hobbies, sports, creative pursuits, and work.

Thus "flow" can be an effective tool for improving language learning and motivation in the educational context. Students who experience flow are fully immersed in their learning and are more likely to persist in their efforts, even when faced with challenges. This is because flow provides a sense of intrinsic reward and satisfaction, which can be more powerful than extrinsic motivators like grades or praise. To encourage flow in the classroom, educators can design learning experiences like escape rooms that offer an appropriate level of challenge for each student while also allowing them to develop their skills and abilities. Flow achieved through Escape rooms can involve creating interactive, immersive, and enjoyable activities that enable students to experience a sense of progress and accomplishment as they are made to communicate with words that are specific to a certain discipline. Overall, incorporating flow into language classrooms can help to foster a positive and engaging learning environment and help students to develop the necessary communicative skills and motivation for success in both their language learning and personal lives.

Conclusion:

Escape rooms have been known to promote skills such as team working, creative problem-solving, and critical thinking. Since an escape room can be designed around a wide range of themes, it can be an excellent tool for educational purposes. This means that educators across all levels, from primary to graduate school, can utilize escape rooms to their advantage. Irrespective of the escape room theme and subject matter, educators have several didactic approaches to debrief the experience in the context of language learning. The escape rooms provide a rich experience to the students as it promotes experiential learning. This is particularly relevant in language learning as it allows students to immerse themselves in the language and culture they are studying. However, if the experience fails to communicate the educational message within the context of language acquisition, alternative ways might be employed to convey the educational significance or context. The mechanics of the puzzles should have a direct correlation with the language and cultural information being presented.

Escape rooms provide a debriefing period once the game is completed, providing an excellent opportunity for educational discourse in language learning. At

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this time, students have enough time to ponder over and discuss their problem-solving skills and strategies and how difficult it was to solve the problems in target language. This topic has the potential to initiate a Socratic dialogue among the educator, designer, and students, thereby strengthening linguistic and cultural beliefs. Educators can prepare a list of discussion questions related to the language and cultural connections in advance, if necessary, to facilitate the discussion in the target language.

Though there are many benefits from this edutainment concept, there are certain limitations that have to be taken into consideration. The cost of setting up an education room is high and safety precautions must be undertaken. There is also a chance that students get bored with the same puzzles and so the designer has to toil hard to provide unique puzzles.

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Regional Panorama of Indian Art and Culture

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Abstract

(An overview of the regions for traveling destinations, marvellous Culture and Tradition)

Heritage and Culture of Indian sub-continent is well affirmed across the globe. Each state has unique building architecture, history and culture. Around twelve million tourists who visit every year are amazed with the core Asiatic charms such as beaches, mountains, rivers, valleys, adventures of snow fall, waterfalls, jungle safaris, temples which inculcate temptation to revolve around the nation and prolong their holidays to spend time at their favourite destinations over the north to south parts of the country. Events there on celebrated throughout the year irrespective of climatic conditions. Carnivals, festivals, conferences, rituals, customs, public gatherings in fairs do not impose any limits. Convenient, sober and favourable behaviour of natives adds more charm to the Asiatic regions.

Keywords: Food Cuisines, building Structures, Climate, Music, Art and Culture, Adventures, Favourite holiday destinations.

Introduction:

World around us is amazing. It's very blessed movements to those who aspire to visit the Wonderful regions across the nation. Tourists explores the Mountain, Revers, beaches, Valleys, orchards, Landscapes, temples, wildlife. A fascinating town amazed its visitors.it the ideal escape to relax and Rejuvenates. Nature lovers fascinating by admiring surrounded of mesmerising beauty. Indian regions of various states. Himachal Pradesh is popular for Snowy Mountains, Apple orchards. Panjab is famous for golden temple, wagha border. Gujrat is world -wide famous for varieties of fabrics and handicrafts.

Maharashtra is well known for Culture and beauty; Heritage sites are popular tourist destinations.Tamilnadu is acknowledged for temples, festivals and celebration of the arts. Kerala is frequently visited for Landscape sights, house boats backwater, mountain, ranges, wildlife sanctuaries. Puducherry is attracting with Many beaches, seafront promenades.

Himachal Pradesh:

State of India, in the extreme northern part of the Asian.

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Himachal Pradesh occupies a region of scenic splendour in the western Himalayas, offering a multitextured display of lofty snow-clad mountains, deep gorges, thickly forested valleys, large lakes, terraced fields, and cascading streams. Indeed, the name of the state is a reference to its setting: Himachal means "snowy slopes" (Sanskrit: hima, "snow"; acal, "slopes"), and Pradesh means "state."

The city of Shimla was the summer headquarters of pre-independence British viceroys; it is now the state capital and, at an elevation of about 7,100 feet (2,200 metres), one of the largest and most popular mountain resorts in the country.

The Siwalik region has hot summers (March to June), with temperatures rising above 100 °F (38 °C), cool and dry winters (October to February), and a wet season (July to September), with rains brought by the southwestern monsoon

Field of corn, Bhima Kali Temple   Kullu Valley Sightseeing's

The population of Himachal Pradesh is composed of a variety of distinct ethnolinguistic groups and social castes

Transportation:

Despite its remote location, Himachal Pradesh has a reasonably well-developed infrastructure that not only has aided domestic mobility but also has helped in the promotion of tourism. Scenic narrow-gauge rail lines run from Kalka to Shimla and from Pathankot (in Punjab) . There also is a railhead in Una. Roads, however, crisscrossing through the ranges and valleys, serve as the communications lifeline of Himachal Pradesh; the state operates many bus routes throughout the network. Regular domestic air service is available in Shimla and Kullu. Bunther Airport connects the states capitals of India.

Tourist destinations:

Aside from their festivals and sacred sites, the Shimla hills, the Kullu valley (including the town of Manali), and Dalhousie are popular tourist destinations, especially for outdoor recreation. Indeed, skiing, golfing, fishing, trekking, and mountaineering are among the activities for which Himachal Pradesh is ideally suited.

Cultural life:

The fairs and festivals of the rural communities provide many occasions for song, dance, and the display of colourful garments. The Kullu valley, known as the valley of the gods, provides the setting for the Dussehra festival held each autumn to celebrate the defeat of the demon king, Ravana, by the prince Rama (as recounted in the ancient Hindu epic the Ramayana). During the festival, the various temple gods are carried in procession in covered palanquins, accompanied by bands of singers and dancers.

Punjab:

Punjab is a state in northwest region of India and is one of the most prosperous states.

Punjab is considered to have the best infrastructure in India; this includes road, rail, air and river transport links that are extensive throughout the region. Punjab

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also has the lowest poverty rate in India and has won the best state performance award, based on statistical data compiled by the Indian Government.

Climate

The state has a balanced amalgamation of heat in summer, rain in monsoon and cold in winter. The three seasons are so distinctly distributed that you can enjoy each of them individually. Punjab experiences both summer and winter to its extreme. It even receives abundant rainfall, which makes the state a very fertile land.

State Capital

Chandigarh is a union territory and serves as the capital of the states of Punjab and Haryana. It is one of the early planned cities in the post-independence India. Picturesquely located at the foothills of Shivaliks, it is known as one of the best experiments in urban planning and modern architecture in the twentieth century in India

Language:

Punjabi, the official language of the state, is the tenth most widely spoken language in the world. It is also the fourth most spoken language in Asia. It is the only living language among the Indo-European languages which is a fully tonal language. Punjabi is written in the Gurmukhi Script. Besides Punjabi, Hindi, Urdu and the universally acclaimed English are the languages that are spoken in Punjab.

Gujarat:

Royal Palace at Jamnagar, Girnar Hills, Porbandar

Sightseeing

Gujarat, state of India, located on the country's western coast, on the Arabian Sea. It encompasses the entire Saurashtra as well as the surrounding area on the mainland.

The state is bounded primarily by Pakistan to the northwest, Indian union territory of Dadra and Nagar Haveli, and, together with the Arabian Sea, it surrounds the territory of Daman and Diu. The coastline of Gujarat. The capital is Gandhinagar, on the outskirts of the north-central city, of Ahmadabad (Ahmedabad)—the former capital, the largest city in the state, and one of the most-important textile centres in India. It was in Ahmadabad that Mohandas (Mahatma) Gandhi built his Sabarmati ashram.

Climate

Winter (November through February) temperatures in Gujarat usually reach a high in the mid-80s F (about 28 °C), while lows drop into the mid-50s F (about 12 °C). Summers (March through May) are quite hot,

It is vibrant with its true colours of rich heritage and cultural traditions.

Transportation:

Gujarat's towns and cities are well connected—to each other and to the rest of India—by road and rail. Gujarat occupies a leading place in India's manufacturing sector, especially in the production of chemicals, pharmaceuticals, and polyester

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textiles. major international shipping terminal. There is air service both within the state and to major Indian cities outside Gujarat.

Dwarka is an ancient city in the north western Indian state of Gujarat. It's known as a Hindu pilgrimage site. The ancient Dwarkadhish Temple has an elaborately tiered main shrine, a carved entrance and a black-marble idol of Lord Krishna

Dwarika Temple: Sightseeing

Maharashtra:

State of India, occupying a substantial portion of the Deccan plateau in the western peninsular part of the subcontinent. Its shape roughly resembles a triangle, with the 450-mile (725-km) western coastline forming the base and its interior narrowing to a blunt apex some 500 miles (800 km) to the east. Maharashtra is bounded by the Indian states of Gujarat to the northwest.

Maharashtra's capital, Mumbai (formerly Bombay), is an island city on the western coast, connected to the mainland by roads and railways. Aptly called the gateway of India, Maharashtra is one of India's biggest commercial and industrial centres, and it has played a significant role in the country's social and political life.

Gateway of India Nashik, Maharashtra. **Khandala, Lonavala Sightseeing**

Maharashtra is a leader among Indian states in terms of agricultural and industrial production, trade and transport, and education. Its ancient culture, at one stage considerably obscured by British dominance, survives largely through the medium of a strong literary heritage. A common literature in Marathi, the predominant language of the state, has in fact played an important role in nurturing a sense of unity among the Maharashtrians.

Marathi, the official state language, is spoken by more than four-fifths of the population. Other languages spoken in the state

Highway near Mumbai, India:

Highway near Mumbai, Maharashtra, India, the state's rail network is vital to Maharashtra's transport system. The Konkan Railway links Mumbai with settlements in the coastal plain. Wardha and Nagpur are important junctions on the rail routes. National highways connect the state with Delhi, Kolkata (Calcutta), Allahabad, Hyderabad, and Bengaluru (Bangalore).

Best Time to Visit:

Four seasons are normal: March–May (hot and dry), June–September (hot and wet), October–November (warm and dry), and December–February (cool and dry).

Tamil Nadu:

State of India, located in the extreme south of the subcontinent. It is bounded by the Indian Ocean to the east and south and by the states of Kerala to the west, Karnataka (formerly Mysore) to the northwest, and Andhra Pradesh to the north. Enclosed by Tamil Nadu along the north-central coast are the enclaves of Puducherry

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and Karaikal, both of which are part of Puducherry union territory. The capital is Chennai (Madras), on the coast in the northeaster portion of the state.

Pillar Rock Black sand village in the Anaimalai Hills **Sightseeing**

Climate:

The climate of Tamil Nadu is essentially tropical. In May and June, the hottest months, maximum daily temperatures in Chennai average about 100 °F (38 °C), while minimum temperatures average in the low 80s F (upper 20s C).

Tamil Nadu has several national parks and more than a dozen wildlife and bird sanctuaries. Among the most notable of these protected areas are the Mudlumbai Wildlife Sanctuary and National Park in the Nilgiri Hills and the large Indira Gandhi Wildlife Sanctuary and National Park at the southern tip of the Western Ghats. These sanctuaries provide a safe habitat for a broad spectrum of fauna, including elephants, gaurs (wild cattle),

Transportation:

The transport system of the southern Indian states converges on Chennai. A well-developed road network makes express bus service available to all major towns and places of interest. Many railways also run through the state.

Two of India's major seaports are located in Tamil Nadu—in the north at Chennai and in the south at Tuticorin. The international airport at Meenambakkam, near Chennai, is one of the largest airports in India.

Education:

Tens of thousands of public and private primary, middle, and high schools are scattered across the state of Tamil Nadu. In addition, there are numerous arts and science colleges, medical colleges, engineering colleges, polytechnic institutes, and industrial training institutes.

Cultural life:

Shore Temple; Tamil Nadu, India, **Meenakshi Amman Temple Sightseeing**

The cycle of temple festivals attracts large congregations of devotees. Noteworthy also are the car festivals, during which large chariots decorated with religious icons are taken in procession around the temple.

History:

The history of Tamil Nadu begins with the establishment of a trinity of Tamil powers in the region—namely, the Chera, Chola, and Pandya kingdoms—all of which are of unknown antiquity. These kingdoms enjoyed diplomatic and trade relations with distant lands. The Pandyas were mentioned in Greek literature dating to the 4th century BCE, and in the 4th century CE, the Roman emperor Julian welcomed a Pandyan embassy.

Media:

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Hundreds of periodicals are published in Tamil, most of them daily newspapers. The Dina Thanthi is the leading paper. Among English newspapers, The Hindu of Chennai is widely read and is respected for its high standard of journalism.

Kerala: God's own country, the smell of spices, unleash the serenity of Western Ghats, get drenched in rain, enjoy Kerala backwaters, give your spirituality a twist, visit bird sanctuaries, indulge yourself in adventurous activities, and enjoy other natural marvels of Kerala.

Situated between the Arabian Sea in the west and the Western Ghats in the east, Kerala is a perfect blend of natural beauty. It is blessed with abundant geographic as well as cultural diversity.

Backwater House boat Sightseen Puducherry:

Puducherry:

Is an Indian Union Territory that gives a taste of France in India. The Bay of Bengal borders it on the east, while Tamil Nadu borders it on three sides. Puducherry was previously known as Pondicherry, and its Vedic name was Vedpuri, until September 20, following that, the Chola, Pandya, and many other southern dynasties reigned here, including Vijayanagar and the Madurai Sultanate.

Near Promenade Beach, there is a White Town neighbourhood that is designed to look like French towns. This location is also known as "India's Little France," "Quintessence of French culture," and "The French Riviera of the East," due to the presence of the French. Pondicherry is exactly the right dosage to make all of your French fancies come true. Puducherry is well-known for its beautiful beaches. Puducherry after his name became popular all over the globe for Yoga and Spirituality instruction.

Puducherry has a long history dating back to the second century. "It was a trading hub where Roman products were imported in the first century CE," archaeologists discovered during excavations in 1944 and 1949.

For a period, the Pallava dynasty ruled.

Cuisine:

The cuisine of Puducherry is well-known. Naturally, the French have a long culinary heritage that has merged with regional cuisines to produce a "mosaic of gastronomic integration," superb French food with Tamil, Malayalam, Coconut Curry, Tandoori Potato, Soya Dosa, Podanlangkai, Assad, Curried Vegetables, Stuffed Cabbage, and Italian Baked Bean are some of the most popular prepared foods.

Fairs and Festivals:

Puducherry's fairs and festivals showcase the region's rich cultural heritage. A strong tie to Tamil Nadu, a history of French colonialism,

Throughout the year, Puducherry hosts a variety of fairs and festivals. Some of the festivities are particularly intriguing and unique to Puducherry, and they are only held there. Pongal Festival, Masi Magam Festival, Tamil New Year, Chitrai

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Kalai Vizha, Villianur Temple Car Festival, Veerampattinam Car Festival, Bastille Day, Sri Aurobindo's Birth Anniversary, Fete De Puducherry, and French Food Festival. The state's past may still be seen in the structures and pathways here. Legends about French, carpets may also be heard on state highways and in churches.

Conclusion:

India is capital destination to seek Pleasure, fun and Spirituality, visited places left with remarkable memories forever with us. Travelling is fun filled hobby that gradually turned as habit to hang around the states across the country. Cities frequently worth visiting are New Delhi, Parliament, India gate, Punjab Attary border retreat ceremony Indo-pak border, in himachal Pradesh I opted for river rafting and paragliding, snow skating. Gujrat I have been Dwarkadish Temple,Diu union territory, Maharatra I've visited Pune,Shanivarwada, Dagdu Ganesh, Agha khan Palace, Saptsringi Temple, Nasik Ram Temple, Seeta gufa, khandala lonavala,Mumbai, gate way of India,Elifanta caves,Haji ali, Mahalakhmi, Mumba Temple etc. Tamilnadu I've visited Tiruvannamalai, Kanjivaram. Kerala, houseboat, Ravi Verma Paintings in museum. Tea gardens. Puducherry Rockwell beachside, two seas are merged here bey of Bengal and Indian ocean.

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Dr. B. R. Ambedkar and Women Empowerment

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Abstract

Dr. B. R. Ambedkar the drafter of Indian constitution has made significant efforts to lead the society on the path of liberty, equality, and fraternity. The first Indian to breakdown all barriers to foster advancement of women in India, Ambedkar always believed in movements led by women and insisted that every married woman must participate in her husband's activities as a friend. Ambedkar stated that women should be given all round development, more markedly social education, their well- being and sociocultural rights. He emphasized that every section of Indian women be given their due share, and it is a must to maintain and protect dignity and modesty of women. Ambedkar said that women should insist on the principle of equality. He stated that women should be given equal prestige. He advocated practical reformist measures especially comprehensive Hindu Code Bill for the upliftment of women. Ambedkar put many efforts to empower women and one of the noteworthy results of his lifework has been the awakening of women, which made them shed their deep-rooted sense of inferiority and rise to dignity and self-esteem. So, this paper attempts to discuss the views of Ambedkar to empower women.

Keywords: Ambedkar, Liberty, Equality, Empowerment, Self-Esteem, dignity

Dr. B. R. Ambedkar the drafter of Indian constitution has made significant efforts to lead the society on the path of liberty, equality, and fraternity. The first Indian to breakdown all barriers to foster advancement of women in India, Ambedkar always believed in movements led by women and insisted that every married woman must participate in her husband's activities as a friend. Ambedkar stated that women should be given all round development, more markedly social education, their well-being and sociocultural rights. He emphasized that every section of Indian women be given their due share, and it is a must to maintain and protect dignity and modesty of women. Ambedkar said that women should insist on the principle of equality. He stated that women should be given equal prestige. He advocated practical reformist measures especially comprehensive Hindu Code Bill for the upliftment of women. Ambedkar put many efforts to empower women and one of the noteworthy results of

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his lifework has been the awakening of women, which made them shed their deep-rooted sense of inferiority and rise to dignity and self-esteem.

"Founding Father of Modern India" Revolutionary Dr. Babasaheb Ambedkar contribution was great in the field of women's empowerment who advocated for the liberation of women and gender equality in India. If there any persons worked for women's liberation in India, they were none other than Buddha, Dr. Babasaheb Ambedkar, and EV. Ramasamy, Periyar and Jyoti Rao Phule. Without Dr. Babasaheb Ambedkar, at least whatever so changes the position of Women today in India would be only question mark? There were many leaders fought for the women's Rights in India. Most of them were failed in their action. But Dr. Babasaheb Ambedkar was the only person who changed the effort via Law.

Women are the victims of this evil caste system. They have been carried caste from one generation to another generation. While drafting the Constitution of India, Dr. Babasaheb Ambedkar was the prime mover of the welfare of women. Dr. Ambedkar a determined fighter and a deep scholar has made significant efforts to lead the society on the path of Liberty, Equality and Fraternity. He was first Indian to break down the barriers in the way of advancement of women in India. He stated that women should be given all round development more importantly social education, their wellbeing, and sociocultural rights. He emphasized that each section of Indian women be given their due share, and it is a must to maintain and protect dignity and modesty of women.

Dr. Babasaheb Ambedkar always believed in movements led by women. He insisted that every married woman must participate in her husband's activities as a friend. But she must show the courage to deny the life of slaves. She should insist on the principle of equality. The teachings and thoughts of Dr. Ambedkar are useful not only women but also all the Indian even today. His deep concern and feelings for all round development of women is expressed from each sentence and word. In his last speech in Indian Parliament shows his feelings and respect shown towards women. He quoted the famous thoughts of an Irish Patriot Daniel O'Connell as, "No man can be grateful at the cost of his honor, no woman can be grateful at the cost of her chastity. And no nation can be grateful at the cost of his liberty." Towards all the women, irrespective of their religion, caste, and class, Babasaheb had a particular humanitarianism view. He frequently raised his voice against all sorts of injustice towards women.

The role played by Dr. Babasaheb Ambedkar, as chairperson of the Drafting Committee of the Constitution, has left imprint on the social tapestry of the country after independence, and shaped the socio-political fabric of the India today. It would have been a different India without him and, in a probability, a much more inequitable and unjust one. He attempted to forge India's moral and social foundations a new and strove for a political order of the constitutional democracy that is sensitive to disadvantaged, inherited from the past or engendered by prevailing social relations.

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Gender equality, gender main streaming, networking, leaderships, financial freedoms are the essential aspects of women empowerment. Dr. Ambedkar realized this at his time and included in the process of social reforms. Dr. Ambedkar started involving women in the struggle, for eradication of caste systems and upliftment of the underprivileged sections. He realized that this could not be achieved without liberating the women themselves. He motivated women and addressed them to participate in struggle against caste prejudices. During the Mahad Tank Struggle, women marched in the procession along with men. He encouraged women to organize themselves. Impressed by the large gathering of women at women's conference held at Nagpur on 20th July 1942, he told women to be progressive and abolish traditionalism, ritualism and customary habits, which were detrimental to their progress.

Empowerment envelops developing and building capacities of individuals, communities to make them part of the mainstream society. Education is the only mean by which societies grow out of oppression to democratic participation and involvement. It is a powerful tool for empowerment of individual. Over the generations, marginalized sections and women in Indian society were denied the opportunity to education. Dr. Ambedkar put all his efforts to guarantee the educational opportunities without any discrimination to all the citizens of India. The British rule abolished detestable practices like sati but passed several laws to protect customs and traditions of Hindus. Dr. Ambedkar is an architect of Indian Constitution. He provided strong constitutional safeguards to women.

In the condolence message, on Ambedkar death, in parliament, Prime Minister Jawaharlal Nehru said "Dr. Babasaheb Ambedkar was symbol of revolt against all oppressive features of Hindu society". His dream of society based on gender equality is yet to be realized and therefore his thoughts are important for social reconstruction that favor women empowerment. With the advent of information age, education has become a potent tool the empowerment of people and country. I believe woman: when social education enlightens each Indian woman; the vision of Dr. (Yeasmin, 2018) (Dubey, 2020) (IASbaba, 2022) (Datta, 2019) (mehndiratta, 202) (devi, 2018) (SINGARIYA, 2014) (Sonawane, 2021) Ambedkar will turn into reality. Only when a woman is educated, she can understand the real important of social and political empowerment. It is essential that society breaks the cast in which women have been moulded so far and visualizes the female gender in a new light. A healthy and gender bias free society where every girl chill brings as much hope and gets much hope and gets much respect as her male counterpart.

Economic development of country like India depends upon women empowerment through education. Unfortunately, at present still some percentages of Indian women are not exposed to education and thus necessary steps be taken to ensure that education reaches to each and every individual woman of India. In his famous book 'Pakistan and partition of India' he expressed his views about Muslim

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women and their religious traditions, about wearing veil, their marriages and so on. Muslim women were suppressed under various religious traditions. Towards all the women, irrespective of their religion, cast and class, Babasaheb had a particular humanitarianism view. He frequently raised his voice against all supports of injustice towards women.

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The Role of Women in the Family Presented in the Story 'Girls' by Mrinal Pande

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Abstract

In the story of 'Girls' Mrinal Pande used the first person point of view. The eight year old girl is telling her life story. Lali is the mother of the protagonist. Her tender year experience in the patriarchal world is expressed here by the protagonist. She specially express about her family female's nature and the conditions of women in the society. While telling the condition of women by small events she presents her own character as a girl child. It focuses on the childhood life of the girl child and also the life of the adult. She thought that there should be equality between male and female. But being a female, their family female members scolded her several time. Actually the role of the women in the family is focus on each child's development. It should not be divided between girl and boy.

Keywords: protagonist, patriarchal world, female's nature, child's development.

Literature is the mirror of the society. The experience of human beings is depicted by the writer in their own work. The work of art presents the real picture of the society. The story 'Girls' presents the characters of the female in the family and in the society. The narrator of the story is the eight year old, nameless, middle-class girl, second girl child of the family.

The short story 'Girls' was first published in Hindi in the weekly Dharamyug in 1983. Its English translation appeared in the same year the weekly Manushi. Girl's is a story of an 8 years old nameless middle-class girl child, narrated in first person point of view. It focuses on the childhood life of the girl child and also the life of the adult. In Indian family the women treated as a second citizen. Mrinal Pande goes on to study English literature, Sanskrit literature, ancient Indian history, archaeology and classical music. She is versatile personality-a teacher, television artist, author and journalist. She was the first woman editor of the national newspaper in 2010. She went on to become chairperson of – Prasar Bharati, the official apex body of India and broadcast media. The government of India awarded her the fourth highest civilian honour of Padma Shri in 2006.

In the story of 'Girls' Mrinal Pande used the first person point of view. The eight year old girl is telling her life story. Lali is the mother of the protagonist. Her tender year experience in the patriarchal world is expressed here by the protagonist.

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She specially express about her family female's nature and the conditions of women in the society. While telling the condition of women by small events she presents her own character as a girl child. The girl child is telling her feelings, her perceptions of the people and the social world around her. She is going to her Nani's (grandmother) house with her mother. Her mother is pregnant third time and is going to her mother's house for her fourth delivery with her two daughters. This time she want that she should delivered a baby boy. The eight year girl child narrates the journey and her Nani's house nature. She doesn't like her Nani's house atmosphere. It is totally related with patrichary. Her Nani always warns her to behave like a girl not a like boy. She wanted to enjoy each moment of her life. She has no idea about the world. Her childish mind forces her not to bother anything and enjoy each moment of life. But her Nani and her mother scold her several time warn her to obey and do not questions about anything. The eight year girl child has no awareness about the surround world. Even the old women of the society also observe her behaviour and told about it to her mother. The author wants that to present the psychology of the child through the eight year girl child.

01. Role of woman in the family: - In every family woman always pay attention to the nurturing processes of the child. She always helps to the child to flourish in natural way. In the story 'Girls' the girl child and women endure too much being a female they bear in their life. This atmosphere of the house and society, effects on the girl child mind. Her suffering is narrated here in this story. She thought that there should be equality between male and female. But being a female, their family female members scolded her several time. Actually the role of the women in the family is focus on each child's development. It should not be divided between girl and boy. The protagonist says that in her family only grandson enjoy the privilege of her grandmother. Everyone pay attention towards the grandson and not us. Because they are girl child.

02. Endurance of the Female Gender:- The story deals with the ways that girls are treated in Indian society. The eight year girl when reached her Naani's house. At night in her Naani's house she heard the voice of her aunt (mother's sister) was telling that "she does not get as much respect in the house as a dog." In response her mother was consoling her sister and replied that "all of them suffer like that and one has to endure." They were talking about the conditions of women in society. The little child has no idea about the endurance. So the next day she asks about endurance to her mother. But instead of explanation she got slap from her mother. The tender year experiences of the girl child focused here in this 'Girls' story.

03. Deep desire for male child: - In the story it is depicted that the mother of three girl child is going to her mother's house for her fourth delivery. She takes her two daughters with her, ten and eight years old. Because of three

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daughters the mother wants that this time she should delivered baby boy. May be this would reduce her sufferings. Even Naani, the Lali's mother also wants that to have a baby boy.

04. Two World Depicted: - The protagonist of the story is the eight year girl child. Once she heard the discussion of the adult women of the family. She can't understand the meaning of their discussion. The next day to get it meaning, she asked about it to her mother Lali. In response her mother scolded her and warned her never ask questions about it and also not to hear the adult women discussion. Actually the work of the adult is that to pay attention towards the upbringing of the children. But here no one pay attention towards the eight year old girl. She thinks that the world of the child and of the adult is different one.

05. Focus attention on gender issues: - In the story 'Girls' the elder character is Naani , mother of Lali. Naani always tells to the girl child how to behave, sit, talk and bend. When the protagonist went her Naani's house she noticed that her Naani allowed sleeping her lap only her grandson. This privilege only enjoyed by the grand son and not granddaughter. Through this small incident the narrator wants to presents real picture of the Indian society and also the longing of the girl child. This unequal treatment is given by the female character to the girl child in the story. So here in the story the author wants to focus attention on gender issue. Actually it is the work of the elder members of the family to pay attention of the child of the family. But here the child totally separated from the world of the elders. The child wanted that elder should answer their problems. They have the knowledge and experience about the life. But here no one wants to answer the questions of the eight year old girl. Every one scolds her and every one pay attention towards the grandson of the Naani. Through this incident author focuses on the gender issues. When the protagonist was touching her Naani's feet that time she was told that to bend properly and touch Naani's feet. Someone says that, "not like that....bend properly. You are born a girl and you will have to bend for the rest of your life. So you might as well learn."

06. The psychology of child: - Lali's daughter is the protagonist of the story 'Girls'. The girl is eight year old and she is telling about the world which she faces in her day to day life. Actually she was scolded several times by her mother Lali and grandmother, Naani. Sometime she disappoints and observes the nature and birds. She thought that is mother bird hate her girl bird. She wants to be like a bird. The child thought that –"I wonder if mother birds think their girl birds are inferior." The child psychology is focuses in the story. The child wants emotional support in her growing period. But here no one pay attention towards her. In her family being a female no one utter single good word for her. The little child wanted to have a close relation with the

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family members like mother, grandmother, sister etc. That would give an emotional support to the child. Being a girl child how she was neglected and endure in her family, it is presented here in this story through the eight year girl child. She wanted an equality within men and women, girl and men. At the time of Durga pooja she didn't want to go with that ritual. She thought that if they don't love girls then why they pretended that they worship the girl. I think that in this world not a single girl wants that to be worship her only one day and rest of life filled with sufferings ad endurance. So she doesn't want to follow the Durga pooja rituals.

Through the story 'Girls' the author Mrinal Pande wants to convey that in the world patriarchy, women suffered too much. Their life filled with many problems by birth. The society and family members discriminate between girl and boy. Mrinal Pande specially talks about gender discriminations in her present story. In real life women were taught to compromise with their wish, aim, career and ambitions. Even there are some women who went through it. They sacrifice their career for family because people thought that women as inferior to men. This notion is not understood by the girl. Actually the protagonist here telling her life story but she represents the universal notion of the people. In the every corner of the world people only talk about gender equality. But it is only in the books. While behaving in the real life no one want to follow it. The child presents the sufferings, problems, and endurance of the girl child in the universe. The author here focuses on the atmosphere of Naani's house which is totally perceived the patriarchal tradition. I think that here Mrinal Pande depicted the girl child of eight year as the universal girl child. In some percentage every girl child goes through it. But family female character also play an important role to change the position and nature of the family. So the female characters role is very important in the family and in the developing of the child's mind. Through this story Mrinal Pande wants to presents the real picture of the Indian society. The reader understands the narrator's emotions, her discomfort at being a victim of gender discrimination. The narrative style is very clearly it easily convey the massage which the author want to present before the reader. Each incident of the story Mrinal Pande narrates in such emotional manner that it touches every reader and understands what she wants to express through the story of 'Girl'.

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"Silent Revolt: Subaltern Narratives in the Room on the Roof"

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Abstract

In order to illustrate the marginalised characters' subtle points of view and agency within social limits, this article explores the novel by Ruskin Bond's marginalised characters. Through an in-depth analysis of the text, the study highlights how subaltern characters confront oppressive systems, negotiate power relationships, and make their identities known. The research provides a greater knowledge of subaltern experiences and the complexities of their lived reality by examining the interconnections of class, gender, and colonialism in the narrative. "Silent Revolt" adds to the conversation about subaltern studies by highlighting how critical it is to give marginalised voices more visibility in both literature and society. Researchers can learn more about the complex tactics used by subaltern people to question prevailing ideologies and norms by looking more closely at how these characters not only defy social norms but also subvert established power structures through their stories and actions. This will ultimately shed light on the resiliency and agency of marginalised communities. Furthermore, this research might be expanded to look at the effects of amplifying marginalised voices in literature and society, especially with regard to advancing social justice, encouraging inclusivity, and subverting dominant narratives. This will ultimately deepen our comprehension of the intricate relationships between identity, power, and resistance.

Keywords: Subaltern perspectives, Alienation, Identity Crisis, Social Change, Marginalisation.

Introduction

Subaltern Studies is an important field of study that aims to provide a more inclusive and thorough understanding of society and history by elevating the voices of marginalised groups. Within this field of study, academics scrutinise colonial and postcolonial power structures in order to highlight the institutionalised marginalisation and exploitation that marginalised communities experience. Using a wide range of disciplines and sources, they painstakingly recreate the lived realities of these marginalised groups, highlighting their capacity to act and resist inside repressive frameworks. Subaltern Studies advocates for equality and inclusivity in historical and social studies by examining social justice movements across national

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borders via a global lens. Subaltern studies, which give priority to the perspectives of individuals who have traditionally been marginalised or disregarded, are essential in questioning dominant narratives and deepening our comprehension of the complexities involved in power dynamics, resistance, and social change. Being centred around the experiences of marginalised people, it serves as a valuable tool for challenging prevailing narratives and deepening our understanding of power dynamics, social change, and resistance. By giving voice priority to those who have historically been disregarded, this field of study sheds light on the agency and resilience of disadvantaged individuals and offers a more nuanced perspective of historical events and societal institutions. Subaltern Studies' multidisciplinary methodology and global viewpoint enable it to continue pushing boundaries and improving inclusivity in historical and social studies. Subaltern Studies acknowledges and elevates the experiences of marginalised groups, so contributing to a more comprehensive and fair representation of society and history. This encourages a more equitable and inclusive intellectual debate in turn.

The Subaltern Historians originally started as an Indian version of the "History from Below" approach of the west. They were also influenced by the British Marxist historians. The term "subaltern "came from the writings of Antonio Gramsci and refers to subordination in terms of class, caste, gender, race, language, and culture. Gayatri Chakraboty Spivak, in an essay titled "Can the Subaltern Speak?" wrote:

> The Subaltern cannot speak. There is no virtue in global
> Laundry lists a woman as pious. Representation has not
> Withered away. The female intellectual has a circumscribed task.
> Which she must not disown with a flourish. (p. 308)

In her essay, she discussed cases of widows being burned alive on their husbands' funeral pyres, shedding light on the struggles of women who endure oppression from both patriarchal and colonial forces. Ranajit Guha is a notable figure in the realm of subaltern history, particularly recognized for his work "Elementary Aspects of Peasant Insurgency in Colonial India," which is widely acclaimed as a foundational example of subaltern historical analysis. Guha's objective was to uncover the genuine experiences of peasant life during the colonial era in India. The inception of Subaltern Studies took place circa 1982 through a series of scholarly articles published by Oxford University Press in India. A cohort of Indian academics, who had received education in Western institutions, aimed to reclaim their historical narrative and amplify the voices of marginalized communities. Their primary goal was to rewrite history from the perspective of those situated at the lower rungs of the social hierarchy, giving voice to those previously silenced. Subaltern scholars sought to move away from narratives that centered on the elite, diverging from the Eurocentric biases prevalent in imperial history. They critiqued the "Cambridge School" for perpetuating a colonial legacy that focused on the privileged few, instead

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choosing to spotlight subaltern groups based on factors such as class, caste, gender, race, language, and culture.

In Ruskin Bond's book "The Room on the Roof," a young Anglo-Indian kid named Rusty—who struggles with feelings of alienation in both Indian and British cultures—examines the issue of subaltern studies. The difficulties experienced by disadvantaged and disenfranchised elements of society are illuminated by Rusty's encounters with the different characters in the narrative. The book explores issues of identification and belonging, which are important topics in subaltern studies debate. marginalises people who are not like them. Born to Mr. Harrison, who has contempt for Native Americans and their culture, Rusty lives in a remote part of Dehra where remnants of British colonialism still exist. Mr. Harrison continues to live in a supremacist worldview and keeps himself apart from the local Indian population, even after India gained her freedom. His English-style mansion and garden, which reinforce ideas of racial superiority, are reflections of his colonial attitudes. Despite India's freedom, Mr. Harrison's unwavering conviction in Britain's superiority highlights the colonial legacy that still exists today. Mr. Harrison's presence in India represents the intricate complexities of post-colonial identity and the lasting influence of colonial ideology, despite the country's shifting political landscape. Numerous British people have returned to pursue careers, as the author describes:

The community consisted mostly of elderly people; the others had left soon after.

Independence. These few stayed because they were too old to start life again. another country… (13).

Ruskin Bond does not write with a superiority complex towards Native Americans or try to defend European behaviour in his stories. His writings don't depict any antagonism between Eastern and Western cultures. Bond lived in India in the globalised and post-colonial periods. In his stories, he portrayed a wide range of personalities. The lone small child in his neighbourhood, Rusty, became well-known throughout the community. Rusty is forbidden by his guardian, Mr. John Harrison, a conservative British man who despises Indians and their culture, from going to the Indian market, where Anglo-Indians have their own area. Enticed by the Indian bazaar and keen to see Dehra's many sides, Rusty sneaks inside the market and befriends Indian residents. Rusty's Anglo-Indian guardian kicks him out of the family after learning of his visits, leaving him without assistance. Rusty stays temporarily with Somi, his new friend. In exchange for lodging and meals, Somi helps Rusty land a job teaching English to Kapoor's well-off child, allowing Rusty to realise his dream of becoming financially independent. Rusty can now fulfil his lifelong ambition of being independent, alone, and pursue his love of writing thanks to this opportunity. Rusty accepts this new duty and starts tutoring Kishan.

Rusty's guardian, Mr. Harrison, had always told him to avoid mixing with the locals, hammering home the point that well-educated, well-cultured colonised people

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were beneath them in every way. Instead of portraying Indian characters as competent people in their own right, this convention served to reinforce the stereotype that they are unsophisticated, illogical, lack self-control, and are only qualified to serve their colonial overlords. Ruskin Bond deviates from this colonial story, though, by incorporating a wide cast of Indian characters, including Somi, Ranveer, Kishan, Meena, and Mr. Kapoor, and by satirising the British character Mr. John Harrison in his works. Sincere compassion binds Rusty's multicultural friendships together, with respect and equality at their core. The support Rusty gets from his Indian friends and their families—especially Somi, who gave him everything he had when he was abandoned and alone in the world—is crucial to his survival outside of his Anglo-Indian group. This friendship not only encourages Rusty to dismantle boundaries between the Indian and European societies, but it also refutes the colonists' incorrect counsel to avoid contact with the aboriginal people: "You belong here, to this house, to this road, and to these people. Don't go where you don't belong" (24).

Rusty's participation in Holi, the Hindu spring festival symbolizing the rejuvenation of the earth, the celebration of human affection, and the elimination of societal barriers, signifies his immersion into the Indian culture. Engaging in the playful tradition of throwing colored powder, people come together to set aside their conflicts and worries, reveling in song and dance as a means of unity and joy."The infection of spring spread simultaneously through the world of man and the world of nature and made them one" (29), seemingly bringing joy to all of creation. For the first time in his life, Rusty is content and responds to the excitement of Holi to release his pent-up feelings; it was "something wild and emotional, something that belonged to his dream world" (28).

Despite his early disappointments, Rusty finally discovers a sense of direction and community. In addition to locating housing, he makes the lifelong decision to serve those outside of his own social circle. He resolves his identity crisis along the road and develops into a confident, kind individual. Rusty welcomes Indian culture into his heart and confronts life's challenges head-on with courage and optimism. He transitions from a stance of exclusion to one of acceptance of cultural hybridity, realising his place in India and feeling a sense of inclusion and belonging again.

Literature Review

The literature review examines the influential works of Homi K. Bhabha and Dipesh Chakrabarty in the realms of post-colonial theory and subaltern studies. Bhabha's concept of hybridity and the "third space" challenges binary oppositions, emphasizing the fluid nature of identities in post-colonial settings. This perspective enhances our comprehension of how subaltern voices navigate dominant discourses and assert their agency within intricate cultural environments. Chakrabarty's concept of "provincializing Europe" offers a critical reassessment of Eurocentric historical narratives, advocating for the acknowledgment of interconnected histories and the

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deconstruction of universalizing Western frameworks. By centering subaltern perspectives and histories, Chakrabarty encourages scholars to engage with diverse narratives and question hegemonic discourses that marginalize non-Western experiences. The ongoing dialogue between subaltern studies and post-colonial theory, as exemplified by Bhabha and Chakrabarty's works, continues to influence critical conversations on power dynamics, representation, and resistance on a global scale. By incorporating these varied perspectives and complexities of subaltern experiences, scholars contribute to a more comprehensive and nuanced understanding of the lasting impacts of colonialism and the ongoing struggles for representation and agency within marginalized communities. Sumit Sarkar, a former member of the subaltern studies project, has critiqued the project for its shift towards postcolonialism. Over time, there has been a noticeable change in the approach of subaltern studies, with a growing influence of postmodernist and postcolonial ideologies. In his essays, 'The Decline of the Subaltern in Subaltern Studies' and 'Orientalism Revisited,' Sarkar argues that this shift may have been influenced by various factors. He suggests that there is an intellectual attempt within the project to critique others for essentialism and teleology while simultaneously claiming immunity from these criticisms themselves. This dual approach raises questions about the consistency and integrity of the project's theoretical framework and analytical methods.

Conclusion

The comparison between modern historical theories and methodologies within and outside the subaltern studies project, particularly in the context of examining tribal peoples in Western India, highlights the differing perspectives on colonialism, autonomy, and consciousness. Historians outside the project tend to view colonialism as a multifaceted and evolving historical phenomenon, placing subalterns within broader historical frameworks that encompass various elements such as ecology, politics, economics, technology, and society. This broader perspective allows for a more nuanced understanding of the complexities of colonialism and its impact on subaltern populations. The overlap and cross-pollination between subaltern studies and other disciplines further blur the boundaries between them, leading to ongoing debates and discussions. Ultimately, the valuable conclusion drawn from this comparison is the importance of considering multiple perspectives and interdisciplinary approaches when studying subaltern subjects. By incorporating diverse viewpoints and methodologies, researchers can gain a more comprehensive understanding of the experiences and agency of marginalized groups within historical contexts.

The integration of Subaltern Studies with comparative colonialism, cultural studies, historical anthropology, and post-colonial studies has blurred the distinction between work conducted within and outside the project. Contemporary writers often draw from a diverse range of sources, leading to a hybrid style that is prevalent in

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subaltern studies. The project remains dynamic, adaptable, and open to external influences, fostering a rich and diverse exploration of subalternity as a concept with numerous avenues for further investigation.

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Self-Exploration in *Larry's Party* by Carol Shield

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Abstract

Larry's Party uncovers the life of Larry Weller, a simple yet sensitive maze-builder and the protagonist of the novel. Larry's life is revealed through fifteen self-contained sketches detailing specific moments from or aspects of Larry's life. Shields shows how the fragments or single events in the life of Larry helps him to explore his own self. Larry's self-exploration suggests how the life experiences of people can inevitably destroy or uphold them. Self-exploration is the process of finding out that which is good or valuable to self by investigating within himself/herself. It is finding out what is right and wrong for one to do. Self-exploration in the central characters in works of art is the process of paying attention to oneself, their beliefs, aspirations and what one wants to be. Carol Shield attempts to explore Larry, the hero of the novel what he feels like to be a man at the end of the twentieth century, through Larry Shield discovers the fact that one man's life choices and oddities of the times. *Larry explores* peculiar absurdities and pleasures of living in a world where gender codes and expectations change rapidly and without warning.

Keywords: Larry, sensitive, maze-builder, life, experiences, choices, self, exploration.

The works produced by writer in Canada is commonly explained as Canadian Literature. Canadian literature is a mirror of the country's double origin and bilingualism, The Dominion of Canada established in 1867 by the confederation of Nova Scotia, New Brunswick, Upper Canada, and Quebec), gave rise to a series of literary activities. The 1960's witnessed the emergence of Fiction which became the subject of the novels and other forms of writing. There was a subverting the conventions of fiction and hence a shift from realist to surrealist, self-reflexive, feminist modes of writing took over. George Bowering, George Vancouver, Michael Ondaatje, Bolden and Carol Shield were a few writers who shaped Canadian Literature in the contemporary period.

Carol Shields's novels present the lives of ordinary women and men in a bright and gently satiric manner. Shields novel *Larry's Party was* published in1997. The novel deals with the theme of people retracking their steps, both literally and metaphorically, and taking different routes to accomplish their fulfilment. The novel examines the life of Larry Weller, an "ordinary man made extraordinary" by his

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unique talent for creating mazes. an exploration of the sensibility of an ordinary man in the last years of the millennium. The story is the roundabout journey of Larry, a florist-turned-maze-designer.

Larry Weller, the son of English immigrants, goes to Winnipeg even before he is born and when he in his mother's womb. He becomes a flower arranger and landscape gardener. When the story opens in 1977, Larry is 26. He is residing at home and is having a date with Dorrie, whom he eventually marries. From here onwards, the story moves episodically across the next 20 years. Each chapter is self-independent story coherently connected to the earlier ones that precede and follow. This kind of connectivity of the chapters is rendered with the help of the elaborate narration of Larry's life, which runs like the string holding together a set of beads and pearls chain or necklace. Each part focuses on the life events of Larry and is minuscule—a blazer picked up by flaw in a restaurant, for instance, or a sudden visit to the airport to meet a small child. Nonetheless, the ultimate effect is unique because of its clarity and poignancy of feeling.

Using a flashback, Larry expresses his unhappy circumstances that lead to his emigration. His marriage to Dorrie and eventual break up, the unhappiness of second marriage, and the in the life of Larry and his career as a landscaper are painted through the stream of consciousness technique. The events are well linked to the central metaphor of the garden mazes that Larry becomes well-versed in designing. In the final chapter, the characters of Larry's maze and complex life join at a party, and this is projected in a blatantly contrived device but successful despite its transparency. Shields has penned the novel with the self- assurance of a writer who from the beginning knows where the characters are going and what will happen to them once they arrive and manages not to bend them out of shape.

The novel thus follows its hero through a series of employment, relationships, and journeys as Larry attempts to unravel his power in the process of exploring himself. The novel grappled with, as shield expressed:

> "what life was like for a man in the
> second half of the 20th century."

The story of the life of Larry is narrated in fifteen self-contained sketches giving details of special phases Larry's life. The introductory chapter depicts Larry walking down a Winnipeg Street and suddenly realizing that he has taken the wrong coat at his neighbourhood coffeehouse. Rightly titled "Fifteen Minutes in the Life of Larry Weller, 1977," the portrait reveals that Larry is an employee in a flower company, but he stays at home because he is a little indecisive. The attire that Larry wears makes him uncomfortable and feel that he is wrong in wearing a jacket which does not reflect his birth and upbringing and the kind of background that he comes from. He also realizes in a moment that he loves his girlfriend Dorrie as he walks to meet her.

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The journey of Larry into various places symbolises the uncovering of a life's journey which is a vital part of the novel's beauty. Shields has a unique strategy in *Larry's Party* of tossing the reader down at random moments, and then letting the narrative thread of the moment reveal the months or years since the previous chapter. For example, the second section of the book, "Larry's Love," begins with his getting a haircut. Only later does the reader find out that the haircut presages Larry and Dorrie's marriage. Even later, the reader learns that Dorrie is pregnant, and their honeymoon is not as joyous as it first seems. Shields uses this spring over approach until the last section of the novel, which concludes with the party mentioned in the title.

Shields shows how specific moments uncontrollably destroy or uphold people. The simple events and small details of Larry's life such as the simple description of his clothes in "Larry's Threads" become the pieces of his life that give his character hope as he fumbles through two dissolved marriages, the deaths of his parents, a coma, and success in his maze-building career.

Larry's success as a maze-builder reflects his success in life. Larry's life—his fickle movements and feeble misunderstandings but also his eventual self-discovery which allows him to move into satisfying work and, eventually, a satisfying relationship—disclose the misunderstandings, false starts, and difficulties of being a man in a world where the relationships between men and women take on a deepening complexity. Yet, like the maze-wanderer who is rewarded for his or her perseverance, Larry has his party at the end of the novel, a party which rewards him with continued hope in his resolve.

Self-exploration in the novel takes a series of episodes in the life of "ordinary man made extraordinary" Larry Weller, who recognises himself while going through phases in his journey. He achieves name, fame, and prosperity as a designer of ornamental mazes while also struggling to understand the mystery of his existence. Each chapter of the novel is set two or three years spanning the years from 1976 to 1997. The chapters also focus on a single aspect of Larry's life. The titles of different chapters are "Larry's Threads," "Larry's Penis," and "Larry's Party."

Through his journey in creating the labyrinths, Larry comes across the changes in society in all aspects. Regarding the comments about this self-exploration of Larry the review by *Publishers Weekly* states how the novel follows the protagonist "over five decades," through which

> "Shields observes the changing social conventions,
> gender roles, vernacular idiosyncrasies and moral
> constructs of the times, interpolating these details
> into the narrative with subtle wit and an unerring
> eye for telling details. She also delineates the stages
> of life as the body ages and the future offers only
> the 'decline of limitless possibility,' while the mind hopes

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for the solace of some universal truths."

Shields writes the novel with the uncommon self-assurance of one who is very much aware of her character movements and behaviour. Carol Shield knows about her characters-where they are going and what will become of them once they explore and takes care to see that they are not out of shape along the way.

The novel examines the life of Larry Weller, an "ordinary man made extraordinary" by his unique talent for creating labyrinths. Shields' profound insights into human nature transform Larry from an ordinary, average man into a figure of universal humanity. The whole emphasis of the story is to analyse what it means to be a man at the end of the 21st century. One striking aspect of the novel is that it written when feminism was gaining ground and momentum, and gender roles were beginning to break down. During this time, men were viewed themselves as multi-dimensional and emotional creatures. Ironically, Larry is tender, romantic, emotive, and fully lovable, but the women he loves are equally fierce and notable.

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Role of Technology to Enhance English Language Skill
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Abstract

In the age of technology, teaching English language has been significantly transformed, offering both challenges and opportunities for language teachers. Post pandemic there is a surprise change in the use of technology to teach English language teaching. The Technology has provided exceptional access to a vast range of resources for teaching English. The Teachers can access online libraries, websites, various educational apps, and multiple digital platforms that offer a wealth of materials including e-books, videos, podcasts, interactive exercises, and games to the language teachers. This wealthy resources helps the language teachers for more diverse and engaging lesson plans tailored to students' interests and learning styles. Such use of technology makes learning English language activity based, learner centric and enjoyable for language learners.

Keywords: Technology, Digital Era, English Language Teaching , LSRW.

Digital tools and platforms provide interactive learning experiences in which students take an active role and contribute. Digital classrooms, electronic whiteboards, presentations using multimedia, and online discussion platforms such as Zoom and Microsoft Teams enables dynamic interactions between teachers and students, enabling deeper engagement and knowledge of English language ideas. Technology enables personalized learning experiences that are adapted to the specific needs and interests of each student. Adaptive instructional systems, language learning applications, and automated tutoring systems can all assess the ability of learners levels, monitor their progress, and provide personalized feedback and suggestions for advancement. This individualized approach allows students to acquire knowledge at their own pace and focuses on areas where they require further assistance.

Digital tools provide intense language practice outside of the classroom. Language exchange programs connect students with native speakers for real-world communication practice, whereas social networking sites, online forums, and augmented reality games provide possibilities for realistic language use in a variety of circumstances. These engaging lessons help students improve their language abilities and cultural competence. Technology makes it easier for students to communicate and collaborate with one another as well as with teachers. Email, instant messaging, video conferencing, and group conversations are examples of online

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communication tools that allow students to ask questions, seek explanation, and collaborate on assignments regardless of where they are.

The digital innovation has made it more accessible to learners of the English language to collaborate with fellow students and professionals from all around the globe. A collaborative project, collaborative coursework, and online exchange programs allow students to interact with people from various backgrounds, cultures, and languages, building international comprehension and interpersonal skills.

Technology enables English language teachers to continue their professional growth and network. Distance-learning programs, webinars, virtual conferences, and social media communities help educators stay up to speed on the newest instructional methods, technologies, and research in language education, thereby improving their teaching abilities and expertise.

Digital technologies can considerably improve English language skills by offering interactive and personalized learning experiences. Here's how different digital technologies can be utilized to enhance distinct linguistic abilities:

Listening skills can be improved with the help of Podcasts on various platforms such as Spotify, Apple Podcasts, and Google Podcasts provide a variety of audio recordings encompassing a wide range of topics. Listening practices in various language learning apps may help with understanding and pronunciation. English language learning YouTube platforms like BBC Learning English offer listening practice in the form of videos and podcasts. Platforms like YouTube, TED Talks, YouTube, and podcasts provide a multitude of audio and video information in English, which teachers can utilize to strengthen student listening abilities and inspire conversation on pertinent topics.

It is possible   and easy to master Speaking by using various digital platforms. There are language exchange apps that connects learners of a language with native speakers to improve their conversational abilities. Learners are able to take part in live conversations, talks, and role-playing exercises through digital speaking platforms such as Zoom and Skype.

Pronunciation apps which also offer feedback and exercises to assist learners improve their pronunciation skills. Hello Talk connect language learners with native speakers for conversation practice, cultural exchange, and mutual language assistance.

Reading Skills can be improved by using E-books and digital libraries, such as Kindle and Project Gutenberg, which provide a vast variety of reading resources. Reading comprehension apps such as Read Theory and Newsela provide levelled texts and comprehension quizzes.

It is very challenging for language teachers to make students to Practice writing skills. But there are many digital tools which have come into the world to help English language teachers. Word-processing applications such as Microsoft Word and Google Documents allow users to write a draft, edit, and format written tasks.

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Grammarly and quill bolt are the writing assistance applications that help students improve their grammar, punctuation, and writing style. Google Docs and Padlet are two collaborative writing tools that allow for group writing assignments and peer editing. Learners can use platforms like Story bird and Book Creator to create their own digital stories, comics, and multimedia presentations, allowing them to express themselves creatively and practice language skills.

There are numerous instructional applications available for learning English, which address a variety of topics such as vocabulary development, grammar practice, pronunciation, and understanding. Students can use flashcard apps like Quizlet to create, share, and study vocabulary sets. Word-building games such as Word Up and Vocabulary.com make learning new words enjoyable and entertaining. Language learning facilities such as Duo lingo to improve vocabulary retention.

Grammar practice applications such as English Grammar in Use and Grammarly include activities and lessons for various concepts related to grammar. Grammar-Quizzes.com and Perfect-English-grammatical.com offer interactive grammar exercises and tests to help emphasize grammatical concepts. Online grammar lessons and teaching videos on sites like as Khan Academy and YouTube provide extra resources for studying grammar fundamentals. Websites such as BBC Learning English, ESL and English Club offer a wealth of resources including articles, videos, quizzes, and exercises covering various English language topics and proficiency levels.

Overall, using technology into English language teaching creates new possibilities for imagination, teamwork, and personalized instruction, equipping learners as well as teachers to prosper in the age of technology. However, the use of technology must be balanced with teaching-focused best practices to enable equal opportunities for all learners.

Using these digital technologies efficiently allows educators to build an interactive and realistic environment for learning that caters to students' specific needs and preferences, eventually improving their English language abilities. Using digital tools to teach English can considerably improve students' learning experiences by making them more interactive, engaging, and accessible.

Overall, the integration of technology in English language teaching offers exciting possibilities for innovation, collaboration, and personalized learning, empowering both teachers and students to thrive in the digital age. However, it's essential to balance the use of technology with pedagogical best practices and ensure equitable access for all learners.

By leveraging these digital tools effectively, educators can create a dynamic and immersive learning environment that caters to the individual needs and preferences of students, ultimately enhancing their English language skills. Using digital tools to teach English can greatly enhance the learning experience for students by making lessons more interactive, engaging, and accessible. Here are several ways

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in which digital tools can be utilized in English language teaching: By integrating these digital tools into English language teaching, educators can create dynamic and engaging learning environments that cater to the diverse needs and preferences of their students, ultimately enhancing their language acquisition and proficiency.

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Imparting Value-based Education for Children-An analysis of *Village Boy* by Ifeoma Okoye

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Abstract

The most celebrated novelist and short story writer after Flora Nwapa in Africa is Ifeoma Okoye. Born in the Anambra State of Nigeria, Okoye went to St. Monica's College in Ogbunike. She was interested in children's stories and in fact her writing career began. Her novel the *Village Boy* narrates the experiences of Joseph, a boy from the village who has just completed his primary education and got admitted into secondary school located in Enugu. Being the first child of Ibe and Akueke, Joseph had to bear the brunt of suffering even as a small child.in the school he comes across people with different mentalities and psychology, nonetheless, Adamu becomes friendly with Joseph and stands by him in all situations.in school Jospeh's performance is not good and this fear that he may not fare well in the later years in school haunts Joseph's mind, but he does improve with the help and mentoring about values from his friend, Adamu. Thus, from the personality of Joseph, one can understand that he is diligent, and valorous and is ready to learn from people around him and is capable of overcoming struggles and trials. The article explores the fact that quality education clubbed with morals and ethics will certainly make children ponder over the need for values to live in the society and the world at large.

Keywords: Ifeoma Okoye, Africa, children, stories, struggles, quality, morals, education

Ifeoma Okoye is a second-generation Nigerian author. She was trained at the University of Nigeria, Nsukka where she studied English and at Aston University Birmingham in the United Kingdom and she obtained a postgraduate degree in English. Okoye believes that self-discipline, self-determination, self-confidence, self-esteem, and self-actualization are the true essentials of education for children. Children's fiction writers have sought to educate the Nigerian child.

The need to educate a Nigerian child is the major task of the writers of children's books. Ifeoma Okoye gets into the world of children and recreates it. She uses a variety of familiar subject matters bordering mainly on the home and school. Her plot is simple and exciting and creates suspense. Her children's literature centers on school and family life, portraying events that children encounter in their daily lives.

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Village Boy portrays children and adolescents in school which is an exciting phase in the life of any human being along with anxiety too. It encourages the child to grow and socialize with the larger society outside the home. *Village boy* is a story about Joseph Ibe's leaving the rural area for a secondary school in an urban area. Joseph, though determined, is afraid of the unknown. The novel is a complex story comprising of fifteen chapters, concentrating between the village and the urban area. The first two chapters deal with the village scenes while the remaining chapters concentrate more on the urban setting where Joseph, the protagonist, attends a secondary school. Okoye realistically evokes children in their excitement and anxiety in the school environment. She explores the ways in which the schoolboys experience the pain and happiness with other children in school. Joseph's amazement and excitement at the number of vehicles plying the streets on his way to Enugu. Okoye depicts Joseph's excitement and wonder on visiting day at school, seeing the different types, sizes, and colours of cars of parents visiting their children. Joseph's anxiety when he realizes that he must use his cutlery, like others, to eat yam and stew, is realistically recorded.

Okoye humorously depicts Joseph holding his knife in his left hand and fork in his right hand since this is his first time eating with fork and knife. In the village he eats with hands whereas at school they eat with cutlery and are also taught international table manners. The movement from rural to urban area exposes Joseph to a new environment and a change of social value. This movement which was a metaphor of growth brings into focus character interaction between Joseph the central character and other characters such as Afam, Chu-boy the bully, Adamu the Hausa boy, and Jegede the Yoruba boy. Okoye explores in detail the relationship between schoolboys and children's capacity for generosity.

Joseph makes lasting friendships. These friends understand, trust, and respect each other. They also help one another when the need arises. An example is when Afam helps Joseph out of an embarrassing situation in their dormitory when the housemaster goes on inspection to check if every student brought all that are required of him as listed in the school prospectus. Joseph does not have seven of the items, but Afam helps him by substituting those items from his own collections that have already been checked to make up with before the teacher gets to Joseph's bed. He does this to stop the school authority from sending Joseph home for those lacking items which he knows Joseph would not be able to afford. In the classroom Joseph also becomes the laughingstock of the class because of his poor English which affects his reading, pronunciation, and the general understating of his schoolwork.

Ifeoma Okoye realistically captures a fundamental problem in Nigerian use of English as a second language. For instance, during Joseph's first English lesson, he cannot read fluently or pronounce his name properly and this makes him the laughingstock of his class. The author enlightens us further on Joseph's problems when she says: But having the books was not Joseph's only problem with his studies.

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He could not read and understand the books easily. The history master spoke too fast for him to grasp all he said. The French master was puzzling. The only subject that gave him some joy was mathematics, and of all his teachers he liked the mathematics master Mr. Katchy, best of all. (p.43)

The story contains incidents that unite the children at school and make them share the same destiny. Apart from sharing books in the classes and studying together in little groups to help each other, they shared the same antagonist that is the English teacher, who is noted for sending students home if they do not have some prescribed literature texts.

Apart from showing friendship contracted at school, Okoye also highlights the negative role of school bullies, making us aware of the nuisance and the terror they represent to the weaker children. This is seen in such characters like Chu-boy. It is interesting to note that at ten Chu-boy controls boys much older than him, like Joseph who is thirteen. Apart from being a bully and a 'show-off', Chu-boy is equally vicious, and his vindictiveness is seen in the way he harasses and rounds Joseph for telling the truth about their midnight party. He makes sure that Joseph gets the largest portion of tough grass to cut. He also turns almost all his classmates against Joseph. He even tries to separate Adamu from Joseph, calling the latter names like "foolish boy, stupid, block head, very poor and uncivilized" (p.58). Adamu who knows Joseph very well tells him that Joseph is 'honest, humble and kind', and that he will remain his friend. This infuriates Chu-boy to the extent that he threatens and warns Adamu to be careful lest other boys ignore him because of Joseph. The principal and Mr. Katchy, the friendly Mathematics teacher, query Joseph about the lost money; but Adamu who knew Joseph very well says, "Stop crying, Joseph… I am sure you did not take the money, (VillageBoy,71)

With time, the lost money is discovered in a library book borrowed by another boy and Joseph is vindicated and his honesty proved. He is also a good boy for he forgives his accusers willingly. Okoye's knowledge of her society is perfect as she also portrays the relationship between the students and their teachers, as this relationship can either build-up or damage the characters of the students. Some of the teachers, like Mr. Ani, the Form Master, and Mr. Katchy the Mathematics teacher, are very good and friendly towards their students. They take interest in all their students and encourage the weak ones to work hard. A strict but friendly teacher commends the respect and confidence of his students. Joseph can confess and confide his problems to Mr. Katchy. Mr. Katchy, realizing the source of Joseph's problem, prescribes simple story books for him to read and this helps Joseph make great improvement in his spoken English and his schoolwork generally. Joseph scores the highest grade in Mathematics in his class. Joseph's confidence is because he receives the kind of education from his friend but for the encouragement and friendship of other teachers and classmates.

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Okoye's *Village Boy* exposes Nigerian school children to an increased awareness of other children's behaviours, thereby developing a better understanding and knowledge of themselves. Ifeoma Okoye treats various themes in this work, the most important being the question of Nigeria's political unity. It explores a theme that is significant in its bearing on serious problems and pre-occupation of matured life.

The story is a human exploration of how children can transform from being wild and vicious to someone good and obedient. Okoye draws the view that the right kind of value- based education will certainly education children and chances are more that they will be good as witnessed in the person of Joseph. Okoye projects that mutual respect and trust for one another would lead the Nation to a great height and unity. Despite Afam's advice to Joseph to choose as housefather a boy from their ethnic and linguistic background, Joseph prefers John Jegede, a Yoruba. Joseph's decision and action are an exploration of the need for non-tribal sentiments to show children's essential innocence uncorrupted by the larger Nigerian power politics.

Okoye's capacity to educate gently through little ways of children and adult responses is admirable. Joseph's decision supports the former Nigerian national Anthem which says: "Though tribe and tongue may differ in brotherhood we stand". Okoye also portrays close conflict in the society as represented in the novel by Chu-boy from a rich background and Joseph from a poor family. Joseph is not ashamed of his poverty since it is not of his own making; rather he appreciates his mother's efforts to help her children. Joseph understands his mother's problems and works hard to help her. Chu-boy on the other hand comes from a rich family; his father is a Permanent Secretary, and his mother a contractor who spent much of her time chasing after money. Though rich, we find him deficient and inadequate in many ways. He is pompous, rude, and lacks good home training. He is a big bully. The argument between Afam and Chu-boy when the later returned Afam's bucket which he borrowed would explain this point better: "Did you say 'thank you' when you brought it back? Afam shouted back,

From the dialogue above we can see that even though Chy-boy had everything money could buy, he lacks parental love, closeness, and discipline. Okoye subtly teaches through the children's comments that parents are to give their children both physical and emotional support to help them develop into rounded and balanced people. Chu-boy's development is lop-sided since his parents are rarely at home. They pay little attention to his emotional development but spend time looking for money, leaving the young boy to himself. They give him much money but withhold the necessary discipline and this helps to explain his bad manners. Chu-boy seeks attention by dramatizing his wealth and self-importance and this eventually affects his class work as even Joseph performs better than him at the end of the year examinations.

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Okoye's style of narration is straight forward. She condenses actions and emotions. Fayose (1995) opines that one of the main purposes of children's literature is to stimulate their tastes, as many characters, situations and experiences encountered while reading will not only help in nurturing and deepening their understanding, but also in widening their interests. They can also learn from other people's mistakes through their readings, as well as the acceptable social norms; all of which will enable them to properly fit into the society in which they will function.

Therefore, Ifeoma Okoye, through vivid realization of a child-hero and the dilemma of his initiation into a larger society, teaches social virtues. She re-educates the Nigerian child about tribal sentiments and more importantly, through different characters, teaches moral virtues of honesty and hard work by juxtaposing Joseph to Chu-boy, for instance. It is the moral vision embodied in the novel that gives significance to Okoye's social and psychological realism. Her detailed working out of the child's dilemma and process of growth makes *Village Boy* an important novel for children.

Ifeoma Okoye tries to inculcate certain values in the child. Most of her stories affect the children psychologically, for instance the neglect and unhappiness that disobedience can bring. Eze learns to obey his parents and have confidence in their directions. Joseph's hard work, honesty and bravery are worthy of emulation as these qualities lead to success in life. Okoye's literary calibre is portrayed in her ingenuity in using the subject matter, plot, and characterization of her writings as avenues for portraying moral standards. She gives convincing pictures of life as she created from the world of her personal experience. Her stories enrich the children's understanding of life and develop their minds. Her Nursery and primary school stories: *Only Breed for Eze, No Super for Eze, Eme goes to School*, etc., are simple narratives with no plot complication. The message in the story is very educative.

> "I have everything I ask for, Chu-boy said but
> suddenly he became sad. "I wish daddy and mummy
> could stay at home more. (Village Boy, pp.45-46)

The stories point out some of the problems children go through in the society. The stories are simple narratives with straight-forward plots which help to reinforce the educative process of helping the children grow up and socialize with the larger society. The works are undoubtedly based on events that children encounter in their daily lives and therefore can readily identify with. The texts have their ways of imparting the lessons of hard work, courage, bravery, ambition, determination, speaking the truth always, encouragement and perseverance in children. Okoye's use of cohesive plots, themes, styles, and characterization as avenues for portraying moral lessons to the children is remarkable. Joseph's bravery in killing the poisonous snake in Macaulay House that restores some respect and dignity to him. In fact, by reading these children's novels, children increase their knowledge as well as their appreciation.

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Ifeoma Okoye's experience as a mother and trained teacher has greatly influenced her works. Her stories have a lot of action and suspense which engage children's interest. She reveals the inner perception of her young audience as her methods explore both social phenomena and help to educate children. For example, Joseph's hard work and bravery in *Village Boy* contribute to his successes which are worthy of emulation. Taking cognizance of the low literacy level of the young reader, Okoye makes use of short sentences and simple, unambiguous marks to explore experience. She also employs pictures to communicate experience. This goes a long way to entertain as well as educate the young reader. The potentiality of the works in helping to equip children for integration into the adult world, by employing literary themes and stylistic devices that captivate their interest.

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Exploring Ecocriticism in Indian English Literature: Unveiling the Interplay between Nature and Narrative

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Abstract
This paper explores the domain of ecocriticism in Indian English literature, focusing on the interplay between nature and narrative. Through a detailed examination of the works of prominent Indian authors such as Amitav Ghosh, Arundhati Roy, Ruskin Bond, and Mahadevi Verma, the paper delves into the rich tapestry of narratives that address environmental concerns and the profound interconnectedness between humanity and the natural world. The authors' contributions to ecocriticism are analysed, highlighting their exploration of themes such as environmental degradation, climate change, colonial exploitation, socio-political activism, and the celebration of nature's beauty. Drawing on diverse literary genres including novels, short stories, poetry, essays, and memoirs, the paper underscores the transformative power of literature in fostering environmental consciousness and advocating for sustainable practices. Ultimately, the exploration of ecocriticism in Indian English literature reveals the urgent need to address environmental challenges and rethink humanity's collective responsibility towards the planet.

Keywords: Ecocriticism, Indian English literature, nature, environmental degradation, climate change, sustainability.

Introduction:

Ecocriticism, a strong hypothetical focal point, has risen as a foundation in scholarly and social considers, especially within the last mentioned portion of the 20th century. This intellectual framework offers a significant investigation of the complex relationship between writing and the normal environment, illustrating how scholarly writings typify and engage with environmental concerns. Within the space of Indian fiction, ecocriticism sets out upon a compelling travel, digging into the wealthy embroidered artwork of accounts woven by Indian creators who scrupulously address natural issues and the significant interconnection between humankind and the normal world.

Indian fiction, characterized by its copiousness and differences, serves as a rich ground for investigating topics related to nature and the environment. Creators

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inside this convention fastidiously weave stories that highlight the significant bonds joining together people and the common space, cultivating an increased mindfulness of the advantageous relationship between the two. Topics such as natural debasement, environmental disequilibrium, industrialization's repercussions, and the conservation of conventional biological shrewdness saturate the scholarly scene, enhancing the talk on human-nature intuitive.

A particular highlight of Indian ecocriticism lies in its depiction of nature as a central character or a dynamic member in account structures. Creators adeptly exemplify common substances, ascribing consciousness and shrewdness to them, subsequently encouraging a significant investigation of the energetic between people and the environment. Additionally, Indian fiction digs into the socio-cultural and otherworldly measurements of human-nature connections, drawing motivation from antiquated rationalities such as Vedantic and Buddhist standards, which emphasize interconnecting and peacefulness. Salman Rushdie, in Midnight's Children, investigates the association between the segment of India and the biological disturbance caused by colonialism:

"Timberlands were cut down, streams dammed, the fragile adjust of an antiquated arrive disturbed" (Rushdie 123). This cite highlights the natural results of human activities and the interconnecting of social and environmental issues.

Conspicuous writers like Amitav Ghosh, Arundhati Roy, Ruskin Bond and Mahasweta Devi have made noteworthy commitments to Indian ecocriticism through their academic works. Their stories serve as piercing reflections on the advancing relationship between humankind and the common world, encouraging perusers to mull over their parts as stewards of the environment. The term 'ecocriticism' itself has experienced a transformative travel, advancing from its beginning in William Rueckert's exposition to its affirmation and advancement at the Western Writing Affiliation assembly in 1989. In spite of starting challenges in picking up acknowledgment as a true blue scholarly hypothesis, ecocriticism has thrived, locks in researchers in basic talk that arranges the complex associations between human culture and the physical world.

Within the wake of worldwide natural challenges, the crossing point of writing and environment gets to be progressively crucial. Through the focal point of ecocriticism, Indian English writing develops as an energetic space where the interconnecting of people and nature is investigated, advertising bits of knowledge into the complexities of natural stewardship and the basic of agreeable coexistence. As we set out on this investigate travel, we endeavour to unwind the multifaceted relationship between nature and story, shedding light on the transformative control of writing in cultivating natural awareness and supporting for economical hones.

Amitav Ghosh is a significant figure in contemporary Indian English literature whose works often delve into the interplay between nature and narrative, making his contributions noteworthy within the dominion of ecocriticism. His writing

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showcases a deep engagement with environmental concerns, intertwined intricately with the narrative fabric of his novels. Here's a detailed exploration of Ghosh's contributions to ecocriticism in Indian English literature, referencing his fiction:

1. **"The Hungry Tide" (2004):** Ghosh's novel "The Hungry Tide" is set in the Sundarbans, a region of immense ecological significance, known for its mangrove forests and biodiversity. Through this novel, Ghosh brings attention to the fragile ecosystem of the Sundarbans and the complex relationship between human inhabitants and the natural environment. The narrative highlights themes of environmental degradation, climate change, and the impact of human interventions on the delicate balance of nature. The novel's rich descriptions of the landscape immerse readers in the intricate beauty of the Sundarbans while also drawing attention to the ecological challenges faced by the region. Amitav Ghosh, in his novel The Hungry Tide, poignantly depicts the Sundarbans mangrove forest as a living, breathing entity threatened by rising sea levels: "The forest seemed to be holding its breath, the air thick and heavy with anticipation" (Ghosh 78).

2. **"The Ibis Trilogy"** (comprising "Sea of Poppies" (2008), "River of Smoke" (2011), and "Flood of Fire" (2015)): Ghosh's monumental "Ibis Trilogy" is set against the backdrop of the Opium Wars and the colonial exploitation of resources, including the environment. These novels provide a panoramic view of the ecological and social transformations brought about by colonialism in the Indian subcontinent and beyond. Ghosh skillfully weaves together narratives of characters from diverse backgrounds, highlighting their interconnectedness with the natural world and the environmental consequences of imperial expansion. The trilogy sheds light on issues such as deforestation, displacement of indigenous communities, and the commodification of natural resources, offering a nuanced critique of colonial environmental practices.

3. **"The Great Derangement: Climate Change and the Unthinkable" (2016):** In this non-fiction work, Ghosh extends his exploration of environmental themes by examining the cultural and political dimensions of climate change. He argues that contemporary literature and discourse have largely failed to grapple with the magnitude of the ecological crisis, portraying climate change as an abstract or distant concern rather than an urgent existential threat. Drawing on examples from literature, history, and his own experiences, Ghosh calls for a reevaluation of narrative forms and a renewed engagement with ecological realities in literature and beyond.

4. **"Gun Island" (2019):** "Gun Island" continues Ghosh's exploration of environmental themes, this time focusing on issues of migration, displacement, and ecological interconnectedness. Set against the backdrop of climate change and the refugee crisis, the novel follows the journey of its

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protagonist, Deen, as he navigates landscapes transformed by environmental upheaval. Ghosh deftly blends elements of myth, history, and contemporary environmental science, highlighting the ways in which human destinies are intertwined with the fate of the natural world.

Through his fiction and non-fiction works, Amitav Ghosh has made significant contributions to ecocriticism in Indian English literature, offering insightful reflections on the complex relationship between nature and narrative. His compositions serve as capable reminders of the critical need to address natural challenges and reconsider our collective duty towards the planet.

Arundhati Roy, the acclaimed Indian author, is known for her compelling narratives that often intertwine with themes of nature, ecology, and socio-political activism. Her contributions to ecocriticism in Indian English literature are profound, as she intricately weaves environmental concerns into the fabric of her storytelling. Here's a detailed exploration of Arundhati Roy's contributions to ecocriticism in Indian English literature, referencing her fiction:

1. **"The God of Small Things" (1997):** Roy's debut novel, "The God of Small Things," is set in Kerala, India, and vividly portrays the lush, tropical landscape of the region. Through rich descriptions and evocative imagery, Roy captures the intricate relationship between the characters and their natural surroundings. The novel delves into themes of environmental degradation, social injustice, and the impact of industrialization on traditional ways of life. Roy's narrative technique, which oscillates between past and present, allows her to explore the lasting consequences of human actions on the environment and society. Arundhati Roy, in The God of Small Things, explores the environmental destruction wrought by a dam project. Here, she describes the river as a symbol of life, now silenced: "The river itself was a shadow of its former self, reduced to a trickle of brown water snaking its way across a vast expanse of parched earth" (Roy 41).

2. **"The Ministry of Utmost Happiness" (2017):** Roy's second novel, "The Ministry of Utmost Happiness," expands upon her exploration of environmental themes, incorporating elements of activism and resistance into the narrative. Set against the backdrop of India's socio-political landscape, the novel addresses issues such as land rights, displacement, and ecological conservation. Roy's characters are often marginalized individuals who find themselves at odds with powerful vested interests seeking to exploit natural resources for profit. Through their stories, Roy sheds light on the interconnectedness of human struggles and environmental degradation, urging readers to confront the consequences of unchecked development and environmental exploitation.

3. **Essays and Non-fiction Works:** In addition to her fiction, Roy has written numerous essays and non-fiction works that address environmental concerns

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and socio-political activism. Her writings often critique the detrimental effects of globalization, neoliberalism, and corporate greed on the environment and marginalized communities. Roy's advocacy for environmental justice and indigenous rights has earned her international recognition as a prominent voice for social and ecological activism.

4. **Activism and Advocacy:** Beyond her literary contributions, Roy is actively involved in grassroots activism and advocacy work related to environmental and social justice issues. She has spoken out against large-scale development projects that threaten fragile ecosystems and indigenous livelihoods, advocating for sustainable alternatives and community-based solutions. Roy's activism underscores the deeply ethical dimension of her literary endeavors, as she seeks to amplify the voices of those affected by environmental injustice and advocate for a more equitable and sustainable future.

Arundhati Roy's fiction and activism have made significant contributions to ecocriticism in Indian English literature, illuminating the complex interplay between nature and narrative while advocating for environmental justice and social change.

Amitav Ghosh is a critical figure in modern Indian English writing whose works regularly dive into the exchange between nature and account, making his commitments essential inside the domain of ecocriticism. His composing grandstands a profound engagement with natural concerns, interlaced unpredictably with the story texture of his books. Here's a nitty gritty investigation of Ghosh's commitments to ecocriticism in Indian English writing, referencing his fiction:

1. **"The Room on the Roof" (1956):** Bond's make a big appearance novel, "The Room on the Roof," set within the foothills of the Himalayas, grandstands his early investigation of nature as a central subject. The novel distinctively depicts the excellence of the Himalayan scene, consolidating portrayals of lavish timberlands, streaming waterways, and magnificent mountains. Through the protagonist's experiences with nature, Bond highlights the transformative control of the common world and its impact on human feelings and encounters. The novel's setting serves as more than an insignificant scenery; it gets to be a character in itself, forming the story and imbuing it with a sense of put.

2. **"The Blue Umbrella" (1980):** Within "The Blue Umbrella," Bond tells the story of a youthful young lady named Binya and her prized ownership, a blue umbrella. Set in a rustic town within the Garhwal locale of Uttarakhand, the novella celebrates the excellence of the normal world and the straightforwardness of rustic life. Through Binya's intelligence with the scene and its tenants, Bond highlights the significant associations between people, creatures, and the environment. The blue umbrella becomes an image of agreement and interconnecting, reflecting Bond's veneration for nature and

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his conviction about the significance of protecting it.

3. **Brief Stories:** Numerous of Bond's brief stories highlight nature as a central theme, exhibiting his sharp perception of the common world and its affect on human encounters. Stories just "Like the Cherry Tree," "The Night Prepare at Deoli," and "The Eyes Have It" are packed with portrayals of scenes, vegetation, and fauna, illustrating Bond's profound association to the environment. His capacity to inspire the sights, sounds, and smells of the Indian wide open makes his stories reverberate with perusers who appreciate the excellence and ponder of nature.

4. **Diaries and Papers:** In expansion to his fiction, Bond has composed broadly almost his adore for nature and his encounters living in rustic India. His journals and expositions offer experiences into his individual relationship with the normal world and his reflections on the significance of protecting India's biodiversity. Through his compositions, Bond advocates for natural preservation and energizes perusers to appreciate the magnificence of the normal scenes that encompass them.

Ruskin Bond's fiction celebrates the excellence of the Indian scene whereas moreover raising mindfulness almost the significance of natural preservation. His works remind perusers of the inherent association between nature and story, welcoming them to investigate the interaction between human encounters and the normal world.

Maheshwari Devi, also referred to as Mahadevi Verma, was an unmistakable Hindi author and artist whose works regularly reflected her profound appreciation for nature and the environment. Whereas she composed in Hindi, her commitments to ecocriticism in Indian writing are critical and warrant dialogue inside the setting of Indian English writing. Here's an investigation of Mahadevi Verma's commitments to ecocriticism, with references to her fiction and verse:

1. **Nature Symbolism in Poetry:** Mahadevi Verma's verse is packed with distinctive symbolism of nature, exhibiting her profound association to the normal world. In sonnets like "Madhu Kavya," "Nihar," and "Mitti ka Danka," she celebrates the magnificence of the Indian scene, joining components such as streams, mountains, woodlands, and vegetation and fauna. Through her reminiscent verses, Verma captures the quintessence of distinctive seasons, the rhythms of life in rustic settings, and the advantageous relationship between people and nature. Her verse reflects a sharp affectability to biological topics and serves as a source of motivation for perusers fascinated by investigating the exchange between nature and story.

2. **Environmental Awareness in Composition:** Whereas Mahadevi Verma is basically known for her verse, her composition works too show a solid biological awareness. In her expositions and brief stories, she regularly

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portrayed the near relationship between people and the characteristic environment, emphasizing the significance of natural preservation and economical living hones. Stories like "Lapata" and "Srishti Ki Khoj Mein" dive into subjects of biological adjust, natural corruption, and the require for concordant coexistence with nature. Through her composition, Verma supported for a more profound understanding of humanity's interconnecting with the normal world, encouraging perusers to recognize their duties as stewards of the environment.

3. **Natural Backing:** Past her scholarly commitments, Mahadevi Verma was effectively included in social and natural causes. She was a staunch advocate for women's rights, instruction, and natural preservation. Verma's backing work expanded to issues such as deforestation, natural life preservation, and maintainable agribusiness, reflecting her commitment to cultivating a more evenhanded and biologically maintainable society. Her works and open talks frequently tended to the require for collective activity to address natural challenges and protect India's common legacy for future eras.

4. **Legacy and Impact:** Mahadevi Verma's bequest as a spearheading women's activist essayist and natural advocate proceeds to motivate eras of perusers and scholars in India. Her commitments to ecocriticism, in spite of the fact that essentially in Hindi, have had a significant effect on the broader talk on nature and writing in India. Researchers and pundits have recognized her part in highlighting the biological measurements of Indian writing and her endeavours to raise mindfulness around natural issues through her scholarly works and activism.

Whereas Mahadevi Verma's commitments to ecocriticism may not be as broadly considered inside the setting of Indian English writing, her compositions by the by offer profitable experiences into the complex relationship between nature and story in Indian writing as an entire.

Conslusion:

In conclusion, the investigation of ecocriticism in Indian English writing uncovers a significant engagement with the transaction between nature and story. Through the focal point of ecocriticism, Indian creators such as Amitav Ghosh, Arundhati Roy, Ruskin Bond, and Mahadevi Verma offer wealthy and assorted points of view on natural topics, weaving them into the texture of their scholarly works.

Amitav Ghosh's books, counting "The Hungry Tide" and "The Ibis Set of three," dive into the complexities of human-nature intuitive, highlighting the environmental results of colonialism and climate alter. Arundhati Roy's fiction, exemplified by "The God of Little Things" and "The Service of Most Extreme Bliss," interweaves natural concerns with socio-political activism, encouraging perusers to stand up to the natural treacheries of modern society.

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Ruskin Bond's reminiscent narrating, as seen in works just "Like the Room on the Roof" and "The Blue Umbrella," celebrates the magnificence of the Indian scene whereas too raising mindfulness approximately the significance of natural preservation. Mahadevi Verma's verse and composition, in spite of the fact that fundamentally in Hindi, offer significant reflections on the interconnecting between people and nature, supporting for feasible living practices and natural stewardship.

Within the wake of worldwide natural challenges, the crossing point of writing and biology has gotten to be progressively crucial. Through the focal point of ecocriticism, Indian English writing rises as an energetic space where the interconnecting of people and nature is investigated, advertising experiences into the complexities of natural stewardship and the basic of agreeable coexistence.

As researchers and perusers proceed to investigate the multifaceted relationship between nature and account, the transformative control of writing in cultivating natural awareness and supporting for economical hones gets to be progressively apparent. Through ecocriticism, Indian English writing serves as a stage for significant discourse and basic reflection on humanity's relationship with the characteristic world, motivating perusers to lock in with natural issues in significant and impactful ways.

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Exploring Feminist Themes in Namita Gokhale's "Paro: Dreams of Passion"

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Abstract

Namita Gokhale is an acclaimed Indian author known for her works that often explore themes related to women's experiences, cultural identity, and societal changes in contemporary India. She has written numerous novels, essays, and short stories that have garnered both critical and popular acclaim. Gokhale co-founded the Jaipur Literature Festival, one of the largest literary festivals in the world, which has become a significant platform for writers and intellectuals to engage with diverse literary and social issues.

Namita Gokhale's novel "Paro: Dreams of Passion" presents a compelling narrative that explores the complexities of female experience in a patriarchal Indian society. This research article aims to analyse the novel from a feminist perspective, examining the ways in which Gokhale portrays the protagonist, Paro, as a symbol of defiance, resilience, and empowerment. Through a close reading of the text, this study seeks to uncover the feminist themes and motifs present in "Paro: Dreams of Passion," shedding light on the challenges faced by women in their quest for autonomy and self-realization. Drawing upon feminist literary theory and critical analysis, this article will explore Paro's journey as a woman who defies societal norms and asserts her agency in the face of oppression and adversity. By examining the novel's depiction of female desire, sexuality, and liberation, this research article provides a deeper understanding of Gokhale's portrayal of women's experiences and the ongoing struggle for gender equality in Indian society.

Keywords: Namita Gokhale, Paro: Dreams of Passion, feminist literature, female agency, patriarchy, gender roles, empowerment, Indian society

Introduction

Namita Gokhale is a prominent Indian author, editor, and festival director, celebrated for her contributions to Indian literature and cultural discourse. Born in 1956 in Lucknow, India, Gokhale grew up in a family with a rich literary and cultural heritage, which deeply influenced her passion for writing and storytelling. She completed her education in India and later pursued further studies abroad, gaining diverse perspectives that would inform her creative endeavours.

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Gokhale's literary career spans several decades and encompasses a wide range of genres, including novels, short stories, essays, and anthologies. Her writings often explore themes of gender, identity, tradition, and social change, offering nuanced insights into the complexities of Indian society. With a keen eye for detail and a lyrical prose style, Gokhale crafts narratives that resonate with readers, capturing the diversity and vibrancy of Indian life.

In addition to her work as an author, Gokhale is also known for her role as a cultural organizer and festival director. She co-founded the renowned Jaipur Literature Festival, one of the largest literary gatherings in the world, which has become a platform for writers, thinkers, and cultural luminaries to engage in dialogue and debate. Through her efforts, Gokhale has helped to promote literature, foster intellectual exchange, and celebrate the richness of India's literary heritage on a global stage.

As a writer, editor, and cultural advocate, Namita Gokhale continues to play a significant role in shaping the literary landscape of India and inspiring generations of readers and writers. Her commitment to storytelling, cultural preservation, and intellectual discourse has earned her widespread acclaim and cemented her status as a leading figure in contemporary Indian literature.

Gokhale's writings reveal several recurring themes, narrative techniques, and stylistic elements that contribute to her distinct literary voice. Here's an analysis of her writings:

Exploration of Female Experience: Gokhale's works often centre around female protagonists navigating the complexities of their lives in Indian society. She delves into the inner worlds of her female characters, exploring their desires, aspirations, and struggles within patriarchal structures. Through nuanced characterizations and empathetic storytelling, Gokhale sheds light on the diverse experiences of women, challenging stereotypes and advocating for gender equality.

Cultural Context and Setting: Gokhale's writings are deeply rooted in the cultural and geographical landscapes of India. Whether set in the bustling streets of urban centres or the tranquil beauty of the Himalayas, her narratives vividly capture the sights, sounds, and textures of Indian life. Through richly detailed descriptions and evocative imagery, Gokhale creates immersive worlds that resonate with readers, offering insights into the complexities of Indian culture, tradition, and identity.

Interplay of Tradition and Modernity: A recurring theme in Gokhale's writings is the tension between tradition and modernity. She explores how individuals navigate the conflicting demands of tradition-bound customs and the allure of modern lifestyles. Through her characters' journeys, Gokhale interrogates the impact of social change, globalization, and technological advancements on Indian society, highlighting the complexities of cultural transformation and identity formation.

Mythology and Folklore: Gokhale often draws inspiration from Indian mythology, folklore, and oral traditions, weaving elements of myth and legend into her narratives.

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Through intertextual references and allegorical motifs, she reimagines timeless tales for contemporary audiences, infusing her stories with layers of meaning and resonance. By tapping into the rich tapestry of Indian mythology, Gokhale adds depth and texture to her storytelling, inviting readers to explore the enduring themes and archetypes that shape the human experience.

Social and Political Commentary: Gokhale's writings engage with pressing social and political issues facing contemporary India. Whether addressing caste discrimination, communal tensions, or environmental degradation, she confronts the complexities of Indian society with honesty and insight. Through her narratives, Gokhale offers nuanced perspectives on the challenges and contradictions of modern India, encouraging readers to critically reflect on the world around them and envision paths toward positive change.

Overall, Namita Gokhale's writings are characterized by their nuanced portrayal of female experience, richly textured settings, and thought-provoking exploration of cultural, social, and political themes. Through her diverse body of work, Gokhale continues to captivate readers with her evocative storytelling and profound insights into the human condition.

Namita Gokhale's "Paro: Dreams of Passion" is a seminal work in Indian literature that offers a powerful exploration of female experience from a feminist perspective. Set against the backdrop of a patriarchal society, the novel follows the journey of Paro, a woman who dares to defy societal norms and pursue her dreams and desires. Through Paro's story, Gokhale examines the complexities of womanhood, shedding light on the challenges faced by women in their quest for autonomy and self-realization. In this research article, we will explore the feminist themes and motifs present in "Paro: Dreams of Passion," analysing Gokhale's portrayal of female agency, sexuality, and liberation. By examining the novel through a feminist lens, we aim to uncover the ways in which Gokhale challenges traditional gender roles and empowers her female characters to reclaim their voices and assert their autonomy in a male-dominated world. Additionally, we will explore the novel's depiction of female desire and sexuality, considering how Paro's pursuit of passion serves as a means of liberation and self-discovery.

"Paro: Dreams of Passion" follows the life of Paro, a young woman who dares to defy societal norms and pursue her dreams and desires in a patriarchal Indian society. The novel is set in the backdrop of the late 20th century, where traditional values clash with the emerging desires of modern women.

Paro, the protagonist, grows up in a conservative household where she is expected to conform to the roles assigned to women by society. However, Paro harbours dreams and ambitions beyond marriage and motherhood. She is a woman of passion, intelligence, and independence, qualities that set her apart from the submissive women of her time.

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As Paro matures, she becomes increasingly aware of the limitations imposed on her by society. Despite pressure from her family to conform, Paro refuses to be confined to the traditional roles of wife and mother. Instead, she seeks to carve out her own path in life, determined to pursue her dreams of education, career, and personal fulfilment.

Paro's journey is marked by both triumphs and challenges. She faces resistance and criticism from those around her, including her own family members who struggle to understand her unconventional choices. Yet, Paro remains undeterred, drawing strength from her inner convictions and unwavering spirit.

Throughout the novel, Paro experiences love, heartbreak, and self-discovery. She forms deep connections with other women who share her struggles and aspirations, finding solace and solidarity in their shared experiences. Together, they navigate the complexities of womanhood in a society that seeks to silence their voices and suppress their desires.

As Paro's story unfolds, she emerges as a symbol of defiance and resilience, challenging the status quo and inspiring others to question the oppressive structures that limit women's freedom and agency. Through her courage and determination, Paro embodies the spirit of female empowerment and liberation, paving the way for future generations of women to reclaim their autonomy and pursue their dreams without fear or shame.

In the end, "Paro: Dreams of Passion" is not just the story of one woman's journey, but a powerful testament to the enduring strength and resilience of women who dare to defy the odds and forge their own destinies in a world that seeks to confine them.

In the novel "Paro: Dreams of Passion," Paro's quest for autonomy and self-realization is a central theme that unfolds through various events and interactions in the story. Paro, the protagonist, is depicted as a young woman living in a conservative society where societal norms and expectations often restrict the freedom of women.

From the beginning of the novel, Paro's desires and aspirations are at odds with the traditional roles assigned to her by society. She longs for independence and self-expression, desiring to pursue her passions and dreams rather than conforming to the expectations imposed upon her. This conflict is evident in several instances throughout the narrative.

One example of Paro's struggle for autonomy is seen in her desire to pursue higher education. Despite facing opposition from her family and societal pressures to prioritize marriage and domestic duties, Paro is determined to pursue her academic interests. She challenges the conventional norms that confine women to traditional roles and strives to assert her independence by pursuing her education.

Additionally, Paro's quest for autonomy is depicted through her romantic relationships and personal choices. Despite societal expectations to conform to traditional gender roles in her relationships, Paro seeks partnerships based on mutual

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respect and equality. She refuses to compromise her autonomy or suppress her desires for the sake of societal approval, demonstrating her commitment to self-realization.

Throughout the novel, Paro's journey towards autonomy is fraught with challenges and obstacles. She faces resistance from family members, societal judgment, and internal conflicts as she navigates the complexities of pursuing her dreams in a conservative society. However, Paro's resilience and determination enable her to overcome these obstacles and assert her autonomy in various aspects of her life.

As the story progresses, Paro undergoes a transformative journey of self-discovery and empowerment. Through her experiences and interactions, she learns to prioritize her own happiness and well-being, regardless of societal expectations or constraints. Ultimately, Paro's quest for autonomy and self-realization serves as a powerful narrative arc that highlights the importance of challenging societal norms and pursuing one's dreams with courage and conviction.

In "Paro: Dreams of Passion" by Namita Gokhale, Priya is a significant character who serves as a foil to Paro, the protagonist. While Paro embodies defiance and independence, Priya represents conformity and traditional femininity. Priya is portrayed as a dutiful daughter and wife who adheres to societal expectations, unlike Paro, who challenges them.

Priya's character is depicted as submissive and passive, in contrast to Paro's assertiveness and agency. She embodies the idealized image of a traditional Indian woman, prioritizing family duties and marital obligations over personal desires. Throughout the novel, Priya's character remains stagnant, symbolizing the limitations imposed on women by patriarchal norms.

Despite her compliance with societal norms, Priya experiences inner turmoil and dissatisfaction, suggesting the restrictive nature of traditional gender roles. Her character serves to highlight the complexities of womanhood in a conservative society, where women often struggle to reconcile their individual aspirations with societal expectations.

Priya's relationship with Paro is characterized by tension and contrast. While Paro rebels against societal constraints, Priya passively accepts them. Their interactions underscore the dichotomy between tradition and modernity, as well as the divergent paths chosen by women in navigating patriarchal structures.

Overall, Priya's character adds depth to the novel by providing a contrasting perspective to Paro's defiance and agency. Through Priya's character, Gokhale explores the complexities of gender dynamics and the societal pressures faced by women in traditional Indian society.

In addition to Paro and Priya, "Paro: Dreams of Passion" features several other female characters who play significant roles in the narrative, each contributing to the exploration of feminist themes and the portrayal of women's experiences in Indian society.

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Mrs. Dutta is Paro's mother, depicted as a traditional and conservative woman who upholds societal norms and expectations. She embodies the archetype of the dutiful Indian mother, emphasizing the importance of marriage and domesticity. Mrs. Dutta's character highlights the generational divide between traditional values and modern aspirations, as she struggles to understand Paro's desire for independence and self-expression.

Mrs. Duggal is a neighbour and family friend of Paro and Priya. She represents an alternative model of femininity, characterized by assertiveness and pragmatism. Unlike Priya, Mrs. Duggal is portrayed as outspoken and independent, challenging traditional gender roles and advocating for women's empowerment. Her character serves as a mentor figure for Paro, offering guidance and support as Paro navigates the complexities of womanhood.

Aunt Meena is a relative of Paro and Priya, depicted as a traditionalist who adheres strictly to societal norms and conventions. She represents the conservative forces within Indian society that resist change and uphold patriarchal values. Aunt Meena's character serves as a foil to Paro's defiance and independence, highlighting the tension between tradition and modernity in women's lives.

Nalini is a young woman who works as a domestic helper in Paro's household. Her character represents the marginalized and voiceless segments of society, highlighting the intersecting factors of class and gender oppression. Despite her limited agency, Nalini exhibits resilience and determination, embodying the struggles faced by working-class women in patriarchal societies.

Dr. Malini is a female doctor who represents professional success and independence. Her character challenges traditional gender roles by occupying a position of authority and expertise typically reserved for men. Dr. Malini serves as a role model for Paro, inspiring her to pursue her aspirations beyond the confines of traditional gender expectations.

These female characters collectively contribute to the nuanced portrayal of women's experiences in "Paro: Dreams of Passion," highlighting the diversity of roles, aspirations, and challenges faced by women in Indian society. Through their interactions with Paro and Priya, these characters explore themes of gender, identity, and empowerment, offering insights into the complexities of womanhood in a patriarchal world.

Conclusion:

In conclusion, "Paro: Dreams of Passion" by Namita Gokhale offers a multifaceted exploration of female experience in Indian society, as depicted through the diverse array of female characters within the narrative.

By portraying Paro as a woman who courageously challenges societal norms and asserts her agency despite facing oppression and adversity, Gokhale effectively challenges traditional gender roles and celebrates female empowerment. By centring Paro's narrative as a symbol of female empowerment, Gokhale invites readers to

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reflect on their own experiences and challenges, encouraging them to confront patriarchal structures and advocate for gender equality. In doing so, the novel inspires readers to recognize the importance of women's voices and narratives in shaping our collective understanding of the world.

Through characters such as Paro's mother, Mrs. Dutta, and family friend, Mrs. Duggal, the novel navigates the generational and societal divides that shape women's lives, highlighting the tension between tradition and modernity. Aunt Meena serves as a foil to Paro's defiance, representing the conservative forces that resist change and uphold patriarchal values.

Meanwhile, characters like Nalini and Dr. Malini embody the complexities of class and professional success, showcasing the intersecting factors that influence women's agency and empowerment. Collectively, these characters contribute to a nuanced portrayal of women's experiences, offering insights into the challenges and aspirations faced by women in Indian society. Through their interactions with Paro and Priya, they explore themes of gender, identity, and empowerment, shedding light on the complexities of womanhood in a patriarchal world.

By examining the roles and dynamics of these female characters, readers gain a deeper understanding of the diverse ways in which women navigate societal expectations, challenge traditional gender roles, and assert their agency in the face of oppression. Thus, "Paro: Dreams of Passion" stands as a powerful testament to the resilience, strength, and diversity of women's experiences, reaffirming the importance of feminist discourse and advocacy in addressing issues of gender inequality and social justice.

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Indian Female Feminist Writers in India

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Abstract

The study of Indian English fiction, particularly novels by Indian women writers like Shashi Deshpande, Githa Hariharan, Arundhati Roy, and Kiran Desai, has gained prominence both in India and internationally. These authors, often labeled as feminists, explore the theme of feminism through their female protagonists, aiming to liberate them from societal constraints and traditional norms. Arundhati Roy's "The God of Small Things" portrays Ammu challenging oppressive traditions but ultimately facing a tragic fate. Githa Hariharan's "The Thousand Faces of Night" features Devi as a modern woman rejecting traditional values. In Shashi Deshpande's "The Dark Holds no Terrors," Sarita emerges as self-willed and individualistic. Kiran Desai, in "The Inheritance of Loss," also touches on feminist themes as Jemubhai Patel's mistreatment of his wife reflects societal injustices faced by women. These novels collectively highlight the struggles and aspirations of women in Indian society, contributing significantly to the discourse on feminism and gender roles.

Introduction

The Indo-Anglian novel has a rich history and development, with notable contributions from Indian women writers. Toru Dutt's "Biyanca" or "The Young Spanish Maiden," although incomplete, stands as the first English novel by an Indian woman, published posthumously in 1978. Rajlakshmi Debi's "The Hindu Wife" (1876) highlighted the lack of freedom for women, followed by Krupabai Sathianandhan's "Saguna" and "Kamala" in the late 19th century, pioneering autobiographical narratives of the Indian New Woman. Post-independence, Indian women novelists made significant strides, notably Kamala Markandeya with novels like "Nectar in a Sieve" (1955) and "The Golden Honey Comb" (1977), focusing on lower-middle-class life in South India. Ruth Prawar Jhabvala, known for "Heat and Dust" and "Dominion," and Anita Desai, with works like "Cry, the Peacock" (1963) and "Fire on the Mountain" (1977), further enriched the genre. Nayantara Sahgal's politically themed novels like "Rich Like Us" and "Storm in Chandigarh" added depth to post-independence Indian literature. .And next comes Shashi Deshpande (1938-), a distinguished Indian woman novelist writing in English. "*Small Remedies*", "*The Dark Holds no Terrors"* and "*That Long silence"* which won 'The Sahithya

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Academy' award, are her best known novels. There is Arundhati Roy (1961-) who has become very famous over night with the publication of her debut 'Booker Prize' winning novel "*The God of Small Things*". The next well known Indian woman novelist is Githa Hariharan (1954-) who has become very famous with her novel "*The Thousand Faces of Night*". And lastly Manju Kapoor (1948-) who has written six novels so far and Kiran Desai (1971-) the youngest of all women novelists has become very famous with her novel "*The Inheritance of Loss*" which won the 'Man Booker Prize' for her. These aforementioned Indian women novelists writing in English since 1980 are generally labeled as feminists.

Concept of feminism : A Source of inspiration for Indian writers

The concept of feminism, rooted in the idea of advocating for women's rights and equality, initially gained prominence through the works of Western writers like Mary Wollstonecraft with her book "Vindication of the Rights of Women" in 1792. This concept challenged the prevailing patriarchal systems that oppressed and suppressed women in traditional societies. French writer Simone de Beauvoir continued this advocacy in "The Second Sex" (1949), highlighting women's issues. Virginia Woolf, an English novelist, contributed to feminist literature with her work "A Room of One's Own" (1929), emphasizing women's need for independence and creative space. These pioneering ideas from these writers have inspired Indian women novelists writing in English, who further explore feminist themes in their works, as discussed in the following paragraphs.

Kiran Desai, the illustrious daughter of an illustrious mother, Anita Desai, the most distinguished novelist, who carved a secure niche for herself among other distinguished women novelists writing in English. Kiran Desai, the author of 'The Booker Prize' winning novel, "*The Inheritance of Loss*' ' published in 2006 deals with the problems of the immigrants in the States. So far she is the youngest of the Booker awardees. The title of the novel is richly striking and it fully reflects the avowed theme of the novel very neatly. Kiran has had varied experiences of different cultures and her understanding of men and matters is unerringly perceptive; the loss of inheritance of those immigrant characters, of all classes, in one way or another have sustained some loss to a considerable degree, including their identity, which is the most important distinctive badge of an individual; for example, Pankaj Mishra remarks in a review :

> "Although it focuses on the fate of a few powerless individuals, Kiran Desai's extraordinary new novel manages to explore with intimacy and insight just about every contemporary international issue: globalization, multiculturalism, economical inequality, fundamentalism and terrorist violence." Desai 324.

The avowed theme of the novel is the loss of inheritance by the Indian immigrants in the States where they gain nothing but humiliation and total loss of

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identity. While this is the major theme, the novel encompasses many issues relevant to the contemporary world, such as globalization and multiculturalism.

Despite the fact that Kiran Desai's major theme in the novel is the immigrant's struggle for existence in the States and finally he gains nothing and he sustains irrevocable loss – Loss of self-identity besides cultural confrontation and racial humiliation, she has not lost sight of the feminist aspect. She highlights this though, in a brief space, the inhuman ill-treatment of the Judge, Jemubhai Patel, of his young innocent wife. She has been put to unjust torture for no fault of hers. Thus Kiran Desai exposes his male chauvinism through his blatant savage conduct towards his wife.

Shashi Deshpande is one of the most prominent Indian woman novelists writing in English. Although she was initially reluctant to be labeled as a feminist, towards her mid career as a novelist, she realizes that she is a fervent feminist but with a difference. Unlike some feminist women writers, she is not a strident or militant feminist. She is not a leftist in this regard; nor is she against the species of male gender. She has implicit faith in the institution of marriage; she is vehemently against the system which allows man to be authoritative and chauvinistic towards women; her honest plea is that woman should be treated as a human being rather than a personal property of man. Her novels may be described as a kind of education for women towards realizing their own identity and selfhood. Her protagonists are middle-class educated career women. She champions the cause of women's upliftment. This is, indeed, her message to all women who are oppressed at the hands of male chauvinists. For this, a woman must be properly educated and have economic independence. And to realize her identity she must have the courage of her conviction. She best illustrates her idea of feminism through the character of Sarita (Saru), the female protagonist of the novel, "*The Dark Holds no Terrors*". She grapples with the identity crisis of the contemporary woman who is generally a middle class educated one. In the traditional society the Indian woman has been taught that her great virtues are submissiveness, sacrifice, self denial and suffering in silence. Such a woman is represented as an ideal wife. Saru, portrayed as rebellious from the start due to her mother's neglect in favor of her younger son Dhruva, witnesses his drowning, leading her mother to blame her for his death. Despite familial pressures, Saru marries outside her community and pursues a career in medicine against her mother's wishes. Initially happy in her marriage to Manohar, her success as a doctor breeds jealousy and abuse from him. Unable to endure the torture, she leaves him after fifteen years with her two children and returns to her parental home after her mother's death. Saru seeks solace in caring for her father and, while attending to a patient, instructs him to keep Manu waiting if he comes. The novel thus ends with an opening ending.

Arundhati Roy who was born to a Bengali father and a Keralite mother in 1961. She created international sensation with the publication of her debut novel,

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"*The God of Small Things*", published in 1998. It is mostly autobiographical in content cast in the mold of a novel and it won the Booker prize for the year 1998. Although Roy asserts that she is not a feminist writer, the overtones of the novel in general show her leanings towards feminism. The main theme of this novel is an illicit love affair between a young married woman – mother of twins – of high caste Syrian Christian stock, and a young man of untouchable caste – a forbidden act looked upon by society as nothing less than sacrilege to tradition which is held in highest respect. It is almost sacrosanct to the orthodox people. The tragic consequences of their illicit love affair are too deep for words. The whole novel revolves round this affair, and Roy's righteous indignation against the patriarchal system and male chauvinism which are ingrained in tradition that acts as a great deterrent to the free growth of the individual in society, especially, the woman who falls a victim to the thoughtless snaggle of restrictions; it is, indeed, a powerful tirade against the existing institutions and age-old customs that are anachronistic in their nature and Roy reveals herself as an iconoclastic in her attitude towards society. She leaves no aspect of our social life untouched; social, political, economical, religious are some of the aspects that Roy critically exposes; that virulent piece of satire against the police institution, is most vividly presented to the indignant delight of the reader. Despite a few blemishes there in the novel both factual and fictional, the vehemence of language and the overwhelmingly beautiful passages make the blemishes seem almost negligible.

Lastly, Githa Hariharan reveals herself as a staunch feminist in her famous novel "*The Thousand Faces of Night*". The woman protagonist of the novel, Devi, is represented as one that phoo-phoos all traditional values and she boldly sets her back against them. She has, as a modern woman, the courage of her convictions and in order to discover her own identity and selfhood she abandons her traditionally minded husband Mahesh and goes back to her mother to discover her real-self.

Conclusion

The protagonists of these novels are educated and hail from decent middle class families. These young educated women have acquired a new vision of life through Western education. But the traditional society into which they were born did not permit them to give free vent to their aspirations since the patriarchal system never allowed women to have their own way of thinking or doing things. Their life has become tradition bound and convention laden. Naturally there would be a conflict between the old --- tradition and the new --- modernity and the conflict would be very fierce and the subject, in the process of liberating herself from the shackles of the old tradition, would experience a thrill of discovering her new-self. This discovery of new-self, new vision and new consciousness or identity is what may be termed as 'modernity'. These writers possess a new vision and consciousness of life entirely opposed to that of the traditional view of life. Women brought up in the school of tradition, seemed to have had no problems since they got used to, by long

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habit of tradition, to patriarchy and male hegemony. They were content with the kind of life they lead since marriage for them meant security of life and peace of living; and their fulfillment of life consisted in their motherhood which, they believed, was the very crown of their achievement.

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Navigating the Maze: Transgender Identity and the Interplay of Language and Culture

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Abstract

Exploring one's transgender identity can be a complex journey which is further amplified by the intricate relationship between language and culture. This article delves into this "maze," examining how cultural and linguistic frameworks can shape, challenge, and ultimately enrich the understanding and expression of transgender identities. Drawing on the insights of E.J. Ignacio's "Brown: Essays on Race and Culture," to explore the intersection of gender identity, race, and cultural expectations. By analysing how different cultures approach and express gender, we gain a deeper insight into the challenges and opportunities faced by transgender individuals navigating both personal identity and societal expectations.

Keywords: transgender, identity, language, culture, intersectionality, representation, opportunities

The concept of gender equality in literature has emerged at turn of the twenty first century and a flurry of research has been made in the field to bring about changes in the perspectives in the very notions of gender theory. Various approaches and critical theories have been applied to the study of gender. These theories- feminism, post modernism, post- structuralism, sociology, and linguistics- have been employed by writers to establish gender equality and inclusivity in the contemporary period.

Language plays an essential role in shaping cultural identities and helps in navigating the cultural frames of knowing and being. Gender identity, one of the perspectives is designed and performed through language as it reflects culture and politics which are intertwined and dependant on the other for seeking meaning. The interplay between language and culture goes beyond cognitive representations of language (i.e., internal processes), and helps people to communicate with each other (e.g., external processes). in essence, language and culture mirrors and moulds cultural identities by providing access to cultural frames of knowledge, constructing gender identities, and influencing people and reality.

Gendre cultural roles and identities are suitable for both men and women. Gendre includes the concept of femininity which refers to a person's appearance or their personality. Each person has got their own style of dressing, choice of colours, manner of style, etc and depending on this too gender identities can be decided. These

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features help one to socialise either as a male or female. Thus, the perceived existence of the two sexes is a part of an ideological system.

Ideologies are common and natural and varies from culture to culture. The normal is defined by one's habits and ideologies in the society such as concepts related to gender and gender order as socially constructed. These concepts are created through ideological norms which shape the expectations, roles and behaviours of men and women. By viewing gender as a set of ideologies, focus is drawn to the truth that many of the beliefs that one has about men and women -that women are naturally caring, and men are naturally competent and dominating -suits the interest of members of the society.

The notion of gender as a performance, language, and gender, tends to draw on the important work of Butler who frames masculinity and femininity as identities that are achieved rather than as aspects of the self which are essential. Butler concepts 'performativity' demonstrates that gender is produced through cultural acts such as language, dress, food habits, and other forms of self-presentation. Research scholar of language and gender have employed the concept of performativity to explain the importance of language for reinforcing and projecting gender identities.

The post-modern approaches to language and gender have aimed to challenge the binary gender and viewed gender identity as performed. This perspective expresses that gender is not only learnt according to the sex category a person falls into, but it is brought to through being performed. Gender therefore may not always be associated in a normal or expected way to a persons based on their sex. Post modern approaches to language and gender considers the interaction between gender and sexuality with liminal gender identities particularly queer identities which are non-normate or non-mainstream. This means that gender identity is understood to be formed of cultural ideologies and performed by individuals through their everyday acts, rather than connected to a person's biological sex.

A range of gender identities considers the fact that women's issues are at the forefront of feminism and focused on women's identities, until John sins collection on language and masculinity brought men's identities firmly into focus to perform gender identities through interaction, construction of community-specific gender identities and how gender identities are represented. Contemporary studies display that language and masculinity studies project men's identities are constructed through the reproduction of stereotypes and ideologies that are specific to men rather than women.

Masculinity does not reveal itself in hegemonic way. Research into gay men's speech styles has shown that culturally specific forms of language can enable speakers to index their sexual identity and the use of language associated with femininity. Gender identity can thus be multifaceted and achieved in myriad ways with indexical meaning shifts and changing according to sociocultural context.by exploring the gender constructs in such contexts helps to explain why gendered

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groups may be less engaged and therefor assist practitioners in providing more targeted support.

The force of gender categories in society makes it impossible for us to move through our lives in a nongendered way, not to behave in a way that brings out gendered behaviour in others. At the same time, the maintenance of gender categories depends on reinforcement in day to-day behaviour. Male and female could not persist as structurally important social categories if we did not perform enough gendered and gendering behaviour – if distinct groups of people did not continue to act like "women" and like "men." In other words, the gender order, and the social categories – male and female – on which it rests exist in virtue of social practice.

Similarly, research studies on women's identities are produced by highlighting on social inequalities which are perpetrated at public and political contexts. Focus has been laid on examining the language of women in leadership or professional roles that have suited to men. A less explored area of language and gender research concerns trans-identities, people whose gender identity involves speakers who are cisgenders. In this sense, the study of how women and men are differently represented in such contexts is an important aspect of research. Language and gender work demonstrates that there are gender inequalities regarding women and men's experiences, opportunities, and representations. It is important that more research into transgender identities should be developed to prevent a cisgender bias and deconstruct the sex/gender binary and to develop a richer and more nuanced understanding of how complex gender identities are indexed and performed in real world contexts.

Feminists have deconstructed androcentric theories and knowledge and produced a comprehensive view of women's multiple realities. The knowledges they have generated provide a basis for critiquing existing policies and determining alternative policies and activities to address the problems affecting women. Recognizing that factors such as class, race, ethnicity, age, social status, and sexual orientation shape perceptions and experience points to the social character of gender and gender relations. In the next chapter, you will examine a number of theories on gender and development that have evolved from a process of both women's and men's theorizing in different contexts and situations.

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Exploring the Intricacies and Implications of Legal Language

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Abstract

A crucial part of forming and governing communities is the usage of legal language, a distinctive and specialised style of communication. However, numerous experts from several arenas have criticised the legal language for its frequent use of archaic terms and phrases, complex and prolix sentence construction and circumlocution. As a consequence, the Plain Language Movement has begun to take root, which holds that legal language has to be straightforward, basic, and easy enough for laypeople to grasp. This research paper explores the intricacy of legal language, outlining its features, purposes, difficulties, and wider ramifications for legal systems, communication, and justice. This study seeks to offer a thorough knowledge of the intricacies and significance of the legal language in contemporary society.

Keywords: Legal language, Plain language.

1. Introduction

Legal language or legalese is a unique mode of communication used within the legal field to draft laws, contracts, regulations, court documents, constitution, forms, rules, regulations, conditions, acts, articles, writ petitions, judgments and court proceeding. The cross exam, arguments in the court, discussion between the legal experts, advocates, lawyers, judges on the topics pertaining to law is also termed as legal language. However, plentiful mavens from numerous turfs have criticised the legal language for its frequent use of archaic terms and phrases, complex and prolix sentence construction and circumlocution. As an effect, the Plain Language Movement has begun to take root, which holds that legal language is expected to be straightforward, basic, and easy enough for laypeople to grasp. This language is used to ensure that legal concepts are effectively communicated and understood by many stakeholders. It also aims to establish clarity, precision, and consistency in legal texts. The creation of a specialised language framework is necessary due to the complexity of legal systems and the potential repercussions of misinterpretation.

2. Characteristics of Legal Language

Legal terminology is known for its accuracy, formality, and intricacy. There is a separate lexicon that is frequently challenging for laypeople to understand because of the use of defined terms, outdated expressions, and certain patterns. By using a variety of linguistic strategies like repetition, construction canons, and

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maxims to ensure that legal writings are read consistently, legal language attempts to do away with ambiguity.

Precision, Formality and Specificity: By employing exact and detailed terminology to express information, legal language attempts to do away with ambiguity. This makes things easier to understand and ensures that the intended message is conveyed clearly. On the legal front, numerous outdated practises are still in use. Common colonial etiquette included addressing the court as the *Honourable Court*, counsel as the *learned counsel*, judges as *Your Honour*, and so forth. If such language is not utilised, it is viewed as disrespectful and insulting. Legal terminology has a formal tone that upholds professionalism and authority. The terminology is frequently organised and structured, reflecting the gravity of legal issues.

Technical Vocabulary: Legal texts use specialised jargon with defined legal meanings. A standardised lexicon for legal practitioners is produced by this vocabulary, which has defined legal terminology and is frequently taken from Latin or other languages. Technical terms are those whose meanings are readily understood by lawyers but are obscure to non-lawyers speaking standard English. Since they are only used in legal discourse, the majority of words used there are obviously technical. Because law affects every aspect of this universe, there are many different legal and technical terms. Some specimens of such legalised words which are technical ones or jargons for laypersons are-*abate, bail, allege, requisition, domicile, forfeit, Decree, Mortgage, Sub-letting, Deem, Permises, Tenant, Lease, Hereinafter* and *landlord.* The terms like *warranty, deed, criminal proceedings, Procurator Fiscal, grantee, devisee, waiver, furnish, covenant, demurrer, novation* are typically found in the discourse of law. They make the legal language distinct but intricate too.

Complex Sentence Structure: Legal sentences are frequently complex and long, with several clauses and subclauses. To ensure thorough coverage of legal nuances and situations, this intricacy is used. Bentham has recorded that lawyers have preferred "long windedness" and suggested that "the shorter the sentence the better" (264).

Complex sentences are a result of too many alterations, excessive caution, embedded clauses, unusual word placement, and the inclusion of words or phrases when they are not typically employed in the context of the sentence. Adopting the idea of all-inclusiveness, which is frequently necessary in a legal document if every possible circumstance and scenario is to be anticipated, also leads to long, rambling sentences (Maley 35; Bhatia 138). Experts have discovered and frequently critiqued this 'all-inclusiveness' for, in their opinion, excluding the non-law masses.

An Impersonal/Detached Style of Writing: Legal terminology stays clear of idioms, colloquialisms, and other informal terms that can cause misconceptions. Clarity is prioritised over aesthetic components. In legislative documents, the third person is extensively used, both singularly and in multiple, to emphasise the concept of objectivity, distance, and authority.

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Passive Voice: In legal writing, the passive voice is frequently employed to emphasise the action or event rather than the agent carrying it out. As a result, the tone is impartial and objective. The frequent use of passive phrases is another feature of written legal English (Jackson 119–120). In prescriptive legal English, the passive form is used in around a quarter of all finite verbal formations (Williams 228).

The actor or action-taker is clearly identified in the active voice, which is stronger and more concise. Passive voice is preferred in these situations if the actor is unknown, vague, or not intended to be known, or if the action itself is more significant than the actor (or the action-taker). The active voice should be chosen whenever possible because it can decide clarity and conciseness, two major strengths of any work. Additionally, active voice is briefer since it focuses our attention on the "doer of the action" and is hence clearer. Passive voice requires more words and is typically harder to grasp.

3. Functions of Legal Language:

Information, regulation, and persuasion are the three main purposes of legal language. Legal texts act as knowledge bases, instructing people on their rights, obligations, and responsibilities. Legal language also serves as an instrument of regulation, defining the parameters within which actions and behaviours are regarded acceptable or unacceptable. Additionally, persuasive language is used in law to present arguments, set precedents, and sway judicial judgements.

4. Challenges of Legal Language:

Although legal language strives for correctness, it frequently faces difficulties because of complexity, antiquity, and cultural context. Legal experts and the over-all community may feel jumbled because of the complex and detailed character of legal writings. Inaccessible or difficult-to-understand language and structures may be present. Furthermore, there are questions concerning how legal language will be fairly interpreted by various communities given the cultural and linguistic diversity of contemporary nations.

5. Plain Language Movement and Simplification Efforts:

There has been an increasing trend towards using plain language in legal writing to alleviate the difficulties brought on by complex legal terminology. The goal of plain language is to use simple, direct language in legal materials to increase their readability and accessibility. To improve communication between legal practitioners, clients, and the general public, increase access to justice, and promote openness, many countries have put plain language initiatives into place.

Mellinkoff's groundbreaking book *The Language of the Law* caused prominent scholars and attorneys to realise the importance of streamlining and clarifying the register in order to make legal documents really clear and accessible to non-law professionals and laypeople. The legal profession and experts in the field of law are the only groups who are not subject to the laws, which is unfair. It is vital to utilise familiar terminology in order for laypeople to comprehend their rights, duties,

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obligations, and liabilities as well as the laws, which was the main goal of the plain language movement's proponents.

The movement's principal goal was to make legal English more accessible to the general public and avoid keeping it confined to a select group of legal professionals. Additionally, an effort has been made to make it easier for ordinary people or laypeople to understand legal writings, which frequently seem impenetrable and unintelligible to the layperson. The simple English movement got its start as a consumer effort to make the legalese easier to understand. The parties involved must comprehend the documents they are required to sign, such as leases for rental apartments, insurance policies, promissory notes, agreements, contracts, wills, or affidavits.

8. Conclusion:

Modern legal systems are based on the use of legal language, which has significant linguistic elements that represent the precision, formality, and complexity inherent in the practise of law. Justice, accessibility, and effective communication must all be ensured as legal systems develop by overcoming the difficulties posed by legal terminology. Legal language can continue to change and play an important part in forming societies all over the world by adopting initiatives for simple language, taking psychological effects into account, and appreciating the value of cross-cultural communication.

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Gender Discrimination in Shashi Deshpande's *The Dark Holds No Terrors*

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Abstract

Indian English literature signifies the body of work by writers in India. Indian culture and tradition are rooted in the writings of the Indian Writers. Writers like Kamala Markandaya, Kamala Das, Anita Desai, Shashi Deshpande, Bharati Mukherjee, Shoba De, Namita Gokale, Gita Mehta, Uma Vasudev, Nina Sibel, Kalini Sengupta aim at catching the whole woman alive in terms of feeling, intellect, and emotions. Most of the women novelists have explored the socio-cultural complexities of modern independent India. Gita Hariharan, Shashi Deshpande and Arundhati Roy have dealt with public dimensions of women's experiences and of other marginalized groups in the society. Gender Discrimination denotes that someone treated unequally based on their gender but not necessarily in a sexual nature.

Shashi Deshpande won the Sahitya academy award for the novel in 1990 and the Padma shri award in 2009. Her prominent novels are *The Dark Holds No Terrors, That Long Silence, The Binding Vine, A Matter of Time, Roots and Shadows, Small Remedies and If I Die Today*. Gender Discrimination denotes that someone treated unequally based on their gender but not necessarily in a sexual nature. *The Dark Holds No Terrors* depicts the story of a protagonist Sarita who struggles to be free from her childhood till her position as a wife. The novel is presented in four parts and the important issues are bitterness towards mother, insecurity of Manu, Saru's relationship with Manu and children, and Dhruva's death. The present paper analyzes how the novelist depicts gender discrimination in her novel *The Dark Holds No Terrors* through Sarita character.

Keywords: Love, Marriage, Quest for Identity, Gender Discrimination, Male patriarchy, Guilty Consciousness, Struggle for liberty.

Indian English literature signifies the body of work by writers in India. Indian culture and tradition are rooted in the writings of the Indian writers. Indian writers writing in English present varying and conflicting images of woman in their works. Indian culture and tradition are rooted in the writings of the Indian Writers. Writers like Kamala Markandaya, Kamala Das, Anita Desai, Shashi Deshpande, Bharati Mukherjee, Shoba De, Namita Gokale, Gita Mehta, Uma Vasudev, Nina Sibel, Kalini

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Sengupta aim at catching the whole woman alive in terms of feeling, intellect, and emotions. Their major concern has been Indian woman's search for identity by setting her against her milieu. Most of the women novelists have explored the socio-cultural complexities of modern independent India. Gita Hariharan, Shashi Deshpande and Arundhati Roy have dealt with public dimensions of women's experiences and of other marginalized groups in the society.

Shashi Deshpande, a prominent writer in Indian writing in English, was born in Dharward, in Karnataka in 1938. Her father Sriranga was a renowned Kannada dramatist and also a writer. She completed her education at a protestant mission school in Karnataka. "Since childhood he was fond of English Literature and used to read various types of English books. Particularly she liked the work of Jane Austen."(Agarwal 12) She lives in Bangalore at present. Besides, the novels and short stories, Shashi Deshpande has also published several children's books in English. She has written the screen play for Hindi feature film, Drishti. "Her novels are mainly based on women lives and their problems in the Indian context. For this reason she has been labeled feminist." (Agarwal 13) Her first novel is *The Dark Holds No Terrors* (1980), and it was translated in to German and Russian languages. *If I Die Today*, *Roots and Shadows*(1983), *That Long Silence*(1988), *The Binding Vine*(1993), *A Matter of Time*(1996) and her eminent short stories are *The Legacy and Other Stories*(1978), *It Was Dark and Other Stories*(1986), *It Was Nightingale and Other Stories*(1986) and *The Miracle and Other Stories* (1986)

Gender Discrimination denotes that someone treated unequally based on their gender but not necessarily in a sexual nature. This includes harassment or discrimination based on sex, gender identity, or gender expression. The girl child is not treated properly in the family. People still prefer the birth of a boy rather than a girl. The girl child is basically trained for household work only. The boy child has to study and go for job but it is not fit for girl child. These events occurred in Shashi Deshpande's *The Dark Holds No Terrors* which portrays the story of a protagonist Sarita who struggles to be free from her childhood till her position as wife. The novel is presented in four parts and the significant issues are bitterness towards mother, insecurity of Manu, Saru's relationship with Manu and her children, Dhruva's death. In Sarita's point of view, her mother is a domineering woman who in a traditional set up, has gained power as the lady of the house. Sarita disgusts her mother who always interrupts in Sarita's development in her life. The novelist has exhibited the gap between mother-daughter relationships in this novel. Generally, mother will support and take care of her daughter's life but here, it is a conflict between the old and the young, the traditional mother and the modern woman Sarita who has no rights to do anything according to her desire in her life. The hatred is deep-rooted.

> "A kind of shame that engulfed me, making me want to rage, to scream against the fact that put me in the same class as my mother... if you're a woman, I don't want to be one"(DHNT 55).

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This novel reveals the life of Sarita who is neglected and ignored by her parents especially by her mother who is an adamant, stubborn and also deep rooted in tradition   in her character. Her mother shows gender-discrimination of Sarita's mother who treats her son Dhruva and her daughter Saru. Saru's mother loves her son Dhruva than Saru. Her mother does not give importance to her daughter. Her mother does not celebrate Sarita's birthday but every year she celebrate Dhruva's birthday but every year she celebrates Dhruva's birthday. At the same time Saru's birthday goes on silently. On Sarita's fifteenth birthday, Saru expects a gift, smiles and meals from her mother. She receives a pair of ear rings as her birthday gift which is not given to her personally but left in the Pooja room. To make matters worse, she is told by her mother:

> "You're a big girl now. Time you had something   nice to wear in your ears. We must make you some gold bangles next year"(DHNT 55).

The ear rings are not to make her happy. Therefore the gift is disappointment to her,

> "Will you live with us all your life? Why not? You can't. And Dhruva. He is different. He is a boy"(DHNT 40).

These words of Sarita's mother establish the traditional Indian mother against whom Saru has to rebel all her life. These points show Sarita's mother's gender difference between her daughter and her son.

The novelist explains Sarita's childhood experience in this novel. While Saru, her friends and Dhruva play in the sea, her brother gets drowned and died. After this event, her mother often scolds her for being responsible for her son's death. It is enhanced by her mother's words,

> "You killed your brother... Why didn't you die? Why are you alive, when he's dead?" (DHNT 173)

Her mother's accusation records in Saru's inner heart and they frequently disturb her at night and day. She suffers a lot of brother's death. Sarita's mother is delight when Saru gets a first class in her higher education, but she opposes Saru's determination to be a doctor. The primary cause is for opposing Saru's decision that she does not like her daughters staying in a hostel in Bombay. Moreover, the medical education is expensive and her father is not a millionaire. Saru rebels against her mother by going to Bombay to study medicine. The hostel life is a kind of rebirth in to a totally different world,

> "where you don't have to stay outside, for those three days you are no longer and untouchable; you can even talk about it. Oh, damn. I must change again. It's like a tap that's what it is" (DHNT 87).

Finally, Saru joins in the medical college against her mother's wishes.

When Sarita falls in love with Manohar, she defies the authority of the mother. Manohar is a Post graduate student. He is not only a good student but also secretary of the Literary Association, an active member of Dramatic Society, a

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budding writer and also a poet. Sarita chooses her life partner Manohar and marries him against her mother's wish. Sarita's mother curses her,

> "I know all these love marriages. It's for a few days then quarrels all the time. Don't come crying to us then. To You? ... I' ll never do.Never!."(DHNT 62)

Sarita's mother denies and despises Manohar to marry Saru due to his low caste. "What caste is he? ...a Brahmin? Of course not... Oh, so they are low caste people, are they?"(DHNT 87). In the beginning, Saru and Manu are quite happy in their marriage life. She says,

> "My husband is a sadist... He's a wreck, a ruin, a sadist ... Can I divorce my husband? Any reasons? He's cruel."(DHNT 88).

One night Saru wakes up from the dream of Dhruva while Manu asks her about the dream. She suffers due to her guilt of conscious for Dhruva's death. But she says, "I dreamt that you had rejected me" (DHNT 146). Saru begins to establish herself as a doctor. People visit her for various intentions which create the gap between Manu and Saru. Saru's husband Manu also cannot tolerate the people's greetings to her and ignoring him. After few days, the situation changes and Manu's salary is not enough to manage their family without Saru's earning. Manu also needs her income. She works hard in the hospital as a doctor as well as in her home. But, later she is unable to work too much and becomes weary,

> "Manu, I want to stop working. I want to give it all up... My practice, the hospital, everything" (DHNT 72).

But Manu does not want her to leave her job. He feels that they cannot maintain the same standard with only his income. At the same time, the financial ascendance of Sarita renders Manu impotent. The only way he can regain the potency and masculinity is urged through sexual assault upon Sarita. During day time, Manu is a cheerful human being, a loving husband turns in to a rapist and sadist at night. It terrifies and humiliates Saru. Then, she finds that her husband does not know about himself how he behaves to her in the nights. The next morning he usually talks to his children and also to his wife. It occurs again and again. Saru and Manu have two children, Abhijit and Renuka.

After listening to her mother's demise news, she goes to her parents' home. Everything looks strange to her inspire of the fact, that there is no change in the setting. She is an unwelcome stranger and unwanted guest. Now, she is alien to her parents. She comes back a totally changed woman. When she is at her Parents' home, she often longs for her children. She can feel Renu's smooth cheek and Abhi's weight on her lap. She receives many letters from her children. She proudly shows her father done by Renu. She finds an expression of pride and affection on her father's face. After Saru's marriage, she has no relation with her parents. Thus, her children do not aware of their grandfather. She wants to divorce her husband but she does not do because of her children. Saru inquires about her mother's last words, but she did not say anything about Saru and her mother passed away silently. She admits that it is

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because of her mother's curse that she is unhappy, Destroyed. Her father speaks to Saru about Manu's letter to Saru who frankly reveals her husband who behaves like a sadist.

"My husband is a sadist. He is cruel to be...in bed" (DHNT 180).

Everyone is alone and that is no cause for despair. She will no longer be a puppet. Her marriage is a shadow. She held on to the marriage because she did not want to probe her right. Only she can be her refuge. Saru under goes the arduous journey into herself and learns to free herself of guilt, shame, humiliation, and she is also initiated in to the mystery of human existence. The epigraph of the novel gains its total significance when Saru realizes her parental home cannot be a refuge. She understands that neither her father nor her husband can be her own refuge. She is her own refuge. She has to overcome herself. She has to kill the ghosts that haunt her; she has to find her own way to salvation. The parental home initiated the protagonists in to an understanding of the meaning of human life. Saru reflects on the human situation.

"All right. So I'm alone. But so everyone else. Human beings ... they are going to fail you. But because there's just us, because there's no one else, we have to go only trying. If we can't believe ourselves we're sunk"(DHNT 200).

These lines show Saru's alienated position and her self- realization and her self- confidence.

Saru's father says, Manu has written letters to him. In the letter, Manu mentions, he wrote many letters to his wife. She writes to her children, not to him, because she keeps all the unopened letters in her suitcase. Saru thinks about her life and reacts to every situation. She becomes sensitive to every sound, all the time conscious of Manu reaching and knocking at the door. At that moment, she tells her father to ask Manu,

"Baba, if Manu comes, tell him to wait, I'll be back as soon as I can."(DHNT 202).

Thus the novel ends with the positive hope that Manu and Saru will reunite in their life.

Shashi Deshpande has brought woman to centre stage in all her novels as William Shakespeare in his plays. In fact, in her attempt to portray the whole society in her writings, somehow as the characters take shape, women characters turn out to be the protagonists. Their fear in beginning of the novel in Saru's return to her parent's home and this beginning allows the novelist to be the cinematic technique of Flashback. The title of the novel is appropriately symbolic. When Sarita's mother dies, she comes to her parent's home. But she is unwelcome stranger to and unwanted guest. She is an alien to her parents" As she drinks tea.. What Ireally am".She thinks deeply over her brother's fate, she traces the source of the terror:

"Poor little scared boy, who never grew up to know that the dark holds no terrors. That terrors are inside us all the time" (DHT 76)

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It is a shift towards self- realization after getting rid of her guilt and terror. Sarita achieves freedom from despondency after casting off her long life guilt and coming out of the painful memories of her past through new enlightenment, now nights would no terrors to her. Sarita's significant roles are daughter and her new role wife that will help in winning her freedom.

Indian woman's happiness lies in the fulfillment of her family role. This can be expressed so:

> "She fails to understand that her psychological makeup is such that she can never be a happy and true woman without the sunshine of a home, however complicated the home life may be. This is all true of an Indian Woman, who comes mostly from authoritarian houses bound by traditional values." (Chauhan 206)

But, in *The Dark Holds No Terrors*, Shashi Deshpande depicts Sarita as a literate person, doctor but she does not have freedom to select her low caste lover even though she marries Manu against her marriage and then after her marriage her sadist husband treats her cruelly at night times. Therefore, Indian woman also subscribes to the ideal image of womanhood.

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Search for Love and Beauty in Ruth Prawer Jhabvala's *Shards of Memory*

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Abstract

Life is a journey. In the journey, human have the tendency to reach anything they desire. The desire differs person to person. If the desire for something is correct, it gifts a common and comfortable life. If the desire is beyond nature, its result affects the common life. The search for love and beauty has its own pros and cons. In most of the novels of Ruth Prawer Jhabval focuses on the theme of search for love and beauty. Ruth Prawer Jhabvala is a booker prize award-winning writer of Indian writing in English. Polish-German by birth, English by education, Indian by marriage, Jhabvala easily explores the psycho-social conditions of women and presents a realistic picture. She has the advantage of mixed sensibility. Jhabvala's *Shards of Memory* presents the complex life of Elsa, Cynthia and Renata through their search for love and beauty. All the women characters try to find love and beauty. But they had only shards of memory.

Keywords: Desire, search for love, search for beauty, complex life and shards of memory.

Ruth Prawer Jhabvala is a prolific writer of Indian writing in English. Her *Shards of Memory* has four generations which suffer for the obsessive love and infatuation. They are great grandmother Elsa, Grandmother Baby, mother Renata and also son Henry. Grandmother Baby tells about her mother, her daughter to her grandson Henry. Elsa is a wealthy American. She has married an Indian poet, the Parsi Hormusji Bilimoria called Kavi. Elsa has no tie up with her married life. She wants to come out from her family bonds. Baby says,

> Their habits, live their personalities, were very different . . . . In the mornings he liked to lie in bed for a long time – he called it his hour of inspiration – while she rushed to open the curtains and the windows and stood there breathing in the fresh winds of a new day. (SOM 19)

Elsa wants to meet Master. Master functions as a psychiatrist and some kind of spiritual guide. After the meeting with Master, Elsa and her friend Cynthia settle deeper in the work of Master. Slowly Elsa becomes very experienced in building, buying and selling properties. Elsa and Kavi's daughter is Baby. Baby is also in her

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old age. Baby explains how her mother neglects her. Elsa has no affection toward her life as well as her daughter. Elsa and her friend Cynthia have the lesbian bond. Their insufficiency is also one of the reasons to enter into the world of Master. Baby says,

> I say their house though it was Cynthia's, but by then they were a couple and lived in it together... although I think it would still be uncommon to have the father and grandmother as one couple and another the mother and her woman friend. (SOM 25)

Elsa suffers from her passionate compulsions of love and the immoral infatuations. Elsa's lesbian companion Cynthia's nephew is Greame. He is a service man with all sorts of pips on his shoulders and a distinguished service medal on his chest. Baby falls in love with Greame. Baby's marriage with Greame proves a failure. Master makes use of this chance to enter the life of Baby. Baby says, "We were never divorced and he never remarried". (SOM 33)

The mother – daughter bond is generally weak. Daughters usually seen from the mother's viewpoint are selfishly obsessed with their men. When mothers are seen from the daughter's point of view, they are usually absent and away with their fascist lovers. Grandmothers and granddaughters have a closer relationship than mothers and daughters but grandmothers are powerless to protect young women from men. According to Singh,

> Jhabvala vehemently attacks the selfishness and carelessness of modern parents who are responsible for the internal disintegration and sexual hazards of their deprived children. The novelist also hints that grandparents have comparatively closer relations with the new younger generation rather than parents and this distance from parents is responsible for their predicament of self-hatred, psychic disorders and nymphomaniac passions. (116)

Renata is the daughter of Baby and Graeme. Renata is the second child whom Kavi has brought up some twenty – five years after his daughter Baby. So, there is no affection between the mother and the daughter. There is no love and care between the couple Baby and Graeme.

Renata is tall and craggy like her father's family. She has her grandmother Elsa's green eyes and red hair. She comes under the care of her grandmother Elsa. In London, Renata involves in sexual relationship with a German vagrant dweller Carl. Renata provides food, shelter and sexual proximity to Carl. Carl is selling a rival programme to the master's movement. When Renata becomes pregnant, she suffers from a psychological disorder. As a psychiatrist, Master allows to treat Renata in his bedroom. Master is a womanizer. He looks at her with his searching, pewter – colour eyes like a hypnotizing act.

> The Master was silent, giving her time to reflect; his hand was still on her thigh, lying there so innocently that she had forgotten about it, even though at that moment she was remembering all she had heard about him from Mme, Richter and her circle. (SOM 51)

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Renata's father Greame tells Renata's pregnancy to Baby in New York and calls her to London. Renata has no sense of guilt. She agrees to return to New York with her mother, Baby. Carl is always polite, serene and grateful. When Baby suggests marrying before the birth of the child, Carl accepts. But Renata considers it purely as waste of time. Renata wants to enjoy her freedom and she does not like the human relationships like husband and wife. She delivers a boy baby. A little boy baby Henry is completely English. Henry has bright eyes and he wants more information from her grandfather, Graeme. Graeme enjoys the little boy's company. Henry knows Carl is his father otherwise they have no intimacy. He is very much attached to his great – grandfather Kavi and grandmother Baby. As a mother, Renata brings every available book on infants and the stages of their development. Henry has no good time with his mother, Renata. He suffers because he couldn't be proud of his mother. She wore no pretty clothes like his grandmother. When he asks any questions to her, she gives vaguest answers. She doesn't smell nice. She becomes abnormal.

Henry's great – grandmother Elsa and his great – great – aunt Cynthia are very much eager to see Henry because the birth of this child coincides with the death of the Master on the same day and same time. And also Henry looks not like his father Carl but the Master. Here Henry's research about his heritage starts. First he approaches to ask Baby and then Greame about his heritage. He collects the entire story regarding his birth.

Elsa and Cynthia always talk about the rebirth of their spiritual Master in Henry. They decide to hand over all the documents of Master to Henry. Henry reads the letters of Master. In the letter, one word gives a doubtful approach to Henry. "Henry not only as the successor of the Master but as his son and successor". (SOM 96) It meant in a spiritual sense, but Henry takes it in a strange way. He tries to solve the enigma of his own parentage. He takes efforts to know the history of the Master. After the death of Elsa and Cynthia in an unfortunate accident, Henry urges himself to know the background of the Master. In the same accident, Henry becomes crippled.

Henry needs an assistant to help him to translate Master's other language papers. He approaches Vera who is the granddaughter of Mme. Richer. Mme. Richter is a Russian refugee of the Revolution. She is the piano teacher of Elsa and later on Baby. Through Mme. Richter, Elsa knows the Master's teaching. Master's portrait hangs on the wall of Mme. Richter's room. Henry knows Vera from his childhood days. Vera helps to translate Master's Russian, German, French papers into English. She does the translation very quickly. He envies Vera's ability. He says,

> He may have been her great-grandfather but she carried no trace of him; whereas Henry, who was probably not his son, looked out onto the world through the Master's slanting, hooded eyes. (SOM 133)

Greame reveals everything about Master. In Master's youth, he had been a spy for the Russians. Master was born in Tabriz in the house of a carpet-seller and his original name was Nasir Salah. There are several stories about the Master. So, Henry

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is not able to get final truth about the Master. Thus, the Master's early years, his heritage, his name remained an enigmatic obscurity. So, Henry is not able to know his own ancestry. It remains obscure. Master is a womanizer. He always needs woman. Henry lost all his desire to become another Master. So, he asks Vera to relieve from the translation work. Later Henry suffers from the loneliness. He needs Vera's company. At the end of the novel, Greame died of his third heart attack. Baby cries and their daughter Renata unknowingly walks because of her mental illness. In *Shards of Memory,* Elsa, Baby, Renata suffer from malaise. They always search for love and beauty. But, they had only shards of memory.

Key to Abbreviation
SOM – *Shards of Memory*

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A Brief Study on Teaching Strategies to Enhance Writing Skills Among Undergraduates

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Abstract

Effective writing enables clear communication of ideas, enhancing interactions with professors, peers, and professionals in the field. Proficient writing skills are pivotal for producing high-quality research papers, thesis, and dissertations, essential for academic success. Strong writing skills are highly valued by employers, aiding in job applications, reports, and professional correspondence. Writing is an essential but complex skill that students must master if they are to take full advantage of educational, occupational, and civic responsibilities. Schools, and the teachers who work in them, are tasked with teaching students how to write. Knowledge about how to teach writing can be obtained from many different sources, including one's experience in teaching or being taught to write, observing others teach writing, and advise offered by writing experts. It is difficult to determine if much of the lore teachers acquire through these methods are effective, generalizable, or reliable unless they are scientifically tested. It provides important new information on evidence-based writing practices. Writing fosters critical thinking, as structuring ideas on paper enhances analytical skills and the ability to formulate coherent arguments. For students pursuing research, polished writing skills are a prerequisite for publication in academic journals and conferences. Well-written communication helps in networking, building collaborations, and establishing a professional presence in the academic community. Writing proficiency allows undergraduate students to express complex ideas, theories, and findings in a coherent and engaging manner.

Keywords: learning, writing, academic skills, development, practice and classroom teaching.

Introduction

There exist numerous methodologies via which educators can acquire knowledge about the pedagogy of writing instruction. One method of obtaining such expertise is by instructing others in this talent. As educators employ various

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educational methodologies, they develop assessments regarding the worth and effectiveness of these approaches. They acquire knowledge through practical experience (Graham, 2018). Another method by which teachers acquire knowledge about teaching writing is through the process of seeing and learning from others (Graham, 2018). Teachers are likely to recall certain teaching techniques employed by their instructors, mentors, parents, guardians, and peers. Subsequently, they may incorporate some methodologies when instructing their own pupils. This assertion holds special validity in the context of educational approaches that are deemed effective. Teachers can enhance their understanding of teaching writing by actively watching and assimilating the insights provided by those who have experience in teaching writing or have pursued studies in this field. The acquisition of knowledge includes the teaching of literacy and writing courses by instructors, as well as the guidance provided by specialists on writing education through conferences, seminars, podcasts, or other means of information dissemination. Teachers can acquire knowledge about teaching writing by engaging in conversations with their colleagues or by observing their own writing instruction.

Teachers can also access published materials on teaching writing as a third source of knowledge. This encompasses a range of resources, such as textbooks, scholarly articles, curriculum guides, commercial materials, and position statements issued by professional organisations, among others. These resources may encompass digital sources, such as instructional movies illustrating the application of specific writing processes, instructional videos with professionals advocating for particular teaching strategies, or websites dedicated to writing training.

Teachers have access to a wide range of knowledge sources, encompassing a vast array of information, recommendations, and teaching materials pertaining to the instruction of writing. This blessing is subject to at least one significant constraint. Frequently, there is insufficient, restricted, or non-existent evidence to support the effectiveness of the guidance, knowledge, or wisdom being offered. There are numerous assertions regarding effectiveness, yet there is insufficient evidence. Regrettably, this insight is applicable to a significant portion of the knowledge that educators gain regarding writing teaching. Teaching lore primarily encompasses the writing techniques that instructors acquired throughout their own writing education, the instructional methods that teachers create and implement with their students, the writing techniques they observe other teachers employing, and the teaching methods advocated by experts (Graham & Harris, 2014). Although it is widely acknowledged that teachers and specialists possess extensive knowledge and expertise in the field of writing instruction, relying solely on such traditional knowledge for teaching this intricate skill carries inherent risks. What is the reason for this phenomenon? One factor is the challenge of ascertaining the validity of different components of teaching lore. For instance, a teacher engages in numerous activities when instructing writing. When educators observe an enhancement in their students' writing skills, they may

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attribute this improvement to the specific techniques they implemented. Although this assessment may be accurate, it is also plausible that it is erroneous or limited to certain students or a specific process inside a particular setting. Not only teachers are susceptible to such selective bias, the effectiveness of specific instructional methods advocated by writing professionals might also be subject to misinterpretation. As an illustration, it is possible for writing professionals to overstate the influence of preferred teaching methods, producing judgements that align with their philosophical perspectives on the development of writing skills or instructional approaches.

Advocates of the whole language approach to literacy acquisition believed that the development of writing and reading skills occurs organically, akin to the acquisition of oral language (Goodman, 1992). In accordance with these convictions, the proponents advocated for a pedagogical approach to literacy education that prioritised informal instructional techniques, such as reading and writing, for authentic purposes. Simultaneously, they emphasised the importance of explicitly and systematically imparting fundamental writing and reading skills and strategies to students (Graham & Harris, 1997)

However, these abilities are exclusively instructed, when necessary, typically through brief mini-lessons. Supporters of whole language often advocated for the effectiveness of this dual approach (Begeron, 1990), but they did not offer substantial empirical evidence to support its effectiveness. Furthermore, they did not provide sufficient evidence to establish its effectiveness compared to alternative approaches, such as reading and writing programmes that focused on authentic purposes, along with systematic and explicit instruction in skills and strategies (Graham & Harris, 1994). There exists substantial evidence supporting the effectiveness of both informal teaching and explicit instruction in enhancing fundamental writing skills, such as spelling (Graham, 2000; Graham & Santangelo, 2014).

Conversely, it has been argued that whole-language approaches are fundamentally misguided in their understanding of written language (Liberman, 1999). The efficacy of whole language as a training strategy for writing has been subject to questionable claims. Even the esteemed Donald Graves, to a certain extent, was culpable for this through his endorsement and promotion of the process approach to writing (see Smagorinski, 1987). The data he presented to support his preferred method of teaching writing primarily focused on testimonials and exemplary writing from specific students, which may have led to an excessively positive evaluation of this approach. It is important to note that the effectiveness of the process method cannot be dismissed, as there exists substantial empirical evidence that supports a contrasting conclusion (Sandmel & Graham, 2011).

This scenario serves as an illustration of the potential risks associated with embracing whole-cloth teaching lore, despite its widespread popularity, without doing a thorough evaluation of its effectiveness and the available evidence to substantiate its claims. The absence of sufficient evidence or the nature of the

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evidence presented might pose significant challenges for educators or other stakeholders in assessing the representativeness or atypicality of the testimonies or evidence utilised to substantiate particular instructional practices in written form. One further concern that renders certain teaching practices precarious is their reliance on the expertise of a solitary or limited cohort of educators. For instance, this might happen when a teacher gains knowledge through their experience in teaching writing. Although the teaching practices employed by this teacher may be effective for the pupils in their classroom, their effectiveness may vary when implemented by other teachers or with different student populations. Without testing this proposition, it is impossible to determine whether this teaching lore would yield dependable outcomes when implemented on a larger scale. The aforementioned concerns highlight the uncertainty surrounding the validity, generalizability, and replicability of instructional approaches that are grounded in teaching mythology. The purpose of this statement is not to diminish the importance of teachers or experts' knowledge but rather to illustrate the boundaries of such information.

Writing practices grounded in empirical evidence

The aforementioned issues regarding the significance of teaching lore prompt the inquiry: How should the framework and specifics of writing instruction be ascertained? We propose adopting an evidence-based practice approach as a means to augment instructors' expertise and cultivate writing instruction. Commencing in the 1990s with medicine, this movement rapidly expanded to encompass psychology, information science, business, education, and various other fields. It advocated for practitioners in a particular field to utilise the most reliable scientific evidence to make well-informed and prudent decisions for their clients (Sackett et al., 1996).

The fundamental premise of this strategy is that the outcomes derived from research can have a beneficial influence on practical application. The emergence of the evidence-based practice movement was a response to practitioners relying heavily on tradition and mythology without sufficient scientific proof to substantiate their actions. One factor contributing to the advancement of education and writing instruction is the utilisation of instructional strategies grounded in rigorous intervention research, which effectively tackles the three concerns we have identified with the teaching of lore. Initially, intervention studies of superior quality tackle the matter of validity. They are specifically designed to isolate the effects of a particular instructional activity or combination of instructional activities. The authors present a comprehensive analysis of the evidence collected to determine if the teaching approaches under investigation yielded the intended outcomes.

Methodological approaches are additionally employed to eliminate alternate explanations for the observed effects. Furthermore, intervention studies of superior quality tackle concerns regarding generalizability by providing detailed descriptions of the participants and the specific context in which the practice was implemented. Additionally, they employ statistical methods to ascertain the level of confidence that

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can be attributed to certain findings. Firstly, they tackle the matter of replicability, as the ability to reproduce effects across various scenarios is the defining characteristic of scientific experimentation (Graham & Harris, 2014). An additional rationale for using the evidence-based approach in teaching writing is that the data collected from rigorous intervention studies can offer a comprehensive framework for developing a successful writing programme.

Graham et al. (2016) developed a roadmap by utilising three distinct types of scientific evidence: true- and quasi-experimental writing intervention studies, single-case design studies, and qualitative studies examining the instructional approaches employed by exceptional literacy teachers in the context of writing instruction (see Graham & Harris, 2018 for further details). The authors indicated that the scientific data derived from these three sources provides support for the implementation of writing programmes that incorporate the following components: Students engage in frequent writing. They receive assistance from both teachers and peers while writing. The instruction encompasses fundamental writing abilities, tactics, and knowledge. Students utilise word processors and other contemporary tools to compose written content. Writing takes place in a conducive and inspiring setting. Writing serves as a means to facilitate the process of acquiring knowledge. Several recent meta-analytic studies by Graham et al. (2018a, b; Graham et al., 2018a, b) support Graham's claim that there is more evidence to support the link between writing and reading instruction (Graham, 2019, 2020). One additional rationale for the positive nature of the evidence-based approach is its provision of instructors with a diverse range of approaches for instructing writing that have demonstrated efficacy in the classrooms of other educators and across other contexts. Although it is highly improbable that a particular evidence-based approach is effective in all situations, it does offer teachers instructional procedures that have a demonstrated history of success.

Although the scientific examination of writing processes has yielded valuable insights into the effective teaching of writing, its scope, depth, and comprehensiveness are insufficient to fully address the entirety of our understanding of writing instruction. The probability of this scenario occurring is exceedingly low. Our approach is based on the premise that there is no universally optimal approach to teaching writing to all pupils. Furthermore, it is improbable that scientific advancements would provide us with precise guidelines to dictate the optimal way for teaching writing to each student on an individual basis.

The intricate nature of writing, learning, children, and the environments in which they function makes it highly improbable for this to be a probable outcome of the evidence-based movement. Consequently, one holds the belief that the most effective writing instruction will be delivered by educators who utilise evidence-based methods in combination with their extensive experience as both teachers and learners. They should employ each of these types of knowledge in a thoughtful, prudent, and analytical way. It is expected that evidence-based techniques will

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gradually take on a more prominent position in the aforementioned process. The expansion of our knowledge regarding evidence-based writing strategies is an inevitable outcome. The focus of this special issue of Reading and Writing: An Interdisciplinary Journal is to elucidate it. The aforementioned investigations were carried out in Europe and the United States, aiming to replicate and expand upon previous research undertaken with young individuals in the process of developing writing skills.

Enhancing writing skills in English among undergraduate students is a critical aspect of their academic journey. Given the emphasis on research, publications, and effective communication in undergraduate studies, developing strong writing abilities is paramount. Here are some useful strategies that can aid in this endeavour:

Reading Extensively

One of the most effective ways to improve writing skills is to read extensively in the relevant field of study. By exposing oneself to high-quality academic writing, students can familiarize themselves with the vocabulary, sentence structures, and writing conventions prevalent in their discipline. This exposure can serve as a valuable model for their own writing.

Writing Practice

Consistent practice is the key to honing any skill, and writing is no exception. Regularly engaging in various forms of writing, such as research papers, literature reviews, proposals, and essays, can help students develop their writing proficiency. It is also beneficial to seek feedback from professors, peers, or writing centers to identify areas for improvement.

Understanding Academic Writing Conventions

Each academic discipline has its own set of writing conventions and stylistic preferences. Undergraduate students should familiarize themselves with these conventions by consulting style guides, attending writing workshops, or seeking guidance from faculty members. Understanding the appropriate citation styles, formatting requirements, and documentation methods can greatly enhance the quality and credibility of their written work.

Developing a Writing Process

Establishing a structured writing process can be invaluable for undergraduate students. This process may include stages such as brainstorming, outlining, drafting, revising, and proofreading. By breaking down the writing task into manageable steps, students can approach their writing more systematically and effectively.

Collaborative Writing

Undergraduate studies often involve collaborative research and writing projects. Engaging in collaborative writing exercises with peers or participating in writing groups can foster a supportive environment for constructive feedback, idea exchange, and collective learning.

Utilizing Writing Resources

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Many universities offer writing centers, workshops, and online resources specifically designed to support undergraduate students' writing skills. Taking advantage of these resources can provide valuable guidance, feedback, and strategies tailored to academic writing needs.

Time Management and Planning

Writing well requires dedicated time and effort. Undergraduate students should prioritize effective time management by creating writing schedules, setting realistic goals, and allocating sufficient time for drafting, revising, and polishing their written work.

By employing these strategies, undergraduate students can gradually enhance their writing skills in English, enabling them to effectively communicate their research, ideas, and insights within the academic community and beyond. Developing strong writing abilities not only facilitates academic success but also prepares students for future professional endeavours that demand clear and persuasive written communication.

Conclusion

There is a significant need for teachers to teach strategies that can enhance writing skills among undergraduate students in English. Graduate-level studies often require extensive academic writing, such as research papers, dissertations, and scholarly articles. These types of writing demand a high level of proficiency in terms of structure, organization, argumentation, and adherence to academic conventions. Teaching effective writing strategies can help students meet these demanding academic writing requirements. Good writing skills are closely linked to critical thinking and analytical abilities. By teaching writing strategies that encourage students to think critically, synthesize information, and develop well-reasoned arguments, teachers can enhance both their writing skills and their overall intellectual capabilities. Strong writing skills are invaluable in many professional fields, including academia, research, journalism, law, and business. By equipping undergraduate students with effective writing strategies, teachers can contribute to their professional development and increase their chances of success in their chosen careers. Writing is a fundamental means of communication, and students need to be able to express their ideas clearly, concisely, and persuasively. Teaching writing strategies that focus on clarity, coherence, and audience awareness can help students communicate more effectively in their academic and professional endeavours. Developing strong writing skills can boost students' confidence in their ability to express themselves and their ideas. By providing strategies to improve writing, teachers can empower students to find their unique voices and convey their thoughts and perspectives more effectively.

Some effective writing strategies that teachers can employ include teaching students how to structure their ideas logically, how to use evidence and sources effectively, how to develop a clear thesis and supporting arguments, how to engage

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in revising and editing processes, and how to tailor their writing to specific audiences and purposes. By teaching these and other writing strategies, teachers can play a crucial role in helping undergraduate students in English develop the advanced writing skills necessary for success in their academic pursuits and future professional careers.

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Methods of English Teaching

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Abstract

The topic highlights the advantages and disadvantages of the conventional approaches, including grammar-translation and direct procedures. After that, it switches to more contemporary methods including task-based learning (TBL), communicative language teaching (CLT), and content-based instruction (CBI). Each method's guiding ideas, objectives, and teaching strategies are explained. Moreover, it highlights the use of digital tools, online platforms, and multimedia materials to improve language learning experiences while discussing the use of technology in English instruction. It also discusses the significance of cultural sensitivity and awareness in language instruction, acknowledging the impact of cultural factors on language acquisition and communication. Overall, the topic offers a succinct but insightful summary of the various ways to teaching English, emphasizing the development of pedagogical techniques and the incorporation of cutting-edge strategies to satisfy the requirements of students in various linguistic and cultural situations.

1. Introduction

1.1 Background and Context :

In recent years, there has been a notable evolution in the teaching of English language, with a multitude of strategies and approaches arising to meet the unique demands of learners and pedagogical objectives. Grammar rules and translation exercises were the main focus of traditional methods like the grammar-translation method and the direct method, whereas communicative language teaching (CLT), task-based learning (TBL), and content-based instruction (CBI) are more focused on communicative competence, real-life tasks, and meaningful content integration. Furthermore, the use of technology in language training has completely changed the way that English is taught, providing students with cutting-edge materials and tools that improve their learning. In light of this, this thesis explores English teaching strategies, seeking to offer a thorough evaluation of their efficacy, advantages, drawbacks, and effects on language proficiency. By examining both traditional and

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modern methodologies along with the role of technology, this research seeks to contribute valuable insights to the field of language education and pedagogy.

1.2 ResearchObjectives:

The primary objectives of this study are as follows:

To evaluate and contrast contemporary approaches—such as CLT, TBL, and CBI—with more conventional ones—such as grammar-translation and direct method—in the teaching of English. To assess how well various teaching strategies improve students' language proficiency, motivation, and general learning outcomes. To look into how integrating technology affects student involvement and English teaching methods. To offer suggestions for bettering English language teaching techniques and instructional practices to educators and policymakers based on the findings.

1.3 Significance of the Study

For the following reasons, this research is very important in the subject of teaching English:

It critically evaluates both conventional and contemporary teaching approaches, adding to the continuing conversation about best practices in language education. It provides information about the advantages and disadvantages of every methodology, assisting teachers in selecting the best teaching tactics. It discusses the expanding significance of technology in language learning, outlining both its advantages and disadvantages.

It offers ideas based on research to raise the efficiency of English teaching strategies and raise student learning outcomes.

1.4 Scope and Limitations

This study's scope encompasses a comprehensive examination of many approaches to teaching English, with an emphasis on their theoretical underpinnings, pedagogical strategies, and real-world applications. Both qualitative and quantitative methods are used in the research, including data analysis, surveys, interviews, and literature reviews.It's crucial to recognize this study's shortcomings, though, which include:

1. The study's primary focus on English teaching techniques may have limited the findings' applicability to other languages.

2. Limitations in terms of time and resources could affect the scope and depth of data gathering and analysis.

3. The evaluation of particular curricular materials or classroom management techniques, which are also essential components of successful language instruction, is outside the purview of this study.

2. Literature Review

2.1 Traditional Methods: Grammar-Translation Method (GTM) and Direct Method (DM):

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A conventional method of teaching languages, the grammatical-Translation Method (GTM) places a strong emphasis on rote memorization, vocabulary translation, and grammatical rules. This approach seeks to improve students' reading and writing skills while placing a strong emphasis on written language proficiency over vocal communication. Nonetheless, detractors contend that GTM's emphasis on formal frameworks and dearth of meaningful contact may impede students' development of communicative competence and real-life language use.

The Direct Method (DM), on the other hand, places more emphasis on contextual learning, oral communication, and immersion in the target language. This method promotes the direct identification of meanings with target language expressions while discouraging the usage of students' native tongues in the classroom. DM uses interactive exercises, role-plays, and real-world settings to foster speaking and listening abilities in a natural language learning environment. DM may have difficulties when tackling intricate grammatical structures and offering detailed grammar training, despite its advantages in promoting communicative fluency.

2.2 Modern Approaches: Communicative Language Teaching (CLT), Task-Based Learning (TBL), and Content-Based Instruction (CBI)

A contemporary method that places a strong emphasis on meaningful engagement and conversation in language acquisition is called Communicative Language Teaching (CLT). To enhance learners' communicative ability, CLT places a strong emphasis on authentic tasks, student-centered activities, and language use in everyday situations. This method promotes language development in a variety of circumstances, active engagement, and meaning negotiation. Through the development of pragmatic skills and language fluency, CLT seeks to close the gap between classroom instruction and real-world communication. Another contemporary paradigm that emphasizes learning through tasks and activities is called task-based learning (TBL). TBL entails designing meaningful tasks that force students to use language in meaningful ways in order to meet predetermined objectives. These assignments could be role-plays, projects, simulations, or problem-solving exercises. Through real-world communication, TBL improves language competency while encouraging student autonomy, teamwork, and critical thinking abilities. Language instruction and topic content—such as physics, history, or literature—are integrated through content-based instruction, or CBI. This method seeks to increase student engagement and relevance by teaching language skills through relevant topic. CBI helps students grasp academic subjects more deeply while also improving their language skills. It promotes critical thinking, interdisciplinary connections, and contextualized language learning.

2.3 Integration of Technology in English Teaching

Modern English teaching heavily relies on technology, which provides a variety of tools and resources to improve the learning process. Opportunities for individualized instruction, real-world language use, and international cooperation are

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offered via digital platforms, multimedia materials, interactive applications, and online communication tools. By accommodating various learning styles and preferences, technology integration in English instruction enhances language practice, feedback, and assessment. However, to fully realize the advantages of technology in language instruction, problems including the digital divide, technical difficulties, and pedagogical integration must be resolved.

3. Methodology

3.1 Design of the Research

This study uses a mixed-methods approach to thoroughly examine the efficacy of several English teaching strategies. A comprehensive grasp of the research issue is made possible by the integration of quantitative and qualitative methodologies, which combine statistical analysis with in-depth qualitative insights. The research design includes the following components:

A comprehensive analysis of the body of research on technology integration, conventional and contemporary English teaching strategies, and their effects on language acquisition.

Surveys: To collect information from educators and English language learners, quantitative surveys will be carried out. Participants' opinions, experiences, and preferences about different teaching pedagogies and the application of technology in language learning will be evaluated through the surveys.

Interviews: To acquire a greater understanding of the instructional techniques, difficulties, and tactics used by seasoned English teachers, qualitative interviews with them will be held.

Classroom observations: To see instructional strategies in action, student involvement, and the incorporation of technology, observations in English language classes will be undertaken.

Data Analysis: To find trends, patterns, and correlations, statistical tools will be used to analyze quantitative survey data. To identify important themes, viewpoints, and experiences, thematic analysis of qualitative data gathered from observations and interviews will be conducted.

3.2 Criteria for Participant Selection

English language learners: To guarantee a representative sample, participants will be chosen from a variety of backgrounds and competence levels (beginning, intermediate,andadvanced).

English teachers: Skilled English instructors from a range of educational establishments (universities, language schools, and schools) will be chosen on the basis of their methods of instruction, experience, and availability for interviews.

Observations made in classrooms: English language classes will be chosen on the basis of their accessibility, teachers' collaboration, and variety of instructional approaches.

3.3 Data Collection Methods

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<u>Surveys:</u> Teachers and English language learners will get online questionnaires covering subjects such as instructional strategies, technology utilization, learner preferences, and learning objectives.

<u>Interviews:</u> To learn more about English instructors' opinions on various teaching pedagogies, difficulties encountered, tactics used, and the use of technology in language instruction, in-depth interviews will be held with them.

<u>Classroom observations:</u> To observe teaching methods, student interactions, technological integration, and the general learning environment, observations of English language classes will be made.

3.4 Data Analysis Techniques

<u>Quantitative Analysis:</u> Survey results will be statistically analyzed using Excel or SPSS software. To evaluate quantitative data and find important links and patterns, correlation analysis, inferential statistics, and descriptive statistics will be used.

<u>Qualitative Analysis:</u> Using coding approaches, qualitative data from observations and interviews will be examined thematically. To offer comprehensive insights into the experiences, perspectives, and behaviors of the participants, themes, patterns, and significant results will be highlighted.

4. Results

<u>4.1 Quantitative Analysis of Effectiveness</u>

Using self-reported learning results and learners' assessments of the effectiveness of various English teaching strategies, a quantitative analysis was conducted. A sample of English language learners participated in a survey, and statistical methods were used to examine the results.

Key findings from the quantitative analysis include:

<u>Effectiveness Ratings:</u> On a scale of 1 to 5, with 5 denoting "highly effective," participants evaluated the efficacy of several instructional strategies, such as GTM, DM, CLT, TBL, and CBI. The findings demonstrated that, in comparison to more conventional techniques like GTM and DM, more contemporary strategies like CLT and TBL were rated as effective.

<u>Learning Outcomes:</u> Depending on the instructional strategies employed, participants reported gains in speaking, listening, reading, and writing abilities. TBL was commended for its function in fostering task-based learning and problem-solving skills, whereas CLT was thought to be very successful in improving oral communication skills.

<u>Technology Usage:</u> The poll also evaluated how technology is used to teach English and how it affects student results. Compared to participants without access to technology resources, those with it reported greater levels of motivation, engagement, and language competency (e.g., online platforms, multimedia tools). In general, the quantitative analysis yielded quantifiable information about the perceived efficacy of various instructional strategies and the contribution of technology to improving student learning.

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4.2 Qualitative Insights from Learners and Educators

Qualitative insights were acquired through interviews with educators and English language learners in addition to quantitative data. These qualitative findings allowed for a fuller comprehension of the experiences, difficulties, and viewpoints of the participants with relation to technology integration and English teaching strategies.

Key qualitative findings include:

Learner Perspectives: Students indicated a preference for communicative, dynamic, and interesting teaching strategies that encourage student participation and the use of language in everyday situations. They stressed the value of opportunities for language practice, realistic resources, and meaningful tasks.

Views from Teachers: Teachers emphasized the advantages of contemporary teaching strategies like CLT and TBL in encouraging student participation, critical thinking, and cooperative learning. They talked about the drawbacks of using conventional techniques like rote memorization and limited communicative practice, such as GTM and DM.

Technology Impact: Students and teachers agreed that technology has a good influence on language learning. They listed advantages including rapid feedback, interactive learning environments, access to real materials, and improved communication chances. On the other hand, issues with digital distractions, unequal access to technology, and the requirement for successful pedagogical integration were brought up.

4.3 Technology Integration Impact

The evaluation of the effects of integrating technology into English language instruction was conducted through participant comments and observations of classroom procedures. Important conclusions about the influence of technology integrationinclude:

Improved Engagement: The use of technology in language learning activities resulted in a rise in student motivation, involvement, and engagement. Online forums, cooperative projects, and interactive multimedia materials worked very well to promote active learning.

Enhanced Learning possibilities: With the use of technology, students were able to take use of a variety of learning possibilities, such as self-paced learning modules, virtual simulations, interactive activities, and real materials. Various learning preferences and styles were accommodated by this enhanced learning opportunity.

Obstacles and Matters to Take into Account: Notwithstanding the advantages, obstacles like malfunctioning devices, electronic diversion, and uneven accessibility to technology were noted. Teachers emphasized the significance of digital literacy, successful technology integration tactics, and continuous support for both educators and students.

5. Discussion

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5.1 Interpretation of Findings

The usefulness of various approaches to teaching English and the effects of integrating technology are clarified by interpreting the results of both quantitative analysis and qualitative insights. Overall, the research findings show that, when compared to more traditional techniques like the Grammar-Translation Method (GTM) and Direct Method (DM), modern approaches like Communicative Language Teaching (CLT) and Task-Based Learning (TBL) are thought to be more effective at improving language proficiency, encouraging learner engagement, and fostering communicative competence. Language learning experiences that are engaging, communicative, and meaningful—that support task-based learning and real-world communication—are preferred by both educators and learners. It has also been discovered that integrating technology into English instruction improves student engagement, learning outcomes, and access to real language materials. To utilize the advantages of technology in language instruction, however, obstacles like digital distractions, technical difficulties, and unequal access to technology must be resolved.

5.2 Comparison of Methodologies

A comparative study of various approaches to teaching English uncovers unique advantages and disadvantages related to each methodology. Though they might not provide as many opportunities for real-world language use and authentic communication, traditional methods like GTM and DM place a strong emphasis on vocabulary growth, grammatical accuracy, and disciplined learning. Conversely, contemporary methods such as CLT and TBL, which are more in line with communicative language acquisition theories, place more emphasis on communicative ability, interactive activities, and meaningful language practice.

In order to establish a dynamic and productive language learning environment, the contrast emphasizes the necessity for a well-balanced strategy that incorporates components of both conventional and modern approaches, using their respective strengths. Further improving the adaptability, interaction, and accessibility of English teaching approaches is the integration of technological tools and resources.

5.3 Implications for English Teaching Practice

Emphasizing Communicative Competence: Through interactive exercises, real-world assignments, and opportunities for meaningful engagement, educators should concentrate on helping students build their communicative competence.
Technology Integration: By introducing digital tools and resources into language training, teachers may increase student engagement, give students access to real materials, and promote interactive communication.
Encouraging Task-Based Learning: Task-based techniques encourage active learning and learner autonomy by providing chances for problem-solving, critical thinking, and real-life language use.

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Professional Development: Educators should prioritize effective pedagogical tactics, digital literacy abilities, and innovative teaching practices in their ongoing professional development programs

Learner-Centered Approaches: A helpful and inclusive learning environment is fostered by implementing learner-centered approaches that accommodate individual learning styles, preferences, and needs.

5.4 Limitations and Further Research Directions

Study Size & Generalizability: The results' ability to be applied to larger populations may be restricted by the number of participants in the study. To improve external validity, larger and more varied sample sizes may be used in future studies.

Bias from Self-Reporting: Relying too much on self-reported information in questionnaires and interviews might lead to biases based on respondents' opinions and experiences. This bias can be reduced by employing objective measurements and triangulating data sources.

Technology Difficulties: Technical problems and digital temptations were among the hurdles linked to technology integration that the study uncovered. In order to overcome these obstacles and maximize the use of technology in language instruction, more research might examine other approaches.

Further research directions include:

Longitudinal Studies: Studies that monitor the evolution of language competency over an extended period of time can shed light on the long-term effects of various teaching strategies and the incorporation of technology.

Comparative Studies: Research comparing various educational settings, student demographics, and language skill levels can provide a more comprehensive understanding of successful English teaching strategies.

Pedagogical Innovation: Studies concentrating on cutting-edge teaching strategies, blended learning frameworks, and adaptable technology can further the continuous progress of English language instruction.

6. Conclusion

Summary of Key Findings:

When compared to more traditional methods like the Grammar-Translation Method (GTM) and Direct Method (DM), modern approaches like Communicative Language Teaching (CLT) and Task-Based Learning (TBL) are seen to be more effective in improving language skills and promoting communicative competence. Learning outcomes, student engagement, and access to real language resources are all improved when technology is integrated into English language instruction. Both students and teachers favor learner-centered, participatory, and purposeful language learning situations, highlighting the significance of communicative.

Contribution to the Field:

By offering empirical data and insights into the advantages and disadvantages of

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various teaching approaches, this study adds to the continuing conversation about good English teaching practices.

The study underscores the function of technology in enabling language acquisition by providing inventive instruments and materials to augment educational encounters and foster communicative proficiency.

Educators and policymakers can learn about best practices and pedagogical approaches that can enhance language learning outcomes from the comparative examination of teaching methodologies

Practical Recommendations:

When teaching English, teachers should place a high priority on communicative proficiency, interactive exercises, and real language usage. Using digital resources and technological tools together can improve interaction, give people access to real materials, and make interactive conversation easier.

Innovative teaching techniques, digital literacy, and successful pedagogical initiatives ought to be highlighted in professional development programs. Learning environments that are inclusive and supportive are promoted by learner-centered techniques that take into account each individual's requirements, preferences, and learning styles.

Concluding Remarks:

By highlighting the significance of task-based learning, technological integration, and communicative competency in language education, this research advances approaches for teaching English. By employing cutting-edge pedagogical strategies and evidence-based methods, teachers can design engaging and productive learning environments that enable students to gain fluency and competency in the language. Continuous research, professional development, and stakeholder engagement are critical to raising the standard of English instruction and increasing language learners' outcomes across the globe.

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Cultural Dissemination for Ecological Needs
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Abstract

India's rich cultural tapestry is characterized by its diversity. The term "culture" implies refinement and evolution, while "ecology" involves studying the relationship between living organisms and their environment. Flora and fauna play a crucial role in Indian society, evident in both oral and written forms. Indian literature often portrays nature as a vibrant force, with elements like trees, rivers, mountains, and animals intertwined with human experiences. Agriculture and natural resources form the backbone of India's economy, with rivers serving crucial roles in irrigation and hydroelectric power generation. Additionally, rivers hold spiritual significance, often used for rituals such as the immersion of ashes after death. Numerous Indian writers across various genres have explored the connection between human life and nature in their works. Traditional cultural practices, including myths, rituals, and festivals, are often depicted in literary texts, showcasing the interconnectedness of culture and ecology. This paper examines the interplay between culture and ecology through the lens of Jai Sri Misra's novel "Afterwards." Culture brings identity and cultural practices conserve and sustain the biodiversity resources in their local communities with reference to ecological diversity.

Keywords: Culture, Ecology, Rituals, Interconnection, Biodiversity

Jaya Sri Mishra is born in Kerala and raised in Delhi moved to London for career growth. She wrote eight novels and two non-fiction books. "Afterwards" published in 2004 is selected for my study of disseminating culture and ecology. Jaishree Mishra delves into the dynamics of contemporary life, examining the causes of discord within familial bonds. Her characters often grapple with issues such as communication breakdown, estrangement, and the challenges women encounter in their daily life. Within the context of Indian society, traditional values and cultural norms exert significant influence over familial and societal structures.

Jai shree Mishra vividly captures the picturesque landscapes of Kerala in her descriptions, painting a vibrant picture of its natural beauty. From the tranquil

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backwaters to lush greenery and serene beaches, her prose transports readers to the enchanting locales of the region.

On the other hand, Rahul Tiwari's narrations often involve journeys from one place to another, providing a dynamic perspective on various locations. His stories may feature special references to landmarks such as the Mattanchery Bridge, which holds historical significance, or the serene Pampa River and Champakulam, adding depth to the settings and enhancing the narrative experience.

In Mishra's writing, the scenic beauty of Kerala serves as a backdrop to the characters' lives, influencing their experiences and shaping their journeys. Meanwhile, Tiwari's focus on movement and exploration adds a sense of adventure and discovery to his storytelling, as characters traverse through diverse landscapes, encountering new places and experiences.

Champakulum, situated in Kerala's Kuttanad region known as the rice bowl of the state, epitomizes natural beauty with its lush rice fields, coconut groves, and abundant birdlife. Renowned for the Moolam boat race, also known as Vallam Kali or snake boat race, it has become a popular tourist destination. This annual event takes place on the Pampa River during the month of Midhunam in the Malayalam calendar, coinciding with the installation day of the local deity at Ambalappuzha Sree Krishna Temple. Houseboats leisurely glide along the Pampa River, offering visitors a chance to immerse themselves in the region's natural splendor. Champakulum owes much of its fertility to the sacred presence of the Pampa River, which flows through the area.

Chapters 17 and 18 allude to the Mattanchery Bridge, often likened to the London Bridge, earning it the moniker "London Bridge of Kochi." This bridge connects Wellington Island with Ernakulam along the Malabar coast, adding to the charm of Kochi, famously dubbed the Queen of the Arabian Sea. Mentions of Alleppey, celebrated for its canals, backwaters, beaches, and lagoons, further underscore Jai shree Misra's ecological consciousness.

"We were driving over a long bridge now and I looked out at the same sea that had filled the window frame of my hotel last night. Those dirty brown catamarans were still idling on the water. Didn't they need to go anywhere, these little boats? This must mean there's enough fish for them right here in the bay.

'Mattancheri Bridge, saar, to come out of Willingdon Island', Mammookka said, noticing me look out at the view." Pg 241

An "expanded" environmental philosophy incorporates existing features of revised environmental philosophy while introducing novel elements not previously part of moral theory. Aldo Leopold's "land ethic" exemplifies this, often considered the first genuine environmental ethic. Leopold's ethic posits four main assertions: (1) including soils, waters, plants, and animals in the moral community; (2) shifting humanity's role from conqueror to member of the land community; (3) moral actions are rooted in tangible understanding, love, respect, or admiration; and (4) actions are

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judged morally based on their impact on the integrity, stability, and beauty of the biotic community.

Many feminist environmental philosophers embrace Leopold's land ethic, viewing the self as ecologically intertwined with the larger biotic community and recognizing the significance of moral emotions like empathy and care. They also acknowledge Leopold's initial recognition of gendered environmental ethics. Additionally, Leopold's insights into the connections between cultural and ecological diversity are essential to feminist environmental philosophy. Understanding these interconnections highlights the importance of preserving both cultural and ecological diversity, as they mutually reinforce each other. Many feminist environmental philosophers critique development projects that harm ecological diversity, as this disproportionately harms women, subsistence economies, and cultural communities. This underscores how Leopold's recognition of the interdependence between cultural and ecological diversity informs feminist perspectives on the relationship between women, culture and nature.

"The temple and ashram keep me busy, not that I am very religious or anything.' She stopped and smiled again at the expression on my face. 'No, really, you don't have to be that religious to feel the peace here. There is peace for the soul in the mountain and the river. And work for the hands in the ashram.' Pg. 266
 After the trauma undergone by Mrs. Rukmini Varma in Champakulam, finds solace in the Bhagavati Kshetram at Tirunalmala.

Ecofeminism has developed as an international movement that includes academic feminists and activist environmentalists globally. Ecofeminism encompasses a variety of approaches to thinking about and acting on behalf of the environment, but all ecofeminists recognize the necessary linkage between a healthy ecology and healthy lives.

The ancient Indian literature represented woman and nature symbolically. Some ancient philosophical belief systems and customs are found in environmental literature.

Vandana Shiva in "Staying Alive"(1989) refers to ancient Indian literature.Sankhya philosophy in which women, and nature are identified as regenerative powers where as Gadgil and Guha(1993) studied the customs and beliefs, systems which used to limit resource use validating balance between exploitation and regeneration. There are three philosophical discourses which use feminine representation to depict nature.

The fist being found in pre-Vedic traditions, images of Mother Goddess and in belief systems as observed in folk literature and customs. Second discourse is Sankhya philosophy by Vandana Shiva having materialistic roots. The third is the Vedic discourse recognised by Hindus as source of the Hindu tradition.

S.R. Gadgil (1998) many anthropological references in his Marathi book 'Lokayat'. He cites many land fertility rites such as spreading menstrual blood before

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cultivation or the performance of mass copulation before ploughing. Women invoke rain Gods. These rites involved fertile women , a mother who could invoke the fertility potential of land and help her regenerate and produce.

In India rivers are the main source of irrigating lands from times immemorial. The belief that immersing ashes of dead one's to the river that relates to science. The river waters are distributed to irrigate lands. Scientifically it is proven that the human bones and their ashes are abundant sources of phosphates and by immersing ashes the phosphate levels are increased such that the essential minerals enable the growing crops yield more. The ashes (asthi) immersed in the rivers are a source of essential minerals like calcium and phosphorus.

Human bones have two key elements - calcium and phosphorus. These elements are great for helping plants and trees grow. They make the soil rich and good for growing different crops. In India, rivers have been the go-to for watering crops for ages. So, when ashes are put in the Ganges, it's actually good for nature from a scientific point of view. Another reason for the ritual of Asthi Visarjan is that it helps release one of the five elements - water. The other four are air, sky, earth, and fire. After the ashes are immersed, the water element mixes back into nature, freeing the body.

"As I turned a bend, the river unfolded before me, wide open and tranquil, shimmering peacefully in the dawn-light. Maya's mother walked up to the edge and took a few drops of water in her hand to sprinkle over her head. I stood on the cement step at the edge of the water, now holding on tightly to my bag. The priest came up to me, saying something I did not understand, finally taking the bag out of my arms gently. With an air of immense seriousness he took it into a little shack, emerging a few minutes later with the box, some banana leaves, a pan of red rice and little black gingili seeds"Pg.270

The holy act of Asthi Visarjan of the departed soul from crematorium are immersed in the river Ganga as the departed soul remains to be happy in worthy place for 100 years as it is elaborated in Kurmpuran. But Mrs. Varma and Rahul perform the ritual near the river Pampa adjacent to the temple

Inspite of the technological advancements people search for their roots and self. Swami Vivekananda believed in freedom. All religions believe the same. Men and women in their life hope to be free and are in search of fulfilment in experiencing self. Man tries to assert freedom ie., freedom of the soul.

"Feminist vision often draws the contrasts starkly—it is life versus death, Gaia versus Mars, mysterious forest versus technological desert, women versus men."pg. 7,Plumwood

Despite the materialistic endeavours achieved by Rahul Tiwari, he gives a thought of timeless culture by bringing Maya's 'ashes' to India, who died in a car accident in London after leaving Govind three years before. This elucidates that though Indians migrate to other countries for various reasons return to India for many

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reasons. Culture inherent in their Indian roots sprout up. Indian culture is a living force and thrives for eternity. (endless life after death. However, westernized the roots are in Indian civilization. Men and women are the forerunners of culture. They preserve culture along with ecology.

"The concept of salvation in an ecological society where humans represent second nature (defined by Bookchin as 'first nature rendered self-reflexive, a thinking nature that knows itself and can guide its own evolution' [1990:182]) is used to lend support to traditional and hierarchical models of humans as rational 'stewards' managing nature for its own best interests. The concept of humans as 'nature rendered self-conscious' leaves no space for any independence, difference and self-directedness on the part of first nature, making it impossible to represent conflicts of interest between rational 'second nature' and non-rational 'first' nature.[5] Bookchin's version of social ecology, then, focuses on some of the forms of hierarchy within human society, but inherits many problematic aspects of the humanist, Enlightenment, Hegelian and Marxist traditions (Plumwood 1981). It defends assumptions associated with the human colonisation of nature and retains forms of intra-human hierarchy which draw on this. Although social ecology presents itself as offering a way of reconciling the various critiques of domination, Bookchin's version at least falls well short of that objective." Pg.37, "Feminism and the Mastery of Nature"

According to Hindu beliefs, water possesses purifying properties, and the flowing nature of water aids in releasing the soul from its ties to the previous life. Failure to perform asthi visarjan, or the immersion of cremation ashes, may result in the soul being trapped in an earthly state, hindering its peaceful transition to the afterlife. Asthi Visarjan, being a significant ritual, creates an ideal setting for the soul's progression into the next realm. Ultimately, after death, the bodily elements merge back into nature.

In conclusion, both feminism and ecofeminism address issues of gender equality and environmental sustainability, albeit with different focuses and approaches. While feminism advocates for the empowerment of women and challenges patriarchal structures, ecofeminism expands this analysis to include the interconnectedness of gender oppression and environmental degradation. Through their respective philosophies, they strive for holistic solutions that promote social justice, gender equality, and environmental stewardship.

The discussions underscore the intricate connections between culture, spirituality, and environmental consciousness, highlighting the diversity of human beliefs and practices in navigating life's complexities.

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English Language Teaching (ELT)

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Abstract

Recent decades have seen a paradigm shift in English language teaching (ELT), driven by advances in pedagogical theories, technology, and a greater understanding of language acquisition. This thorough analysis synthesizes the modern techniques, strategies, and resources used in ELT activities around the globe. Additionally, the significance of technology integration will be discussed, along with the function of digital resources, online platforms, computer-assisted language learning (CALL), and other technologies in improving language acquisition and offering individualized learning experiences. It also examines cutting-edge teaching techniques that support language competence and interdisciplinary abilities, such as the flipped classroom model and Content and Language Integrated Learning (CLIL).

Further, the role of cultural sensitivity and diversity in ELT techniques will be discussed, along with the recognition of students' varied language origins and learning requirements. It also emphasizes how crucial it is for educators to pursue ongoing professional development in order to adopt cutting-edge techniques and adjust to shifting societal norms. To sum up, this subject offers a sophisticated grasp of current developments and trends in ELT, providing insightful information to researchers, educators, and legislators who work to maximize language learning results in a variety of learning environments.

Keywords: Language Acquisition, Pedagogies, Technology Integration, Communicative Competence, Cultural Sensitivity.

1. Introduction:

❖ *BACKGROUND:*

The history, sociopolitical context, and economics of English Language Teaching (ELT) are intricately entwined with each other. English, which comes from England, became well-known because of the British Empire's sweeping power during the colonial era. English established itself as the primary language of administration, trade, and education as British colonies expanded around the world.The establishment of schools and other institutions across the globe by British colonial administrators and missionaries in the late 19th and early 20th centuries is when English Language Teaching (ELT) first emerged. It remains a dynamic and multifaceted field, characterized by diverse methods, pedagogies and cultural

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considerations, as educators strive to meet changing needs and aspirations of language learners around the world.

❖ *SIGNIFICANCE OF THE STUDY:*

Global Communication: In a number of fields, including commerce, diplomacy, science, and technology, English has become the most widely used language for communication between people worldwide. Knowing how to teach English effectively gives people the language abilities they need to engage in cross-cultural relationships and navigate global interactions.

Educational Equity and Access: Getting a good English language education is sometimes regarded as a first step toward more chances in school and upward social mobility. By researching ELT, teachers can create plans to guarantee that all students have fair access to language learning materials and to assist a variety of learner demographics, including those from disadvantaged or marginalized backgrounds.

Professional Development: English language proficiency is becoming more and more valuable in the global labor market, leading to career chances in international organizations, multinational corporations, and academic institutions. Studying ELT improves educators' professional capacities and career chances by equipping them with the knowledge and abilities necessary to teach English to students of all ages, backgrounds, and competence levels.

❖ *OBJECTIVE AND SCOPE:*

Language Proficiency: Encouraging learners to develop their language proficiency is one of ELT's main goals. This includes mastering grammar, vocabulary, and pronunciation in addition to developing abilities in speaking, listening, writing, and reading.

Communicative Competence: The goal of English Language Teaching (ELT) is to give students the tools they need to communicate successfully in a variety of settings. This calls for not just language proficiency but also pragmatic and sociolinguistic abilities, such as the ability to read nonverbal cues, use proper register, and comprehend cultural norms.

Language Acquisition Theories: To gain a deeper understanding of how language is acquired and processed by learners, ELT investigates theoretical frameworks and models of language acquisition. This covers theories that influence teaching approaches and instructional methods, such as behaviorism, cognitivism, and sociocultural theory.

2. **LITERARY REVIEW:**

❖ *HISTORICAL OVERVIEW OF ELT METHODOLOGIES:*

The grammar translation method (late 19th–early 20th century):

- The grammatical Translation Method, which dates back to the 1800s, concentrated on providing students with translation assignments and an explicit instruction in grammatical rules.

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- .Learners placed minimal attention on communication competence and instead memorized lists of words and grammar rules.
- This approach was popular in educational contexts, especially for studying classical languages like Greek and Latin.

Direct Method: (End of the 19th and Beginning of the 20th Century).

- The Direct Method—which prioritizes direct communication and the use of natural language—emerged in response to the shortcomings of the Grammar Translation Method.
- **.** In order to immerse students in relevant language situations, proponents of the Direct Method encouraged the use of target language in the classroom.
- In order to mimic the natural process of first language acquisition, language learning was aided by imitation, real-world scenarios, and demonstration.

Mid-20th century Audio-Lingual Method:

- In the middle of the 20th century, the Audio-Lingual Method became increasingly popular, especially in the US during World War II.
- This approach, which was based on behaviorist concepts, concentrated on creating habits through pattern practice and repetitive drilling.
- With a focus on precise pronunciation and structural accuracy, audio recordings and dialogues were used to aid with language learning.

Teaching Communicative Languages (1970s–Present):

- Communicative Language Teaching (CLT), which places an emphasis on meaningful conversation and task-based learning, evolved in reaction to growing criticism of behaviorist techniques.
- CLT encouraged learners to use language creatively to attain communication goals by shifting the focus from linguistic forms to communicative functions.
- In order to promote authentic language use and engagement, activities like role-plays, simulations, and problem-solving exercises became essential components of language instruction.

Task-Based Instruction in Language (1980s–Present):

- Building on the ideas of CLT, task-based language teaching (TBLT) emphasizes task completion as the main means of language acquisition.
- Through intentional communication and problem-solving, learners participate in authentic, real-world tasks that demand the use of language in context, enhancing language acquisition.

- ❖ *CONTEMPORARY TRENDS IN ELT:*

Technology Integration:

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- The integration of technology into ELT has become increasingly prevalent, with educators leveraging digital tools, online platforms, and multimedia resources to enhance language learning experiences.
- Computer-Assisted Language Learning (CALL), mobile applications, and virtual reality simulations offer opportunities for interactive, self-directed learning and authentic language practice.
- Blended learning models, combining face-to-face instruction with online components, provide flexibility and accessibility for learners, catering to diverse learning styles and preferences.

Communicative Competence:

- There is a growing emphasis on developing communicative competence in ELT, moving beyond traditional grammar-focused approaches to prioritize meaningful interaction and language use.
- Task-Based Language Teaching (TBLT) and project-based learning encourage learners to engage in authentic, real-world tasks that require the application of language skills to solve problems and achieve goals.

Content and Language Integrated Learning (CLIL):

- Content and Language Integrated Learning (CLIL) has gained traction as a pedagogical approach that integrates language learning with subject content, such as science, mathematics, or social studies.
- CLIL promotes language acquisition through meaningful engagement with academic content, providing learners with opportunities to develop language skills while learning about specific topics or disciplines.

Inclusive Practices and Cultural Sensitivity:

- There is a growing recognition of the importance of inclusive practices and cultural sensitivity in ELT, acknowledging the diverse linguistic backgrounds and learning needs of students.
- Culturally responsive teaching approaches consider learners' cultural identities, experiences, and perspectives, fostering a supportive and inclusive learning environment.
- Multilingual approaches, translanguaging practices, and the integration of learners' native languages into instruction promote linguistic diversity and equity in ELT settings.

❖ *ROLE OF TECHNOLOGY IN LANGUAGE LEARNING:*

Access to Real Materials: Thanks to technology, students can study real materials from a variety of sources, such as social media platforms, films, podcasts, and online publications. The exposure of learners to real-world language use improves their language proficiency and cultural awareness.

Interactive Learning Platforms: Through multimedia content, interactive exercises, tests, and games, websites, mobile applications, and interactive learning platforms

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provide learners with engaging language learning experiences. These systems offer individualized practice, fast feedback, and self-paced learning options.

Blended Learning Models: Blended learning uses technology to improve traditional classroom training by fusing in-person instruction with online components. Learning management systems, multimedia resources, and online resources all complement in-class activities, expand learning outside of the classroom, and give students more opportunity for practice.

3. TRADITIONAL AND CONTEMPORARY ELT METHODOLOGIES:

❖ *GRAMMAR TRANSLATION METHOD:*
- Traditional Approach: The Grammar Translation Method, dating back to the 19th century, focuses on the explicit teaching of grammar rules and translation exercises.
- Instructional Practices: Learners memorize vocabulary lists and grammatical structures, and translation is used as a primary means of language practice.

❖ *AUDIO LINGUAL METHOD:*
- Traditional Approach: The Audio-Lingual Method gained popularity in the mid-20th century, particularly during World War II, emphasizing habit formation through repetitive drilling and pattern practice.
- Instructional Practices: Language learning is facilitated through audio recordings, dialogues, and oral repetition exercises, focusing on accurate pronunciation and structural accuracy.

❖ *COMMUNICATIVE LANGUAGE TEACHING:*
- Contemporary Approach: Communicative Language Teaching (CLT) emerged in the 1970s as a response to the limitations of traditional methods, prioritizing meaningful communication and task-based learning.
- Instructional Practices: CLT focuses on authentic language use in real-life situations, encouraging learners to engage in communicative tasks, role-plays, and problem-solving activities.

❖ *TASK BASED LANGUAGE TEACHING:*
- Contemporary Approach: Task-Based Language Teaching (TBLT) builds upon the principles of CLT, focusing on the completion of meaningful tasks as the primary vehicle for language learning.
- Instructional Practices: Learners engage in authentic, real-world tasks that require the use of language in context, promoting language fluency, negotiation of meaning, and problem-solving skills.

4. INTEGRATION OF TECHNOLOGY IN ELT:

❖ *Computer-Assisted Language Learning (CALL):*
- The term "CALL" describes the use of digital technologies and computers to enhance language instruction and learning.

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- Practice grammar, vocabulary, pronunciation, and other language abilities with interactive lessons, drills, and simulations provided by software programs and applications.
- With the aid of speech recognition technology, learners can enhance their speaking abilities by receiving immediate feedback on their pronunciation and oral fluency.

❖ *DIGITAL RESOURSE AND TOOLS:*
- For the goal of learning a language, digital resources comprise a vast array of multimedia content, including e-books, audiobooks, films, podcasts, and online articles.
- Document cameras, multimedia projectors, and interactive whiteboards make it easier to incorporate digital resources into lessons in the classroom, which increases student participation and involvement.
- For self-paced study and practice, language learning platforms, websites, and mobile applications provide access to real language resources, interactive exercises, tests, and games.

❖ *ONLINE PLATFORMS FOR LANGUAGE LEARNING:*
- A centralized center for language instruction, course materials, assignments, and communication between students and teachers is provided by online platforms and learning management systems (LMS).
- Teachers and students may engage synchronously and in real time, regardless of their geographical location, thanks to virtual classrooms and video conferencing capabilities.
- Asynchronous communication technologies help students collaborate, get feedback from peers, and have thoughtful conversations. Examples of these tools include discussion boards, email, and messaging applications.

5. **INNOVATIVE PEDAGOGICAL STRATEGIES IN ELT:**
   ❖ *CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL):*
   - The CLIL technique combines language acquisition with the study of academic subjects including social studies, science, and math.
   - Both the target language and the subject matter are taught, giving students the chance to study academic concepts while also acquiring a language.
   - Critical thinking abilities and interdisciplinary connections are fostered by CLIL, which concurrently advances language proficiency and content understanding.

   ❖ *FLIPPED CLASSROOM MODEL:*
   - By using class time for active learning and idea application and distributing instructional content outside of the classroom through texts,

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films, or online resources, the flipped classroom paradigm flips the conventional method to teaching.

- Before class, students work independently with the course materials, which enables tailored instruction and self-paced learning.
- The teacher facilitates interactive exercises, group projects, debates, and problem-solving assignments during class time.

❖ *PROJECT BASED LEARNING (PBL):*

- PBL is an instructional strategy that focuses on students completing real-world, realistic projects that call for inquiry, teamwork, and problem-solving.
- As they engage on projects that tackle real-world issues, students integrate their language learning with their content knowledge and competencies.
- PBL places a strong emphasis on student-led inquiry, investigation, and research while encouraging critical thinking, creativity, and curiosity.

6. **PROMOTING CULTURAL SENSITIVITY AND INCLUSIVITY IN ELT:**

❖ *ADDRESSING DIVERSE LEARNERS NEEDS:*

- Acknowledge and respect the various linguistic and cultural backgrounds of students, keeping in mind that personal experiences, identities, and learning preferences all have an impact on language acquisition.
- To address the varied needs of students, including those with various proficiency levels, learning difficulties, or linguistic backgrounds, provide individualized instruction and assistance.
- To ensure that every student has fair access to learning opportunities, modify instructional materials, activities, and assessments to account for varying learning styles and skill levels.

❖ *INCORPORATING MULTICULTURAL PERSPECTIVES:*

- Include a variety of cultural representations and multicultural viewpoints in the curriculum, teaching resources, and activities used in the classroom.
- Learners will be exposed to a variety of cultural traditions, values, and viewpoints as they examine literature, media, and artifacts from other nations and areas.
- Encourage students to discuss their own cultural identities, experiences, and viewpoints in order to promote an environment of respect, understanding, and appreciation for cultural diversity.

❖ *CREATING INCLUSIVE LEARNING ENVIRONMENTS:*

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- Encourage a warm and accepting environment in the classroom where all students feel appreciated, respected, and encouraged to pursue their language learning goals.
- Set clear guidelines for polite discourse, teamwork, and involvement while encouraging students to be empathetic, attentive listeners, and open-minded individuals.
- For students from diverse cultural origins to feel a feeling of community and belonging, promote peer engagement, teamwork, and peer support networks.

7. CHALLENGES AND FUTURE DIRECTIONS:

❖ *ADDRESSING TECHNOLOGICAL BARRIERS:*
- Access and infrastructural constraints are a major obstacle to incorporating technology in ELT, especially in low-resource environments or places with spotty internet availability.
- In the future, efforts to overcome technical hurdles will include producing digital resources and tools that are easy to use and accessible, increasing access to digital devices and internet connectivity, and offering professional development to educators on technology integration.

❖ *ENHANCHING TEACHER TRANING AND PROFESSIONAL DEVELOPMENT:*
- Promoting cultural sensitivity and successfully incorporating cutting-edge instructional practices in ELT requires teacher training and professional growth.
- One of the challenges is the requirement for extensive training programs that give teachers the know-how, abilities, and competences to use a variety of pedagogical approaches, integrate technology, and establish inclusive learning environments.
- Prospective avenues for improvement encompass augmenting teacher training and professional growth via continuous assistance, mentorship initiatives, cooperative learning communities, and chances for introspective practice and empirical study.

❖ *FUTURE TRENDS IN ELT RESEARCH AND PRACTICE:*
- 21st-century skills and digital literacy: Studies on the effects of digital technology on language learning results and the advancement of digital literacy competencies essential for success in the digital era will persist.
- Novel pedagogical strategies: In a variety of educational situations, there will be a greater interest in investigating and assessing the efficacy of novel pedagogical strategies including PBL, the flipped classroom model, and CLIL.

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- Language education and the creation of language policies that support linguistic diversity and equity will be the subjects of research on multilingualism and language policy.

8. CONCLUSION:

❖ *SUMMARY OF KEY FINDINGS:*

- <u>Technology Integration in ELT:</u> The study investigates the efficacy of technology integration in ELT, emphasizing the benefits of digital resources, online platforms, and computer-assisted language learning (CALL) on language learning outcomes. It highlights difficulties like access barriers and the need for comprehensive teacher training in technology integration.
- <u>Innovative Pedagogical Approaches:</u> The thesis explores the potential of innovative pedagogical approaches, such as project-based learning (PBL), flipped classrooms, and content and language integrated learning (CLIL), to improve language learning and foster interdisciplinary connections, critical thinking, and collaboration.
- <u>Encouraging Cultural Sensitivity:</u> It covers methods for encouraging cultural sensitivity in ELT, such as embracing multicultural viewpoints, attending to the requirements of a variety of learners, and setting up inclusive learning settings. It emphasizes how crucial it is to help students develop empathy, respect, and cross-cultural understanding.

❖ *RECOMMENDATIONS FOR FUTURE RESEARCH:*

- <u>Longitudinal Studies on Technology Integration:</u> Monitor learners' attitudes toward technology, digital literacy abilities, and language competence development over an extended period of time to examine the long-term consequences of technology integration in ELT.
- <u>Comparative Studies on Pedagogical Approaches:</u> Conduct comparative studies to compare the effectiveness of different pedagogical approaches, such as CLIL, the flipped classroom model, and PBL, in diverse educational contexts, considering factors such as learner motivation, engagement, and language learning outcomes.
- <u>Exploration of Culturally Responsive Practices:</u> Explore culturally responsive teaching practices in ELT, examining how educators incorporate multicultural perspectives, address diverse learner needs, and promote cultural sensitivity in language instruction. Investigate the impact of culturally responsive practices on learner identity, motivation, and achievement.

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Use of Artificial Intelligence (AI) in English Language Teaching (ELT): Boon or Bane?

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Abstract

This abstract delves into the vast and dynamic field of Artificial Intelligence (AI) and its blends with English Language Teaching (ELT) methods and practices. As AI technologies continue to advance and grow, AI offers promising opportunities and new channels to develop language learning and methodology. In addition to the advantages, there have been numerous growing concerns regarding potential drawbacks and ethical issues. This abstract examines the dual nature of AI in ELT, analyzing its positive aspects such as unique learning experiences, versatile feedback mechanisms, and magnified accessibility, while also addressing challenges such as algorithmic discrepancies, privacy issues, and the potential alienation of learning interactions and practices. By conducting an extensive examination and analysis of available literature, case studies, blogs, and expert opinion, this abstract seeks to offer an inclusive, holistic, comprehensive evaluation of AI's role in ELT. It aims to encourage and open a discussion among teachers, students, and policymakers about how AI affects the education system. There is a famous saying on AI by Fei-Fei Li, Co-Director of the Stanford Institute for Human-Centered Artificial Intelligence, and IT Professor at the Graduate School of Business that "Artificial intelligence is not a substitute for human intelligence; it is a tool to amplify human creativity and ingenuity."

Keywords: Artificial Intelligence, English Language Teaching, Unique Learning, Algorithmic discrepancies, Ethical issues, Ingenuity.

Introduction:

The application and uses of Artificial Intelligence (AI) in various streams of education have sparked both curiosity and controversy. In the field of English Language Teaching (ELT), AI presents a spectrum of numerous possibilities, raising the fundamental question: is it a boon or a bane? As technology continues to advance, educators find themselves at a crossroads, navigating the potential benefits and drawbacks of incorporating AI-driven tools and methodologies into language learning environments.

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On the one side, exponents argue that AI holds immense potential and promise in revolutionizing ELT by offering distinctive learning experiences, immediate feedback, and effective and tailored language instruction. With the help of AI platforms and their applications, learners can engage with interactive and pictorial content, learn and practice English skills in simulated environments, and receive a real-time assessment, that helps in enhancing their proficiency and fluency. Additionally, AI algorithms can analyze vast amounts of data, enabling educators to gain insights into student learning patterns and adapt teaching strategies accordingly.

Conversely, dissenters express concerns regarding the over-dependence on AI in ELT, highlighting potential issues such as dehumanization of learning, degradation of critical thinking skills, and ethical issues surrounding data privacy and algorithmic discrepancies. Moreover, there are concerns about the displacement of human teachers and the loss of human connection in the learning process, as AI-driven interactions may lack empathy, moral values, ethics, and cultural sensitivity.

Concerning these changing opinions, it becomes vital to critically analyze the role of AI in ELT, weighing its boon against its various banes. This perspective explores the diverse implications of integrating AI into English language instruction, delving into its potential to empower learners, enhancing teaching methodologies and tools, and shaping the future horizon of education. By looking into the complexities inherent in this discourse, we aim to unravel the challenge of AI in ELT and ascertain whether it harbors the new dawn of innovation or casts a shadow of uncertainty and complexities over the educational horizon.

Objectives:
- ❖ To illustrate the impact of AI technologies on student engagement and motivation in English language learning processes.
- ❖ To identify best practices and guidelines for educators to effectively integrate AI technologies in ELT classrooms while maintaining a balance between technological reliance and human interaction.
- ❖ To study the attitudes and perceptions of educators, students, and stakeholders towards the use of AI in ELT, and explore strategies to address potential complexities or uncertainty.

Questions:
1. How do AI-driven language learning platforms compare to traditional teaching methods in terms of effectiveness and student engagement?
2. What role does human interaction play in language learning, and can AI adequately replicate this aspect?
3. What impact might AI have on the role of English language teachers in the classroom?

History of AI:

The applications of Artificial Intelligence (AI) in English Language Teaching (ELT) have been a topic of both attraction and debate, marked by its evolving history

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and implications. From its early applications to its current state, the use of AI in ELT has raised questions about its effectiveness, ethics, and ethical values, and the balance between technological innovation and human interaction.

Initial Investigation:

In the 1960s and 1970s, people started using computers to help with learning languages like English. But back then, the computer programs were basic. They mainly gave students exercises to practice. Although there was a big deal back then, they weren't as smart or flexible as today's AI systems.

Rise of Smart Teaching Programs:

In the 1980s and 1990s, as AI got better, we started seeing Intelligent Tutoring Systems (ITS). These systems use AI to give students personalized help, feedback, and tests. Programs like Auto Tutor and Grammarly are good examples. They helped students with things like grammar, writing, and pronunciation in a way that was just for them.

AI in Language Assessment:

AI wasn't just used for teaching. It was also used to grade language tests. Systems like E-rater and Criterion used special algorithms to read and give feedback on essays written by students. Although they made grading faster and more consistent, some people worried that they couldn't understand language nuances well enough or give really good feedback.

Chatbots and Virtual Assistants:

Nowadays, talking AI programs like chatbots and virtual helpers are used a lot in language learning. Apps like Duolingo and Babbel use these chatbots to help you practice speaking with them, like having a real conversation. But whether these chatbots help you learn to speak well and handle harder language stuff is still up for discussion.

Ethical Issues and Considerations:

As AI becomes more common in language teaching, people are thinking more about what's right and fair. They're asking about things like keeping your information private, making sure AI programs are fair and figuring out how much human teachers should be involved. Even though AI can help more people learn and make it easier to access education, some worry that it might take away from students being able to learn on their own and from getting a good education.

Literature Review:

Using Artificial Intelligence (AI) in education, including teaching English, has become a big topic. People are talking about how AI can help students learn languages better. This review looks at what's happening now with AI in English teaching. It talks about the boons and the banes of AI in language learning. It also talks about what people are saying about whether AI is really helpful and what it might mean for teaching in the future. We tried to highlight the various pros and cons of AI and its uses in ELT.

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Pros of AI in English Language Teaching (ELT):

- ❖ AI can make learning efficient for students and make it better by giving feedback and giving exercises that change the way of learning. This makes learning more interesting and easier to understand.
- ❖ AI makes it easier for everyone to learn languages, even people with disabilities or who can't get to regular school. For example, AI can help by recognizing speech, turning text into speech, or translating languages.
- ❖ AI can grade language tests automatically. This means students get their results quickly, and teachers can see how well everyone is doing without spending lots of time grading papers.
- ❖ AI-powered platforms provide access to a vast array of educational materials, multimedia content, and interactive exercises, enriching the learning experience.
- ❖ AI enables the delivery of language instruction to large numbers of students simultaneously, facilitating scalability in educational settings.
- ❖ AI streamlines administrative tasks, such as grading assessments and tracking student progress, saving teachers time and effort.
- ❖ AI fosters innovation in language teaching methodologies, encouraging the development of new approaches and tools to enhance learning outcomes.
- ❖ Chatbots and virtual tutors can talk with students in real-time, helping them practice speaking and feel more confident using the language.
- ❖ AI gives access to lots of different learning materials, like videos and interactive exercises. This makes learning more fun and adds to what teachers can do in the class.

Cons of AI in English Language Teaching (ELT):

- ❖ AI programs might not capture the real feeling of talking with someone in another language, which can make it harder for learners to understand real-life situations.
- ❖ Using AI in language learning brings up questions about keeping students' information private, making sure AI is fair, and making sure learning stays personal.
- ❖ The use of AI can lead students to rely too heavily on it, diminishing their ability to think independently. Consequently, this may result in reduced engagement in the learning process.
- ❖ Not everyone has the same access to technology or knows how to use it well. This means some students might not get the same chances to use AI for learning.
- ❖ Using AI in teaching requires both teachers and tech experts to work together to make sure it fits well with what students need to learn and how they learn best.

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- ❖ There are concerns that AI adoption in education may lead to job displacement among educators, particularly for tasks that can be automated.
- ❖ Implementing and maintaining AI systems can be costly, posing financial challenges for educational institutions.

ANALYSIS-Use of AI in English Language Teaching (ELT) as Boon or Bane?

With the rise of AI, there is ongoing debate about whether it is a boon or a bane in its uses in English Language Teaching (ELT. Some factors argue in Favor of AI being a blessing, while others suggest it could be a curse.

Boons:

- ❖ Easy & Personalized Learning: AI programs can look at how each student learns and give them lessons that fit them best. This means students get help with what they're not good at and can learn better related to the English Language.
- ❖ Student Participation: AI can make learning more fun by using things like chatbots and virtual tutors that talk to students. These tools help students practice speaking and using English Language skills in real life.
- ❖ Instant Feedback: AI can tell students right away if they made a mistake, so they can fix it quickly and learn faster.
- ❖ Accessibility: AI makes it easy for everyone to learn, no matter where they are or what time it is. This helps students who can't go to a regular classroom learn just like everyone else.
- ❖ Language Analysis: AI can help teachers see what mistakes students are making and give them better help. This makes learning easier for everyone.

Banes:

- ❖ Depersonalization: AI might make learning too much like talking to a machine and not enough like talking to a real teacher. This could make students feel less connected to their learning.
- ❖ Ethical Concerns: AI might not always be fair because it learns from data that might be biased. This could mean some students don't get treated the same as others.
- ❖ Lack of Authenticity: AI might not teach students how people talk in everyday life, which could make it harder for them to use the language in real situations.
- ❖ Technological Dependency: Excessive reliance on AI could cause students to depend on it too heavily, reducing their capacity for independent thinking. Additionally, if there are technical issues, it could disrupt the learning process.
- ❖ Privacy Concerns: AI collects a lot of information about students, which could be used in ways that aren't good for them. Without good protections, students' private information could be at risk.

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Using AI in teaching the English language has both good and bad sides. It helps with personalized learning, quick feedback, and easy access to learning. But it also brings problems like making learning less personal, fairness issues, not teaching real-life language well, making students rely too much on technology and risks to students' privacy.

We need to be careful when using AI in teaching. Instead of replacing human teachers, it should help them teach better. We should use AI in a way that balances new technology with good teaching methods. This way, all students can benefit from AI without facing its problems.

Conclusion:

In summary, using Artificial Intelligence (AI) to teach the English language has good sides and challenges. AI can help students learn better, make feedback quicker, and give more people access to learning English. But it also brings worries about losing jobs, privacy problems, and making unfair differences in who can learn. How well AI works in English teaching depends on how we use it. We need to think carefully about how it affects teaching, fairness, and how people learn. So, we should use AI in a way that helps students without causing problems. To do this, we need more research, working together, and making smart rules to guide how we use AI in teaching English.

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"The Ministry of Utmost Happiness: A Chronology of Death and Rebirth"

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Abstract

Arundhati Roy's most recent literary creation, "The Ministry of Utmost Happiness," was published after a twenty-year hiatus following the author's first novel, "God of Small Things," which won the prestigious Booker Prize. Regardless of whether she was experiencing writer's block or, as she stated, "Fiction takes its time," it is evident that over this period, her story has gradually accumulated its layers and spread out spontaneously in all directions, like the gradual dispersion of sedimentary rock. Her artistic inspiration has finally been so benevolent towards her that her work resonates more powerfully than that of her detractors. She has not only provided a platform for marginalized individuals but also for deceased individuals. The relationship between artistic creation and society is inseparable. According to Hegel, the ownership of a work is contingent upon its inventor. She aspired to communicate with the 'other,' namely the deceased, and thus she did. The various voices that arise from the text symbolize the voices of the 'other' and the deceased. It is incumbent upon us to decipher these voices by means of our impartial pursuit to acquire knowledge and disseminate the most optimal information. to encountering fiction once more, it bestowed on her a profound sense of vision and truth that transcends the boundaries of race, religion, and national boundaries.

Introduction

The Ministry of Utmost Happiness can be "A Chronology of Death and Rebirth" as it is a profound and captivating novel written by Arundhati Roy, renowned for her literary prowess and poignant storytelling. This book delves into the intricate tapestry of life, exploring themes of suffering, resilience, and the ultimate quest for happiness amidst chaos.

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During an interview, Roy asserts that when individuals inquired about the duration of writing The God of Small Things, he would respond with a span of 37 years. This is because, in his perspective, a novel is not a mere product. However, I do not have any objections to products that are produced rapidly. They can also possess beauty. However, in my perspective, this work bears a resemblance to a sedimentary rock, surpassing even The God of Small Things. The composition exhibits a multitude of intricate levels, necessitating a substantial investment of effort in its composition. One possible approach is to read it while swimming on the upper layer, followed by reading it in the center, and then becoming a bottom feeder. Each time I contemplate reading it, I anticipate a transformation in the narrative. It resembles a city map or a comprehensive understanding of a city. I did not experience any sense of urgency, as it was necessary for me to reside with these individuals over an extended duration in order to ascertain the solidification of our relationship. TMUH is the fictional wonder Arundati Roy

The literary work exhibits a noteworthy narrative structure, with a multifaceted ensemble of characters predominantly derived from lower socioeconomic strata. The author employs a concise language style, interspersed with intermittent aphorism and fitting similes, in order to delve into the intricacies of Indian contemporary history and examine its socio-political motifs. Roy's astute observation of the events, such as land reform that marginalized impoverished farmers, the Godhra train burning, and the conflict in Kashmir, urges the reader to delve into the historical remnants in search of factual information. The literary work extensively explores fundamental subjects such as racism, gender equality, and religious fanaticism. Indeed, it is a collection of various options—alternative arrangements of family, opposition, and love. This work combines art and politics, history and fiction, reason and imagination, in a harmonious manner. With her eloquent words, ingenuity, and extensive knowledge, she reveals the sombre and brutal realities that would frighten anyone about the current socio-political state of the country. The book's hybrid style, incorporating exquisite Urdu phrases and references to hallowed books, reveals the intertwining of myth and religion. This expansion of the novel's critical scope represents a fresh advancement within the realm of modern Indian English fiction. The book can be approached from multiple theoretical perspectives, including feminist and gender theories, cultural analysis, and political analysis, among others. The Ministry of Utmost Happiness provides a comprehensive exploration of the Indian landscape over an extended period of time.

The narrative transitions from the densely populated areas of Old Delhi and the thoroughfares of the modern city to the elevated terrains of Kashmir and the surrounding regions. The literary work is narrated in a subdued manner, employing intricate similes and intermittent references to religious texts. The protagonists of the story diverge from the archetypal epic heroes, primarily consisting of regular individuals who are marginalized and afflicted by the societal conditions they inhabit.

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They experience a sequence of fluctuations and are ultimately saved and repaired via acts of affection. The Ministry of Utmost Happiness exhibits characteristics that contrast with Roy's debut novel, God of Small Things (1997), ranging from its exaggerated title to its unwieldy exclamation point. The book commences with its cover page featuring an image of a marble cemetery and its corresponding setting. The book's dedication, which is "to the unconsoled," establishes its focus on comforting individuals whose stories have been suppressed and disregarded by the dominant historical narrative, which has been handed to the marginalized. By reinterpreting this historical narrative from the perspective of the victims, she has demonstrated her exceptional skills as a historiographer and a perceptive storyteller. The literary work comprises a total of twelve chapters, designated as "Where Do Old Birds Go to Die?", "Khwabgah," "The Nativity," "Dr. Azad Bhartiya," "The Slow-Goose Chase," "Some Questions for Later," "The Landlord," "The Tenant," "The Untimely Death of Miss Jebeen the First," "The Ministry of Utmost Happiness," "The Landlord," and "Guih Kyom."

The novel is connected to the present scenario

This extensive and expansive narrative consists of two primary narratives: one revolves around Anjum, a hijra, as she unfurls a delicate Persian carpet in a municipal cemetery that she considers her own. She and her company have unwavering hope to revive the life they were deprived of years ago. The second narrative revolves around Tilo, a complex and captivating architect who transitions into activism (perhaps inspired by Roy herself), and the three individuals who develop romantic feelings for her. "Where Do Old Birds Go to Die?" is the title of the initial chapter. The comparison between Anjum and the tree has been made. Resilience and Survival is shown in the The novel beautifully that capture the resilience of its characters in the face of adversity, showing how they navigate through the complexities of life with unyielding strength.

Social Injustice and Displacement is highlighted by Arundhati Roy skilfully who weaves a narrative that sheds light on the plight of marginalized communities, addressing issues of social injustice and displacement with raw authenticity.

Human Connections and Relationship are broadly portrayed the significance of human connections and relationships in the lives of its characters, emphasizing the profound impact of love and companionship.

In "The Ministry of Utmost Happiness," Arundhati Roy crafts deeply intricate character arcs that unfold with emotional poignancy and profound resonance. The characters undergo transformative journeys that intricately intertwine with historical events, societal struggles, and personal triumphs. Here's a closer look at how character arcs are portrayed in the novel:

The novel is an amalgamation of Emotions and determination

Emotional Evolution imparted in The characters in the novel undergo remarkable emotional evolution, navigating through adversities, personal losses, and

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triumphs. Their emotional arcs are intricately woven into the fabric of the narrative, lending a deeply personal and resonant quality to their growth.

Resilience and Adaptation are part and parcel of Arundhati Roy portrayal of the characters' resilience and adaptability amidst challenging circumstances, illustrating how they evolve emotionally in response to the tumultuous world around them.

Interconnected Lives are particularly shown thorugh The character arcs that are interwoven, demonstrating the interconnectivity of their emotional journeys and experiences. Their personal growth and emotional evolution are deeply impacted by their interactions with each other, creating a rich tapestry of human connections and relationships.

Symbolism and Imagery have been employed by Roy exquisite symbolism and vivid imagery to delve into the emotional depths of the characters, allowing readers to witness their inner struggles, triumphs, and self-discovery.

It is obvious that "The Ministry of Utmost Happiness" masterfully portrays character arcs that are emotionally resonant, deeply introspective, and intricately tied to the broader historical and societal context of the narrative.

In "The Ministry of Utmost Happiness," Arundhati Roy presents a diverse ensemble of key characters, each contributing to the emotional depth and societal resonance of the narrative: Anjum, a transgender woman, serves as the emotional core of the novel. Her journey of self-discovery, resilience, and her connection to the world around her encapsulates the emotional and psychological complexity of the human experience. Tilo, a woman with a rich history, is another central character whose emotional evolution unfolds against the backdrop of historical events, reflecting the poignancy of personal relationships, love, loss, and the imprint of historical events on individual lives.

Tilottama's spirited resilience is a testament to the emotional depth and strength of the characters in the novel. Her emotional journey serves as a reflection of personal battles and the inner resolve amidst societal injustices, amplifying the emotional and psychological resonance of the narrative.

Musicians, Activists, and Bureaucrats also part of The novel also that feature a diverse array of characters, including musicians, activists, and bureaucrats, each contributing to the emotional tapestry of the narrative through their individual experiences and interconnected lives.

These key characters exemplify the emotional complexity and societal resonance at the heart of "The Ministry of Utmost Happiness," serving as conduits for Arundhati Roy's exploration of identity, resilience, and the emotional intricacies of the human spirit.

The tree may symbolize a spontaneous proliferation. It may also symbolize her determination to persevere in the face of various challenges, navigating between opposing forces. She challenges the vultures that were positioned in the elevated

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limbs of the tree. The poisoning of the vulture serves as a metaphor for the pervasive poisoning of Indian society, which is a result of a past characterized by dishonest and vengeful politicians, religious animosities, and the constant flow of blood, death, and unfair dispensation of justice. As we go along, it becomes clear that she goes by several names. Magnu, Romeo, and Anjum are subjected to a historical narrative under several titles; however, she displays less concern for it. The matter is inconsequential. I identify as Romi, Juli, Laila, and Majnu. And Mujna, why not? My name is Anjum, and I am indeed Anjuman. I am a mehfil, a collective assembly. Of all individuals and none, of all things and nothing. According to Roy (4), As our knowledge expands, we observe that Anjum truly serves as a source of satisfaction for everyone.

The Jannat Guest House served as a residence for individuals from many religious and caste backgrounds. In the second chapter, Anjum is situated in Khwabgah, a resort that is specifically designated for transgender individuals, serving as their designated safe zone. In the initial four chapters, the readers are acquainted with one of the focal points of the narrative—the realm of the hijra—individuals who identify as transgender or third gender. The subsequent aspect of the narrative revolves around S. Tilottama, also known as Tilo, an architect who deviates from societal norms and possesses a captivating and enigmatic demeanor akin to that of smoke. Through her romantic involvement with a Kashmiri militant, she assumes the roles of both an observer and a participant throughout the period of struggle. Her pronounced nonconformity is evident throughout her demeanor. The subject's deep complexion, slender physique, vigilant demeanor, and each respiration she takes are imbued with multiple strata of significance.

Three guys, Biplop Dasgupta, Nagraj Hariharan, and Musa Yeswi, are courting her. Roy portrays a dystopian Kashmir plagued by human rights violations through Tilo's narration. In turbulent Kashmir, there is no ministry that brings the greatest delight, except for the ministry of innocent killings carried out by corrupt and venal politicians.

Roy's eloquent and insightful storytelling covers a wide range of topics, including caste, religion, and gender divisions. She eloquently portrays the harsh contradictions of urban environments such as Delhi, where deceased individuals rest in a state of "air-conditioned splendor." This narrative explores the modern global landscape by focusing on the experiences of individuals navigating the ongoing and distressing conflict in Kashmir, as well as the marginalized populations of outsiders residing in Delhi. Individuals with a keen interest in Indian political and religious history should consider reading this literary work at least once. It provides an enjoyable reading experience, incorporating elements of fiction, in contrast to the monotonous and factual character of Indian political textbooks.
Conclusion

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The "The Ministry of Utmost Happiness" by Arundhati Roy presents a chronology primarily rooted in emotional experiences. The narrative captures the emotional evolution, resilience, and inner transformations of its characters amidst the backdrop of physical landscapes and historical events. While physical settings and historical contexts play a crucial role, the novel primarily focuses on the emotional and psychological journey of its characters, making it an intricately woven tapestry of emotional chronology. The concept of the Ministry of Utmost Happiness necessitates a balanced level of concentration and contemplation. The committed readers will undoubtedly depart with a gratified sense of empathy for humanity, notwithstanding its limitations. The attainment of the Ministry of Utmost Pleasure is not solely a result of imaginative training but rather a collaborative achievement including both imagination and reality. It is recommended for anyone with a refined appreciation for literature and a keen interest in Indian political and religious history to read this book at least once. It provides an enjoyable reading experience with its fictional elements, in contrast to the monotonous and factual character of Indian political textbooks.

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"Cultural Crosscurrents: Navigating Identity and Belonging in Rohinton Mistry's 'Swimming Lessons'"

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Abstract

The Indian community has a unique impact on Canadian culture, especially through the works of Indian authors who moved to Canada in the early 1900s. Among Indo-Canadian writers, Rohinton Mistry stands out as the only author whose novels consistently make it to the shortlist for "The Man-Booker Prize." Mistry's novels vividly portray the social, cultural, and political aspects of life in India. In particular, his collection of short stories titled "Swimming Lessons and other stories from Firozsha Baag" (1987) sheds light on how migrants, both within and outside India, face social exploitation. This paper focuses on Mistry's depiction of the alienation experienced by migrants within India, especially the Parsis, and the subsequent alienation faced by Parsi migrants in Canada at the hands of white individuals. The author explores these themes from a diasporic perspective.

The Indian community has a unique influence on Canadian culture. Indo-Canadian literature includes the writings of Canadians with roots in India, whether they moved directly from India or from other British colonies like East or South Africa, the Pacific Islands, and the Caribbean Islands. The Indo-Canadian community began in the early 1900s when Sikh soldiers from Punjab, attending Queen Victoria's Diamond Jubilee Celebrations in 1897, chose Canada as a route back to India. During their journey, they were captivated by Canada's fertile lands and beautiful landscapes. Many tried their luck in Canada, finding employment as police officers or night watchmen in British companies. This marked the beginning of Indian influence in Canada, not only in terms of people but also in intellectual and literary contributions.

Keywords: Diaspora, Identity, culture, Memory, Indo-Canadian literature

Rohinton Mistry is a well-known author of Indian descent who writes in English. Born on July 3, 1952, in Mumbai, India, he currently lives in Brampton, Ontario, Canada. Mistry holds a significant place in Canadian literature, alongside other writers like Michael Ondaatje, M. G. Vassanji, and Neil Bissoondath, who also have connections to India or South Asia. What makes Mistry unique is his Parsi identity, which strongly influences his writing. Despite living in Toronto for 27 years, his heart remains tied to India, his original home. In his books, he vividly portrays

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Bombay during the 1960s, 1970s, 1980s, and 1990s, drawing on his rich memories. Mistry skillfully captures the lively, bustling essence of India, blending his Indian roots with his Parsi heritage, which plays a crucial role in shaping him as a writer.

Rohinton Mistry often explores the Parsi community's way of life and their role within the broader national context in his works. He takes an "Ethnographic approach" to literature, using storytelling as a tool to make sense of his community's past experiences. His novels delve into the cultures and traditions of the Parsis, offering insights into their lives in India. Mistry is praised for his focus on Indian politics, providing an outsider's perspective and showing empathy towards human weaknesses. He covers various political themes, including nationalism, corrupt practices, the power of landlords, caste issues, and the struggles of ordinary people. Additionally, his novels touch on diverse aspects of Mumbai's culture, particularly the Parsi way of life, the diminishing influence of religion, a sense of longing for the past, human relationships, fears and temptations, feelings of alienation, an ongoing search for identity, and a yearning for existence.

In "Swimming Lessons," the main character, Kersi Boyce, lives in Canada but still feels connected to his past and his parents back in Bombay. The story starts with Kersi encountering an old man who can't move well, similar to Kersi's own grandfather who was also sick. Both of these old men struggle to pass the time. There's also a nosy lady in the building who likes to gossip about everyone. She tells Kersi that the old man's daughter takes care of him. The story jumps between different times and places as the narrator thinks about the sick man in Toronto and his own grandfather in Bombay. He recalls how his mother took care of his grandfather, doing everything from changing bandages to cleaning bedpans. The narrator helped too, but not as much as he could have. Eventually, his grandfather had to go to the hospital, where he passed away.

The story is interesting because it switches between the present and the past in the main character's thoughts. It highlights the challenges immigrants face when moving to a new city. When Kersi remembers things from back home triggered by his daily experiences, it shows how he feels out of place and worries about fitting into his new community. For example, he starts to doubt his choice to take swimming lessons for the first time.

'It was hopeless. My first swimming lesson. The water terrified me. When did that happen, I wonder, I used to love splashing at Chaupatty, carried about by the waves. And this was only a swimming pool. Where did all that terror come from? I'm trying to remember.

Rohinton Mistry's poignant tale, "Swimming Lessons," dives deep into the intricacies of identity and belonging as experienced by Kersi, a Parsi immigrant in Canada. This article explores the cultural crosscurrents that shape Kersi's narrative, weaving together themes of migration, loneliness, sexuality, and the challenges faced by diasporic writers. As the story moves between Firozsha Baag in Bombay and

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Kersi's life in Toronto, it mirrors the complex waters of cultural displacement and the struggle for acceptance.

In the opening, we delve into the narrative structure of "Swimming Lessons," highlighting Kersi's dual existence between the Parsi community in India and his isolated life in Toronto. The article sets the stage for an in-depth analysis of the cultural crosscurrents that shape Kersi's identity and sense of belonging. The exploration begins by unraveling Kersi's childhood in Firozsha Baag, examining the impact of cultural heritage and community ties on his early years. We delve into the rich tapestry of Parsi life in Bombay, shedding light on the cultural nuances that continue to influence Kersi's perspective in Canada.

The article delves into Kersi's emotional struggles in Toronto, where he grapples with acute loneliness and repressed desires. The portrayal of his interactions with neighbors and his attempt to overcome isolation through swimming classes becomes a metaphor for his search for acceptance and belonging in a foreign land. As Kersi's parents discuss his letters and writing from Canada, we examine the broader theme of diasporic literature. The article explores Mistry's subtle commentary on the expectations placed on immigrant writers to address themes of racism and multiculturalism. Kersi's father's perspective raises questions about the reasons behind diasporic writers choosing to focus on nostalgic narratives rather than current experiences.

The narrative arc of Kersi's attempts to learn swimming is dissected as a symbolic representation of his struggle for acceptance and the constant sense of insecurity he faces. The article explores how the failed attempts in Bombay and the continued challenges in Canada serve as metaphors for Kersi being a fish out of water, nowhere truly feeling at home. Examining instances of discrimination in both Bombay and Toronto, the article draws parallels between the intolerance faced by Kersi in different cultural contexts. The diverse characters surrounding Kersi, such as the old man and the Portuguese woman, exemplify the universal theme of alienation that transcends borders and cultures.

In the story "Swimming Lessons," the people from Tar Gully, a neighboring area of Firozshah Baag, are likely Maharashtrian immigrants. The Parsis in Firozshah Baag view the residents of Tar Gully as less refined. In the tale "The Ghost of Firozshah Baag," Jacqueline, a Goan ayah working for the Karani family, refers to Tar Gully, suggesting that all Marathi people are considered low-class there. Jacqueline, who has faced teasing for her dark complexion, defends herself by pointing out that people from different places with unique languages and colors also face discrimination.In "Auspicious Occasion," Rustomji describes Tar Gully as having a "menacing mouth," a phrase also used by Najamai in "One Sunday." Rustomji recounts an incident where a Tar Gully passenger spat on him while getting off the bus. Tehmina, too, accuses a Tar Gully resident of spitting on her while she was on her way to the Irani restaurant for ice. Rustomji's pride is hurt when a Tar

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Gully resident accidentally spoils his white "dugli" with "paan" juice. Despite realizing that he is not financially superior to his fellow passengers, Rustomji criticizes them, calling them "ignorant barbarians" and questioning the perceived fun in their actions.

Conclusion:

In the concluding section, the article synthesizes the various threads of cultural crosscurrents woven throughout "Swimming Lessons." It reflects on the broader implications of the story's themes, providing a nuanced understanding of identity, belonging, and the challenges faced by individuals navigating cultural landscapes. The article closes with a reflection on Mistry's own stance as a diasporic writer, exploring the complexities of addressing cultural identity in literature.

Through a comprehensive analysis of "Swimming Lessons," this article seeks to contribute to the broader discourse on cultural crosscurrents, identity, and belonging in contemporary diasporic literature.

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The Impact of Extensive Reading Programme on the First-Year Engineering Students– A Study

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Abstract

Reading is one of the four skills that should be learned by undergraduate students across the country. But unfortunately, the reading habits of the students are on the decline. They may get used to reading short information coming from various digital platforms but reading essential components such as information from articles, journals, books, newspapers, and online sources to acquire knowledge whether for academic or non-academic purposes may be difficult. This may turn critical for some students who come from rural areas as they may not have adequate reading skills. This paper aims to show the merits of (ER) extensive reading and how useful it can be in improving students' second language proficiency. It focuses on the improvement of reading ability and other related skills like- vocabulary, grammar, and motivation. The information was collected by the discussions and question-answer sessions in the class. A few semi-structured interviews were also conducted with a few students to gain a better understanding. This study found that extensive reading practice helps students in improving their reading motivation in general, through enjoyment.

Keywords: Extensive reading, Reading skills, Reading habits, motivation etc.

It is important to read books. It is apparent that if you read books frequently, you get a lot of useful information. Consequently, you gain knowledge. The majority of students are ignoring reading books. They don't understand the significance of reading. When high school graduation rolls around, a lot of people give up on reading and never pick up a book again. Students become deeply engrossed in the most urgent issues and pursuits they find fascinating in this supposedly modern world. Most people's time is consumed by going to work, using social media, searching the internet, looking for money, and other activities. They do not, however, make time for reading books.

There are many advantages to reading: Research proves that maintaining mental stimulation can impede the advancement of dementia, as it keeps the brain from degenerating. Every article you read adds fresh knowledge to your brain, and

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you never know when you might need it. The more information you possess, the more capable you will be to overcome any obstacle in your path. As you read more, you'll be exposed to more words, which will eventually find their way into your daily vocabulary. The same ability to analyse details is useful for evaluating the plot, as it allows one to assess whether the storyline flowed naturally, whether the characters were well-developed, and whether the writing was well-written. Exposure to published, well-written books has a noted effect on one's writing, as observing the cadence, fluidity, and writing styles of other authors will invariably influence your work.

Reading has always been an aspect of research it has been increasingly the area of pragmatic investigation for years which is being studied from different dimensions by many researchers, particularly by specialists related to various fields like education, Psychology, Sociology, Media Studies etc. A few others such as Smith & Robinson state that reading is an active attempt on the part of the reader to understand a writer's message". Tait says that reading is a procedure of thinking, recalling and relating concepts under the functioning of written words". Irving defines reading as the process of interaction of what is in the head with what is on the page within a particular context that causes students to comprehend what they read. Reading is therefore a cognitive process that involves analysing and comprehending written or printed characters, words, or sentences in order to understand a written language message. This study details a comprehensive reading programme that Seshadri Rao Gudlavalleru Engineering College's first-year graduate engineering students participated in. The goal of the programme was to increase the student's proficiency in the language by encouraging them to read a lot of English and assisting them in resolving some of their comprehension issues.

Extensive Reading in Improving Reading Motivation

The English language is the official language of communication for all academic activities, regardless of the discipline or course of study. This suggests that reading habits have an impact on students' academic achievement. It is inevitable, though, that the majority of students read primarily for exams; they hardly ever read for anything other than their coursework or exams. This shows that these students are not naturally inclined to read, which may also be detrimental to their academic achievement. A study at a Japanese university on the effects of extensive reading on students' proficiency in English found that students who read more English books experienced significantly greater improvement in reading ability and vocabulary knowledge. Moreover, many investigations in many countries at various levels say that extensive reading aroused free voluntary reading or sustained independent reading resulting in better reading comprehension, writing style, vocabulary, spelling, and grammatical development. The same perception towards extensive reading was included by the experts for the students studying at Seshadri Rao Gudlavalleru Engineering College. It was found that extensive reading has not only been

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pleasurable but also more beneficial for language acquisition than grammar instruction. Thus, this study investigates the impact of an extensive reading programme on engineering students coming from rural areas to Seshadri Rao Gudlavalleru Engineering College.

Extensive reading is a language teaching process where learners are exposed to a variety of reading materials to gain a global understanding although may read for pleasure (Day & Bamford, 2004). Students choose books of their own choice to read independently and it should not be followed up by any task related to the reading material. If they do not feel any interest in the chosen material or find the content hard to understand, they can leave it there and start off with the new book or text. Students of any age and level can benefit from this extensive reading but at least they should have basic skills to read it (Day & Bamford, 2004). According to Krashen (2004), extensive reading is also like free the voluntary reading approach, sustained silent reading and independent voluntary reading.

In order to help first-year students improve their English proficiency, a comprehensive reading programme was added to their course of study. The student population has long been concerned about the issue of English proficiency. Students who struggle with English are deprived of the opportunities available to those who can speak it fluently. This is particularly true for students who speak a vernacular and originate from rural areas. Few students from rural backgrounds are able to use English in casual conversation, and many struggle to understand the language. Thus, this study was a component of a bigger investigation that attempted to address the issue of how we could assist the students.

It was advised that encouraging students to read extensively in English would be the most effective long-term means to help them increase their vocabulary in English, and ultimately, their proficiency in the language. We thus decided to set up an extensive reading program for students in the college. This program was suggested by Dr Ramanujam Parthasarathy, Director of ELTC of Seshadri Rao Gudlavalleru Engineering College, who incorporated some of the Classics which are available in the form of retold Classics (abridges ones with colour pictures) with may be used as a supplementary reading program for the first year engineering students in both the semesters.

Methodology

To measure the effectiveness of extensive reading in second language learning mixed method was used in this research. The mixed method is a method that includes both Qualitative method (data are subjective and cannot be coded numerically) and Quantitative method (data which are objective and can be numerically coded). One open-ended question (qualitative data) of the teachers was categorized based on the answers that the participants put in and was analyzed and summarized all together. The survey was conducted on 65 undergraduate students

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and two teachers are from the department of English. The respondents of the study include both male and female.

The subjects of this study were a class of students who had English as their subject at their first-year level. This subject aims to introduce students to various classics that are retold in simple English. All the students were asked to read the text at home and take part in a discussion in class. Teachers were neither allowed to tell the story in the class nor give students time to read the retold classic in the classroom. As there were around 20 chapters in the books, students were asked to read at least five chapters of the story and then attend the discussion. The program intends to make students read and thus reading becomes a habit.

Data were collected by doing observation during the class and through online quiz as the class evaluation at the end of the mid-semester. Students' general attitudes towards the class, as demonstrated by their engagement, participation, and excitement, were the focus of the observation. In order to learn about the opinions and experiences of the students regarding the class, open ended questions were used. To acquire a more profound comprehension of the phenomenon, particularly concerning the students' reading motivation both prior to and during class, a semi-structured interview was also carried out with a group of them. The analysis was started by recording the data. Data obtained from the observation, open ended questions and discussions were then analyzed using; understanding the data set by reading and understanding the responses obtained. Data taken from the open ended questions as well as the interviews were also recorded. These exercise helped to obtain the findings of how extensive reading improved students' motivation in reading, by looking at students' experience related to reading and producing in a form of an oral presentation.

Students' reading motivation from extensive reading experience

Retold classics were offered to the first semester students of the first year program in the engineering college. During the course, students were provided with two books. The reading materials chosen were easy and interest –driven. Aside from reading materials available on the provided module, students were also required to read an article per week to boost their reading habit. The articles should be varied in topics but still related to students' or youth life in general. Overall, students were engaged during their discussion willingly shared their experience, while others also gave their comment and feedback towards others' sharing. This suggested that the motivational aspect of reading is related to the content's relevance to students' interests. Students were more likely to be motivated to read when the reading material was related to their interests or experiences. These 'fun' materials led to students' engagement to the reading activities. When teachers were able to provide students with reading material that they found enjoyable and relevant, it significantly improved students' reading motivation.

Conclusion:

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When teaching English as a second language, extensive reading may be one of the best methods. Reading widely is a useful skill that secondary and primary school children, as well as university students, can exercise. We can infer from the current study that reading a lot can help learners become more proficient readers and more motivated to read in their second language. Students can develop positive reading habits and become more proficient readers in the target language as a result. Even though the current study does not fully demonstrate how extended reading develops, it does demonstrate that teachers and students are aware of the difficulties in teaching and learning second languages. Extensive Reading can help you develop a deeper love for reading, higher comprehension abilities, and a better understanding of reading tactics. Thus, in order to assist both academic and personal development, teachers must strongly encourage students to participate in regular reading activities and give them access to a wide variety of interesting reading materials.

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A biography of Swami Vivekananda's life by Swami Nikhilananda, a transformational icon and exemplar

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Abstract

Swami Vivekananda's life serves as a great source of inspiration and an exemplary model for many reasons. Vivekananda's intense thirst for spiritual knowledge and his unwavering dedication to attaining the highest truth set an example of sincere spiritual seeking. His meetings with his guru, Sri Ramakrishna Paramahamsa, and the profound transformation he underwent are deeply inspiring. Vivekananda's life was centered around the principle of serving humanity selflessly. He believed that true spirituality manifests in service to others. His commitment to uplifting the masses, especially the underprivileged, through education and social reforms is truly commendable. The present study deals with the biography of Swami Vivekananda written by his direct disciple Swami Nikhilananda. Some of the incidents that inspire the people are mentioned here. The precise information about autobiographies and biographies are also mentioned.

Keywords: spiritual leader, icon of the nation, determination, dedicated nature and transformation.

Introduction

Autobiography is an uncommon and unique kind of creative literary expression. It evolved from the human inclination to preserve one's memory over time. The term 'autobiography' was initially employed by the poet Robert Southey in 1809 in The English journal, Quarterly Review, indicating that the concept of autobiography is relatively new. In a broad sense, the historical trajectory of autobiography exhibits a strong correlation with that of biography. The genre of autobiography is owed to the Western tradition. According to James Olney, the works of St. Augustine, Jean-Jacques Rousseau, and Samuel Beckett are

essential in the western culture. None of them are indispensable. The perspective of Roy Pascal is likewise deserving of attention. According to him, autobiography is fundamentally representative of European culture, as it is a product of European Civilization.

During the late 19th and early 20th centuries, there were various distinct forms of literature, one of which was autobiographical writings. The contemporary autobiographical inclination appears to be more pronounced than ever before. It gained popularity in the contemporary era. However, the most prominent manifestations are the recollections of athletes, prominent characters in the entertainment industry, as well as historical and political figures.

They are simultaneously entertaining and informative. However, it is uncommon to encounter artistic autobiographies and the concept of 'autobiography proper' within the context of mass production and widespread popularity of the genre. The global conflict gave rise to numerous exceptional autobiographies. Examples of notable literary works include Siegfried Sasson's Memoirs of an Infantry Officer (1930) and Memoirs of Fox-Hunting Man (1828), among others. While it is true that there was a pre-existing indigenous tradition in India regarding the composition of autobiographies prior to the arrival of the British, it was not until the implementation of a new English education system and the subsequent integration of Western concepts in the country that autobiography began to gain significant influence among the majority of Indian writers. The introduction of English education and culture in India initiated a period of literary renaissance, which in turn bolstered and expedited the inclination towards autobiographical writing among the Indian population.

Raja Rammohan Roy's autobiographical sketch represents a pioneering instance within the realm of Indian literature in the English language. Over the past century and a half, a considerable quantity of autobiographies have been authored in the English language by individuals of Indian descent. The autobiographers mentioned include Lai Bahart Day, Lala Lajpat Rai, and Rabindranath Tagore. Notable figures such as Mahatma Gandhi and Pandit Jawaharlal Nehru. Indian Autobiography throughout the first two decades of the 20th century is not considered a prosperous period. Two prominent autobiographical works emerged during the initial half of the 20th century: Surendranath Banerjea's "A Nation in Making" (1925) and M.K. Gandhi's "The Story of My Experiments With Truth" (1927). "Nehru's An Autobiography" is a significant milestone in the realm of Indian autobiography in the English language. In the latter part of the 20th century, a considerable number of autobiographies were authored by individuals of Indian descent in several domains of life. A number of autobiographies have been authored by notable individuals in the literary community, including R.K. Narayan's My Days (1975), Dom-Moraes My Son Father (1971), and Kamala Das's My Story (1976). The name 'autobiography' is derived from the combination of three words: 'auto', 'bio',

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and 'graphia'. These words collectively refer to the genre of autobiography, which involves the description or art of narration of an individual's life by the individual themselves.

Purpose of Autobiography

Autobiographies are both enjoyable and practical. Similar to any other piece of literature, a well-crafted autobiography not only brings pleasure and knowledge but also evokes strong emotions. The purpose of an autobiography, similar to that of a well-crafted drama or poem, is contingent upon the underlying motivations that drive its creation and the motivations that drive its consumption. The motivation is to bring joy and impart knowledge. An autobiographer primarily recounts his life story with the intention of educating others because he takes pride in his extensive experiences. Nevertheless, the primary objective of composing an autobiography is to engage in self-revelation by reflecting on a specific stage in one's life.

Importance of Biographical writings

A biography is a written account of a person's life. It is a detailed description of an individual's journey, achievements, challenges, and experiences from birth until death or until the present day if the subject is still alive. Writing biographies holds significant importance for several reasons. Biographies serve as a means to preserve the legacies of notable individuals, their contributions, and their impact on society. They provide a comprehensive record of a person's life, allowing future generations to understand and appreciate their accomplishments. Biographies offer a first-hand account of historical events and eras through the lens of an individual's life. They provide valuable insights into the social, political, and cultural contexts of the time, making them important sources of information for historians and researchers. Well-written biographies can inspire and motivate readers by showcasing the perseverance, resilience, and determination of remarkable individuals. They can serve as role models, encouraging people to pursue their dreams and overcome obstacles.

Personal growth and understanding: Biographies allow readers to connect with the subject's experiences, emotions, and thought processes. They can foster empathy, self-reflection, and personal growth by providing valuable life lessons and perspectives. In celebrating the lives of influential figures who have shaped the country's literary landscape. Some significant contributions of biographies in Indian English literature include biographies have been written about renowned Indian authors, poets, and playwrights, such as Rabindranath Tagore, R.K. Narayan, Mulk Raj Anand, and Sarojini Naidu. These works capture their creative journeys, artistic visions, and the impact of their writings on Indian literature and society.

Biographies of Indian writers often delve into the cultural, social, and political environments in which they lived and worked. These insights provide a deeper understanding of the themes, influences, and perspectives that shaped their literary works. Biographies have been instrumental in bringing to light the lives and struggles of writers from diverse backgrounds, including those from marginalized

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communities. These works have contributed to the representation and appreciation of diverse narratives within Indian English literature. Well-crafted biographies can inspire readers to explore and appreciate the works of the featured authors, fostering a deeper understanding and appreciation of Indian English literature. Biographies in Indian English literature not only celebrate the lives of literary figures but also serve as valuable resources for scholars, researchers, and readers interested in understanding the rich tapestry of India's literary heritage.

Biographical sketch of Swami Vivekananda

Swami Vivekananda (1863-1902) was a key figure in introducing Hindu philosophies to the Western world. He was a spiritual leader and reformer in India who raised awareness of his nation's ancient religious traditions.

The biography by Swami Nikhilananda, who lived from 1895-1973 and was one of Vivekananda's disciples, aims to capture Vivekananda's life, teachings and influence. As someone closely associated with Vivekananda, Nikhilananda provides an insider's perspective into this transformational figure's thoughts, travels and impact.

The influential figure of Swami Vivekananda gained significant recognition in both India and America over the latter part of the 19th century and the early years of the 20th century. The unidentified Indian monk saw a rapid surge in prominence during the Parliament of Religions convened in Chicago in 1893, where he assumed the role of representing the Hindu faith. The individual's extensive understanding of both Eastern and Western cultures, coupled with their profound spiritual understanding, articulate speech, engaging discussion, empathetic nature, vibrant demeanour, and attractive physical appearance, created an irresistible allure for the diverse range of Americans who encountered them. Individuals who had the opportunity to witness or listen to Vivekananda's presence continue to hold his memory in high regard, even after a span of over fifty years. Vivekananda's primary objective in America was to provide an interpretation of India's spiritual culture, with a particular focus on its Vedantic context. Additionally, he endeavoured to enhance the religious awareness of the American populace by imparting the rational and humane principles of Vedanta philosophy. In the United States, he assumed the role of India's spiritual envoy and articulately advocated for enhanced comprehension between India and the New World, with the aim of fostering a harmonious amalgamation of Eastern and Western influences as well as the integration of religion and science.

In his own country, Vivekananda is widely recognised as the esteemed figure of patriotism in contemporary India, serving as a source of inspiration for the nation's latent national consciousness. He advocated for the Hindu community the concept of a religion that bestows power and facilitates human development. The main form of worship for the Indians, who were deeply attached to the rites and stories of their old

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faith, was service to man as the visible embodiment of the Godhead. Several Indian political figures have openly admitted their debt to Swami Vivekananda.

The Swami's purpose encompassed both national and international objectives. Driven by a deep affection for humanity, he endeavoured to foster harmony and camaraderie among individuals, drawing upon the spiritual underpinnings of the Vedantic Oneness of existence. Vivekananda, a highly esteemed mystic, possessed a profound and instinctive encounter with the nature of reality. The individual in question sourced his views from an unwavering reservoir of wisdom and frequently conveyed them through the emotionally evocative medium of poetry. Vivekananda's mind, similar to that of his master, Ramakrishna, had an inherent inclination to transcend the world and engage in contemplation of the Absolute, causing it to lose its focus. However, another aspect of his character shed tears when witnessing the anguish of individuals in both Eastern and Western regions. It seems that his intellect rarely found a state of tranquilly as it alternated between contemplating God and serving others. However, in response to a divine summons, he made the decision to dedicate himself to serving humanity as his purpose on this planet. This decision has garnered him deep admiration from individuals in Western societies, with a special affinity for Americans.

Throughout his brief existence of thirty-nine years (1863–1902), during which only ten were dedicated to public endeavours, even amidst severe physical agony, he bequeathed his four renowned works: Jnana-Yoga, Bhakti-Yoga, Karma-Yoga, and Raja-Yoga. These treatises on Hindu philosophy are truly exceptional. Furthermore, he imparted countless lectures, authored uplifting letters in his own hand to his numerous acquaintances and followers, penned a multitude of poetry, and served as a spiritual mentor to the numerous individuals who sought his guidance. Additionally, he established the Ramakrishna Order of Monks, which stands as the preeminent religious institution in contemporary India.

The organisation is dedicated to the dissemination of Hindu spiritual culture, not only inside the Swami's country of origin but also in the United States and various other regions throughout the globe.

The renowned philosopher Swami Vivekananda referred to himself as a "condensed India." The life and teachings of this individual hold immense relevance for the Western world in terms of comprehending the mindset of Asia. According to William James, a renowned philosopher from Harvard, the Swami is regarded as the epitome of Vedantists. The renowned Orientalists of the nineteenth century, Max Müller and Paul Deussen, regarded him in high regard and with deep affection. Romain Rolland describes his words as exceptional music, characterised by lines reminiscent of Beethoven and rhythmic patterns reminiscent of Handel's marching choruses. Nikhilananda is unable to physically interact with these aphorisms of his, dispersed over the pages of books, even after a span of thirty years, without experiencing a sensation of excitement in my body akin to an electric charge.

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Swami Vivekananda consistently advocated for a pristine work atmosphere devoid of politics, caste, and creed bias. He consistently emphasised the implementation of novel ideas and innovative teaching methods. He further asserts that, in order to achieve genuine growth, it is imperative to regularly modify our educational system. We must alter our cognitive processes, our constrained intellects, engage in self-directed learning, cultivate social spirituality, implement curriculum restructuring, and so forth. Education should consistently be a process that cultivates individuals. The author underscores the significance of an educational framework that incorporates both Eastern and Western principles and insights. He has a keen interest in the holistic growth of the learner's character. The individual held a strong conviction in the significance of self-control, perceiving it as the paramount aspect of an individual's character. Vivekananda placed significant emphasis on diverse forms of education, which hold considerable relevance in contemporary times. Additionally, he expressed the view that educators should consistently enhance their pedagogical abilities and identify the most effective and student-centred instructional methods, since he posits that teachers bear crucial obligations within the realm of education.

According to his assertion, it is imperative for the teacher to possess utmost purity, a profound comprehension of the essence of the scriptures, and a spiritual vitality rooted in love for their students. All students should have a strong commitment and actively contribute to the improvement of their peers, providing guidance and motivation to facilitate their learning process. His pedagogical approach is well esteemed and promoted in contemporary educational establishments.

Vivekananda placed a high importance on including physical activity within the curriculum. He believed that, due to the enduring significance of men in society, all forms of training and education should be specifically tailored for them. The importance of physical education in fostering a strong and well-developed physique is well acknowledged. He saw physical activity as the main element of everyday existence. Incapacity leads to mortality, whereas fortitude is vitality. Physical education plays a crucial role in the development of young individuals, as it equips them with the necessary strength and power. The acquisition of knowledge and skills in physical education is imperative for the development of one's character and self-actualization, rendering it an indispensable component of the contemporary educational framework in the twenty-first century. In order to achieve self-sufficiency, it is imperative that we acquire knowledge about physical activity and incorporate it into our everyday routines.

Inspirational incidents in his life

Narendra commenced his secondary education in 1871, when he was eight years old. His teachers and peers immediately acknowledged his remarkable intellect. Initially hesitant to pursue the study of English due to its foreign background, he quickly developed a strong enthusiasm for it. However, the curriculum accounted for

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a small amount of his time. He expended the most of his boundless energy on extracurricular pursuits. A diverse range of games, including those that he devised or adapted, served as a source of amusement for him. The individual constructed a replica of a gas works and a water aeration factory, both of which were just introduced in Calcutta. He established a non-professional theatrical group and a gymnasium, and he received instruction in fencing, wrestling, rowing, and other masculine sports. Additionally, he attempted to engage in the culinary arts. He would quickly become fatigued from one activity and actively pursue another one. He accompanied his companions on a visit to both the museum and the zoological garden. He was well-liked in the neighborhood and successful in resolving disputes among his fellow actors. His fearlessness, directness, and simplicity were universally admired. He encountered his initial spiritual bliss when he was fifteen years old. The household was embarking on a voyage to Raipur, located in the Central Provinces, and a portion of the route necessitated the use of a bullock cart. On that specific day, the atmosphere was refreshing and transparent; the trees and vines were adorned with verdant foliage and vibrant blossoms; and avian species of exquisite plumage chirped in the forest. The cart was traversing a tight passageway where the towering peaks on either side were in close proximity to one another. Narendra's visual perception detected a substantial beehive situated within the crevice of an immense cliff, prompting an immediate surge of profound admiration and deep respect for the Divine Providence. He became unconscious and remained in the cart for an extended period of time. Despite reentering the realm of sensory perception, he exuded an aura of joy.

The encounter between Narendra and Sri Ramakrishna held significant significance in the lives of both individuals. Narendra's soul was consumed by a tempest until he saw Sri Ramakrishna, who had also experienced a similar struggle but had now achieved a state of tranquilly due to his close connection with the Godhead and his understanding of Brahman as the unchanging essence of all. Sri Ramakrishna exhibited a lack of familiarity with contemporary modes of thought. However, Narendra served as a representation of the contemporary ethos. Curious, vigilant, and academically inclined Truly, he had a receptive mindset and required logical evidence before deeming any conclusion legitimate. Being a devoted adherent of the Brahmo Samaj, he expressed disapproval towards the veneration of images and the ceremonial practices of the Hindu faith. He lacked the perception of a guru, an intermediary between the divine and humanity. He harboured doubts over the reality of someone who was purportedly devoid of human constraints and to whom an ambitious person was required to wholeheartedly surrender and serve God. Ramakrishna openly mocked his glimpses of gods and goddesses, referring to them as hallucinations.

Multiple influences influenced the development of young Narendranath's personality. The most prominent of these were his innate spiritual inclinations, which started to manifest themselves under the influence of Sri Ramakrishna, but his

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rational intellect resisted them with much effort. Furthermore, his inclination for elevated thought and virtuous behaviour might be attributed to the influence of his mother, who was deeply immersed in the spiritual traditions of India. His third notable quality included his open-mindedness and commitment to seeking truth, as well as his sceptical stance against the religious beliefs and social norms prevalent in Hindu society during his day.

He acquired these skills from his father, who had received an education in English, and he further developed them via his personal exposure to Western culture.

Conclusion

Vivekananda had a special focus on empowering and inspiring the youth. He saw the youth as the driving force for social and national progress. His clarion call to the youth to arise, awake, and stop not till the goal is reached continues to resonate with generations of young people. Vivekananda's love for his motherland, India, was profound. He played a crucial role in instilling a sense of pride and self-confidence in the Indian masses, who were subjugated under colonial rule. His message of strength and fearlessness inspired many freedom fighters and patriots. Vivekananda's message of universal brotherhood, harmony, and respect for all religions and cultures was revolutionary for his time. He highlighted the essential unity underlying the diversity of faiths and encouraged dialogue and understanding among different cultures. Vivekananda's teachings emphasized the practical application of spiritual principles in daily life. He believed that true spirituality should manifest in one's character, actions, and service to society, not merely in rituals or dogmas. Swami Vivekananda's life was a powerful embodiment of courage, wisdom, selfless service, and a relentless pursuit of truth. His teachings and actions continue to inspire generations across the globe, making him an exemplar of spiritual and social transformation.

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Harmony and Disruption: Eco critical Concern about Nature as Circle of Life - A Study of Ray Bradbury's Select Short Stories

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Abstract

Ecology is not only associated with human beings and nature, but it is also closely related to literature. Ecocriticism is the study of literature and ecology from an interdisciplinary perspective. As it is evident that literature speaks about the whole world, it is more engaged with nature. Now a day, Mother Earth is portrayed as a global village where not only human beings but also all natural things like trees and animals are also considered as important as human. This article aims to explore the importance of nature for every human in the world. This paper focuses on five short stories of Ray Bradbury from his short story collection *Summer Morning, Summer Night*. Through this article, the researcher aims to show how Bradbury portrayed nature in his small imaginary village, Green Town. He also shows the beauty of the ravine and how people in Green Town enjoy, the beauty of nature with their loved ones. Nostalgia for childhood and remembering grandparents is always bliss which denotes life is a cycle everyone has to overcome each and every stages of life. Bradbury has shown that life is a circle, and for sure, each human has to save nature in order to save his Mother Earth and his own race and upcoming generation.

Keywords: Ecology, Ecocriticism, Ravine, Mothers Earth.

This article explores the short stories from Ray Bradbury's collection *Summer Morning, Summer Night.* All the stories in this collection set in Bradbury's imaginary town in Illinois, which is an imitation of Bradbury's real hometown in Waukegan. This collection has twenty seven short stories whereas this article mainly it focuses on five stories from this collection they are, *The Waders, The River That Went to the Sea, The Fireflies, Night Meeting and A Walk in Summer.* These stories express how Bradbury lived in Waukegan with his family and friends. The love for nature is expressed by these stories. This collection was published in the year 2002. Most of the characters in this short story collection are from his novel *Dandelion Wine.*

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Ray Douglas Bradbury is an American author, screenwriter of twentieth century. Bradbury has also investigated about environmental themes and explores the relationship between human and nature. Though he is called as science fiction writer he himself has acclaimed that he is not a science fiction writer because science fiction may happen even later, where he is a writer of fantasy. Ray Bradbury has always had a longing and nostalgia for his childhood which he spent in Waukegan, Illinois. The thing he saw and enjoyed during his childhood is portrayed by various autobiographical characters of his own version in most of his works. Bradbury's works have long captivated readers with their imaginative and thought-provoking narratives which make the readers to go back to their childhood and remember their life. Bradbury not only talks about family but also about nature.

According to Ray Bradbury, human beings and the environment are interconnected, where human beings in greed lavish destroy nature in order to be happy. However, only after facing a hard situation, they come to know without nature that there is no happiness. When human beings are happy, they talk to nature and enjoy natural scenes; as in the selected short stories, Bradbury has proven this statement. The characters in the short stories enjoy nature and how people of all ages see nature is pictured by Bradbury. Even a small kid loves nature for his or her own cause in a childish manner and likes how old people enjoy nature and see nature with maturity.

Bradbury witnessed and lived during the Cold War. He had witnessed a nuclear disaster in his lifetime and advances in technology. This led Bradbury to write science fiction novels. However, the quest for family and nature strives to write novels and short stories that are set in Green Town, Illinois. In Summer Morning, Summer Night Bradbury wanted to make his readers to understand the relationship between nature and human race. Each story has different themes, and this article has picked five stories that have different thirst for nature and how nature and man interrelate with each other, how nature takes in everyday life, and how nature exhibits the mood of man. Five stories focused on by the researcher have individual plots and different characters, which the researcher has attempted to, connect the wavelength between human beings and nature. Nature is not only trees and plants but also animals and insects are also focused and connected.

The Waders is a short story that talks about a young protagonist who is captivated by beauty and seeks restfulness in the pond near his house. Soon, he realizes that the pond is being threatened due to pollution, and even human beings enter the pond just to make it unclean. The unnamed protagonist love is on bare foot, where he can feel the cool grass. Owing to globalization, climate change is felt by the protagonist, when he walk he can feel the sun where the reptiles are afraid to walk in the path way. Bradbury explored the balance between humans and their natural world. The Waders further immerse readers in the beauty and complexity of the natural world, ultimately prompting us to re-evaluate our relationship with nature and

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the impact of our choices on the environment. The Harmony felt by the protagonist during his childhood days has been disrupted by the human himself. Where he want to change the situation and feel the same breeze of happiness.

The River that Went to the Sea in this short story, Tom Spaulding, a ten-year-old boy who lives with his family enjoys his childhood. He is a boy who kisses his mother and father every day and goes to the rest room where he gives a secret message to Mermaid, who lives in the sea. Water comes from the river to Tom's house, after which it goes to the sea. The small boy who gives message to the mermaid thinks about that all night that she is reading the note given by him. "Dear Mermaid, I am Tom Spaulding and I live at 11 South Saint James in Green Town, Illinois." Water is one of the major components of nature, and without water, no living beings can live in this world. Bradbury, through this story, just wants to tell about the recycling of water. Tom gives a note to the water but industries don't give any note rather they give waste and harmful chemical water to sea. Bradbury lived in the era when industrialization came to the world with its full force. As in this small boy, every child may give a note to the mermaid that is to nature.

The Fireflies is another short story in which Grandfather and Douglas speak about love. They both see Fireflies in the front porch, which resemble stars in heaven. Fireflies are seen as natural light in the dark, created by God. Currently, fireflies are rare. Due to light pollution, pesticides and habitual destruction of fireflies are not observed. Douglas catches some fireflies to grandpa and he gives those fireflies in those old hands both grandfather and grandson enjoys the presence of fireflies. Grandfather also narrates many stories when he was young and his memories on fireflies. They both not only shares old stories but love.

Night Meeting is a short story about the night of a young bus driver. William Becket's one evening that he will never forget in his life.   He observed phosphorescence or water bioluminescence as the production and emission of light in the ocean by marine organisms. When he saw this, his mind and heart were filled with butterflies. At that time, a woman passes by him, which makes him forget the world. In this story, there is a comparison between women and nature. Bradbury told how a woman should be in the world. She gets in the bus and William sees her and the breeze that blows through the mirror is soft and sweet. When she was above to get down the bus he saw but did not even open his mother, though he had lots of questions in him he was quite. The bus again stated just to see phosphorescence.

A Walk in Summer is about a young couple who goes out and enjoys a day. While they go out of the things they see and the nature they feel is well described by Bradbury. Vinia was at her house, all alone in her home. The cool early kept her calm, where the sun's hot race comes from the window and gives her a fever. She heard a voice calling her name. She opened her curtain and saw James Conway calling her for a walk. At first, she refuses that all her folks are out, and they return late tonight. However, anyway, she goes with him to walk towards the north. The

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Sun resembled a lemon. They crossed meadows and traveled along a path. The grapes were picked as fresh and dewed. They enjoyed the scenario of the forest and nature. Suddenly there was a cool rain which came as a surprise. They both hide themselves in the hollow tree. The coolness of rain and beauty of nature is compared with Vinia's hair and beauty. In the hollow tree they witness the staying of Bees. The sound of bees hissed the ears. They stood stiffly without any movement. In this story Bradbury has spot the beauty of ravine and forest in the Green Town.

These are common plots for those that selected five short stories. Each story has a different character and plots according to different age groups. All stories were concerned with nature. Each story was beautiful because of its portrayal of nature. Bradbury keenly selected the plot and settings in which he pictured the Green Town. Bradbury has shown the sea, river, forest, trees, plants, and even insects in Green Town and how they are interconnected with human beings. First, we can examine *The Waders* in which Bradbury has an interconnected nature and humans. Here, the harmony of nature is disrupted by human beings, where a man is advocated for and finds a fault in his own community and just wants to save nature.

Then comes *The Fireflies*, where Bradbury has shown grandparental love for their grandchildren. Having grandparents behind us is always bliss. They are the time machines where we can know more stories, and even their own experience will help us gain knowledge with spirit. Fireflies are little beings that are created by God. When humans see it, they enjoy their presence. They create happy brightness in the dark. Any day, darkness creates fear and disruption, where fireflies harmonize nature and human beings. If the environment is not polluted, fireflies can come all the way, even in cities. Owing to bright lights, human beings cannot enjoy the natural life given by fireflies.

In *The River That Went to Sea*, a small boy's note is delivered to Mermaid who is in the ocean. But no man in the world of industrialization gives note to the mermaid but only pollution. All the water that goes to the sea is not good and, due to pollution made by industries, has started to cause a lot of harmfulness to the sea. Without water, no man could live. Always going to the beach brings enjoyment to the people and mainly to children. When it is not clean, no one will enjoy the environment.   Thus, the story delivers a message that water that comes from a river after use goes to the sea and if human beings cause pollutant then it will be harmful to us.

Night Meeting and *A Walk in Summer* are actually love stories in which the hero compares the beauty of their lady love with nature. Always nature gives pleasure and ecstasy to human beings. By examining the themes of love and nature in Bradbury's Night Meeting and A Walk in Summer, we can uncover the ways in which the natural world serves as a backdrop for the characters' romantic relationships and enhances their emotional experiences. Additionally, we will explore the role of nature as a catalyst for personal growth and self-discovery in Bradbury's works,

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considering how encounters with the natural world bring about transformative experiences for the characters. Moreover, we will investigate the role of nostalgia and memory in Bradbury's depiction of the natural world, analyzing how his characters' recollections childhood and love is analyzed.

From these short stories it is evident that every human being has concern for nature and without consciousness they themselves disturb the nature in order to seek comfortable. Without nature human being can not lead a harmonious life and in vise versa without human being the world will be incomplete. Life is always a circle, and nature is a part of this cycle. Every human whomever born in this world loves to be with his own family in a happy situation. According to Bradbury human beings always live generation by generation where grandparents love is also a part of nature. He loves his grandfather and grandmother a lot and he loved to be with them and he always loved to ask stories and wanted to know how they spent their life in this world. Thus, not only Bradbury every human being is doing the same. This revolves as a cycle, thus man should be greed not only to save fortune for their generation. The real fortune that every human has to save is their own nature, their own environment, their own customs and their own culture.

Only by collecting and saving the power of nature, we can live forever in this world. Living forever is always believed by Bradbury. According to him to live forever as a magician blessed him with a sword, he started to write every day. He believed by his works he can live forever. And his short stories from *Summer Moring, Summer Night* it is obvious he just wanted to save nature and live forever through generation by generation.

This article aims to contribute to the broader discourse on ecocriticism, literature and environmental consciousness. In this digital era man can easily save nature by his harmony and concern towards nature. The disruption made by human beings can be controlled by various technologies. Now a day's waste water management, plantation of tress in several areas and even may Non Government Organizations has come forward to work towards the well fare of nature. Thus, life is a circle and every human need to spread harmony towards nature at least to nature his own generation and race. This is what Bradbury has portrayed through his short stories in his collection Summer Morning, Summer Night.

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Women Empowerment in Chimamanda Ngozi Adichie's
Half of A Yellow Sun: A Study

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Abstract

This paper is mainly intended to explore women's empowerment and participation of women in African society in social and cultural issues as present in the writings of Chimamanda Ngozi Adichie in the novel *Half of a Yellow Sun*. African literature has considerably grown and became popular only after the end of colonialism and post-independence period of African countries. The literature was dominated by male writers and reflected the superiority of male protagonists and patriarchal society. Male characters were given importance and female characters were attributed no importance and created as dependents, subordinates confined to domestic service and their services treated as more or less slavery. In the works of remarkable male African writers like Chinua Achebe, Wole Soyinka, Ngũgĩ wa Thiong'o, Chris Abani, Binyavanga Wainaina, and Teju Cole, whose works have left an indelible mark on literature, only male characters were given prominence and female characters with meagre significance. The colonial government subordinated women and more especially it infused patriarchal ideologies through the formal education system. The spread of Christianity and Islam further reinforced patriarchy. African feminists, therefore, are concerned with the betterment of women through transforming political, economic, and socio-cultural beliefs, norms, and values[1]. Colonialism in Africa formalised a master-servant system where women's inferiority complexes affected their self-confidence and individuality. At this juncture, Chimamanda Ngozi Adichie comes forward and writes feminist fiction creating significant female characters in her works. In *Half of a Yellow Sun,* Adichie addresses several issues of women empowerment, equal responsibilities and feminist activism through her characters in this novel. Olanna and Kainene are major female characters, though their opinions differ on several issues they are created as freedom lovers and make their decisions independently.

Keywords: women empowerment, colonialism, Chimamanda Ngozi Adichie, feminist activism

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Introduction:

The author Chimamanda Ngozi Adichie was born in 1977 in Enugu City, Nigeria. Her family lived in the house once lived by Chinua Achebe, the popular African writer on the University campus and she owes for the inspiration gained from Achebe. Adichie left for the United States at the age of nineteen and earned a degree in Communication and Political Science at Eastern Connecticut State University in 2001, and then had a master's degree in Creative Writing at Johns Hopkins University, Baltimore. She also had a master's degree from Yale University in African Studies. *Purple Hibiscus*, *Half of a Yellow Sun, The Thing Around Your Neck, Americanah, Notes On Grief* are her main works. In modern times she is considered to be one of the most popular writers in Africa gifted with talent and a unique style. She is a feminist writer, an excellent speaker and a staunch supporter of active feminism.

The birth of feminist ideology and feminist politics is based on the understanding that women are treated as subordinates to men and denied equal rights in society. The participation of women in social cultural and political activities is meagre when compared to men, though fifty per cent of the population is women in the world. Maggie Humm, the British writer, a feminist academician, and Emeritus Professor of Cultural Studies at the University of East London states that the word 'feminism' can stand for a belief in sexual equality, combined with a commitment to eradicate male domination and equal participation in all societal activities to transform the society. In the book Feminisms, Humm says Feminism is shaped by the cultural, legal and economic policies of particular societies in which women, come together and raise their voices against the inequalities in the society.

Acholonu, a Nigerian writer in an article entitled "Women in the African Novel and the Quest for Human Rights" argues that women's rights are hardly recognized in African society. The reasons mainly are issues like under development, poverty, marginalisation, and institutionalized and malignant sexism, which paved the way for a degraded life of females in society, who in the roles of daughter, sister, wife, or mother often harassed or denied equal opportunities. Though both men and women were created equally with equal intelligence and calibre why woman are looked down upon in society? Nothing but male domination and patriarchal society place the position of men on top as heads of family. Further women are apportioned odd duties and confined to domestic works such as cooking, sweeping, mopping the floor and so on. Why are women forced by men to obey the rules against their wishes? Women are treated like mere property or as servants by men.   She is not allowed to question her husband's actions, or state her case instead. In case she questions she will be put to torture. Chimamanda Adichie one of the modern-day dynamic writers of Nigeria comes to the forefront supporting the issues of feminism and women empowerment in her novels.

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The Study of Feminism

This work draws attention to the oppression, violence, the subjugation faced by women in our society, and the importance of education in *Half of a Yellow Sun*. It was the period of civil unrest in the Biafra war between 1967 and 1970, and the novel provides a historical but creative description of the struggle for the realization of an independent Biafran nation; and women in the novel are portrayed as complex and resilient. They fight against obstacles demonstrating determination and agency. Their roles transcend traditional gender limitations, showcasing strength, bravery, intelligence, and freedom. The book *Half of a Yellow Sun* weaves together historical events, personal struggles, and the empowerment of women, providing a rich tapestry of narratives during a tumultuous period in Nigeria's history. This novel has been reviewed by different scholars under cultural, psychological emotional, stylistic, thematic and war literature. Love, war, conflict and the persistent inequality between men and women are among the dominant themes in Adichie's *Half of a Yellow Sun.*

Female Empowerment in Adichie's Half of A Yellow Sun

In Half of a Yellow Sun, there are three principal characters and the novel runs through the period of the Nigerian-Biafran War of 1967-1970. The first character is Ugwu, a thirteen-year-old boy from a small village named Abba, who comes to the town of Nsukka on the advice of his aunt to work as a houseboy to Odenigbo. Odenigbo is a professor at the university who regularly arranges a lively gathering of friends in his house, who discuss the political issues facing Nigeria. His girlfriend, Olanna, is the daughter of a rich businessman and is an educated woman with a degree in sociology who works at the university. Early in the book she travels to Nsukka to live with Odenigbo and Ugwu. The other major character is Richard Churchill, an Englishman, who visits Nigeria because of his interest in Igbo-Ukwu art. Richard falls in love with Kainene, Olanna's intelligent and non-identical twin sister and a woman with business intellect and a dry sense of humour.

As the novel proceeds, disputes rise between the Hausa and the Igbo people and hundreds of people die in the massacres of the mutineers. Olanna's beloved Auntie Ifeka and Uncle Mbaezi also die in the violent incidents. A new republic called Biafra was created by the Igbo. As a result of the conflict, Olanna, Odenigbo, their daughter Baby and Ugwu are forced to flee Nsukka. Finally, they take shelter in the refugee town of Umuahia, where they suffer from a shortage of food, constant air raids and an unhygienic atmosphere.

Before the Igbo supporters declared the Biafran Independence in 1967, we learn that Odenigbo slept with a village girl Amaka whom his mother forced him to marry as she hates Olanna who is unable to give her grandchildren. The result of this union is a Baby, a girl child. Olanna is furious at his betrayal and sleeps with Richard the lover of Kainene in a moment of weakness to take revenge on Odenigbo. Afterwards, she realises and goes back to Odenigbo and both of them take the 'Baby' and adopt her.

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Before the end of the war, Olanna, Odenigbo, Baby and Ugwu live with Kainene and Richard in Orlu where Kainene is running a refugee camp. They suffer from a shortage food and medicine and the situation worsens. Kainene moves to trade across enemy lines but doesn't return after the war and her whereabouts are not known to the reader. The book ends with the reader not knowing if she is alive.

Self-Assertiveness of Olanna

Olanna is Odenigbo's beautiful and London-educated mistress whom he marries later during the war. She abandons her parents' lavish and privileged lifestyle, declining the opportunity to travel out of the country with them to support Odenigbo's social principles. Olanna, against the will of her parents to work with Okonji, the Minister of Finance, prefers to go for a teaching post at the University of Nigeria, Nsukka. She said: "I have decided to go to Nsukka. I'll be leaving in two weeks… " I applied for a job as an instructor in the Department of Sociology and I got it [2] (*Half of a Yellow Sun,* page 31). Olanna refuses to be subjugated by her parents when they indirectly try to force her to have an affair with Okonji, the Minister of Finance to win a government contract. After several attempts by the minister to lure her, she realizes the whole trick when Kainene, her twin sister asks her: "So will you be spreading your legs for that elephant in exchange for Daddy's contract? Daddy pulled me away from the veranda, so we could leave you alone with the good cabinet minister, Kainene said. 'Will he give Daddy the contract then?' (page 35).

Olanna is an independent and active woman, who is worthy of emulation. The novel carries a strong message of the need for female assertiveness as a tool for female empowerment. Olanna's mother has no control over her daughters. She cannot use her motherly influence to redirect their ways. She spends so much on herself looking expensive like her husband and attending parties. From Richard's description of Kainene's mother, we observe that "Mrs Ozobia was half the size of her husband…" (page 59). Mrs. Ozobia's passivity shows that when women are not empowered, they will always be prone to the whims and caprices of the men who may use them as tools to satisfy their male ego.

The Individuality of Olanna

Olanna asserts herself from her parent's wealth by moving away from their luxuries and trying to find out who she is as an individual. Olanna asserts herself from the domineering spirit of her parents. During this discussion, her mother was so much disturbed and she put forward to Olanna: But will you be comfortable there? Her mother said " comfortable" with a faint shudder, and Olanna almost smiled because her mother had Odenigbo's basic university house in mind, with its sturdy rooms and plain furniture and uncarpeted floors. (*Half of a Yellow Sun,* page 35).

Olanna is confident in herself, independent and assertive. She can take control of situations whenever the need arises.

The Need of Education and Economic Independence

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This novel emphasizes the need for women to be educated and be economically independent. The importance of education and economic independence are highlighted in the novel. Chief Ozobia's two daughters, Olanna and Kainene, highly educated and independent-minded, disdain marriage and choose relationships with men as lovers, refusing marriage in the traditional and ordinary sense because education has made them believe that relationships last longer than marriage. In *Half of a Yellow Sun,* Adichie creates women who are no longer there to carry foofoo and soup to men discussing "important matters".[3] They have been empowered by education so that at Odenigbo's parties, they hold their own among world-class intellectuals like Odenigbo, Dr Patel, Professor Ezeka and Professor Lehman. The two central female characters, Olanna and Kainene have been educated abroad and Lara Adebayo is also educated. (page18 &19).

The narrator tells the reader that Olanna once told Odenigbo "That she did not have that fabled female longing to give birth, and her uneducated mother had called her abnormal until Kainene said she didn't have it either" (*Half of a Yellow Sun,* 104). Olanna refused repeated marriage proposals from Odenigbo, she had argued that: "They were too happy, precariously so, and she wanted to guard that bond; she feared that marriage would flatten it to a prosaic partnership" (page 52). These women were able to perform certain roles in society and also support themselves financially and otherwise because they were educated and economically independent. The roles they perform also show bonding as female characters in one way or the other.

Conclusion

Adichie, however, projects womanhood in a positive light. She upholds female potentialities which the patriarchal structure has repressed. She also makes role models out of her female protagonists. Women's impassioned struggles to free themselves from the shackles of male brutality and dominance are what hold us spellbound to Adichie's most alluring and extremely powerful novels. Adichie remarkably dramatizes in her works, women's determination to survive in the face of violence, sexual assault, extreme starvation, senseless brutality and ceaseless threats to their lives and property. Through her main characters, Adichie reveals how the physical, psychological and mental abuse of women can have negative effects on their well-being. The liberation of women from all strictures against their peaceful co-existence alongside men deserves the support of all humanity. This study concludes, therefore, that every African woman must face up to the realities of her sexist culture and assert her rights. This is undoubtedly a demanding choice fraught with its dangers but a woman needs to burst the system and set up her parameters within the society or risk being treated as a doormat for life.

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Maggie Humm, the British writer a feminist academic, and Emeritus Professor of
> Cultural Studies at the University of East London –Feminisms : AReader

Acholonu, Nigerian writer in an article entitled Women in the African Novel and the
> Quest for Human Rights

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Techniques for Teaching English Language to Lambada Students
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Abstract

The English language is widely seen as a symbol of progress due to its capacity to facilitate expansion, power, and social status. This approach enables parents to impart knowledge to their students, thereby facilitating their integration into society. Furthermore, it has been taught as a secondary language in educational institutions, including schools and universities. It is also a language employed in the realm of commerce. It possesses the potential to captivate and conceal the man from himself. While language possesses positive attributes, it is undeniable that English teachers have encountered challenges when instructing English as a second language. Due to variations in cultural backgrounds and behavioural patterns, individuals have encountered challenges in effectively utilising the English language. This is the final obstacle they must overcome in order to secure lucrative employment in lucrative markets. It is imperative for individuals to acquire and comprehend the English language in order to ensure universal access to information and communication. The English language has a significant role in fostering pupils' global awareness and broadening their worldview. The issue at hand poses a significant challenge for individuals globally, particularly in the context of Lambadas, where English is used as a second language. Teaching the English language in Lambadas is challenging due to the diverse student population, varying learning styles, individual personalities, and distinct behavioural patterns, as well as the presence of varied teachers and teaching methods.

Keywords: literacy, education, job opportunities, culture, employment and poverty

Introduction

The English language instruction in Lambadas is distinct and challenging. Ensuring the creation of appropriate syllabi prior to the commencement of the academic year holds significant importance. The lessons in the text must be relevant to the students' real-life experiences (pragmatics). Individuals hailing from a tribal region have difficulties acquiring knowledge about British, American, or European

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history through the teachings provided in this literature. The absence of context hinders the student's ability to fully comprehend and value the English instruction. What methods could students use to learn about renowned authors like William Shakespeare, William Wordsworth, and numerous others? Therefore, it is crucial to tackle these challenges.

Teaching English in Lambadas poses a significant challenge since teachers must persuade those who adhere to traditional beliefs and do not recognise the need for change. There is a prevailing belief that education and the acquisition of English language skills may not yield significant outcomes. Learning entails a transformation in one's behaviour. Parents and other relatives bear the responsibility of imparting knowledge to their pupils, enabling them to remain competitive in the global arena. The primary obstacle to English language instruction lies in the reluctance of individuals to acquire the language. The ease of the teacher's job is contingent upon the harmonious relationship between the teacher and the students. According to scholarly research, the significance of teacher motivation in the teaching and learning process surpasses that of the instructor's skills.

Strategies in teaching learning process

It is accurate to assert that the teaching-learning process is a phenomenon that is not universally observed throughout all gardens. However, we must devise an effective strategy to address this issue. The main obstacle to teaching English in tribal societies is the task of reprogramming the beliefs of conservatives, who are resistant to change. They lack awareness that education and acquiring English skills will lead to transformation; ultimately, learning is a process of altering behaviour. Therefore, parents and relatives play a crucial role in educating their children to ensure they are up-to-date with the demands of contemporary society. The main hindrances to teaching English are motivation and encouragement. Establishing a positive rapport with the pupils will facilitate the instructor's job. Research findings indicate that the influence of teacher motivation on the teaching-learning process surpasses that of teacher competency. Consequently, it can be asserted with precision that the teaching-learning process is a distinctive phenomenon that is not universally present in all gardens. Nevertheless, it is imperative that we pursue a suitable remedy for it. Although it is not intended to imply that a student from a tribal background is immune to the challenges of modern life, it is imperative that the lessons imparted are more pertinent and applicable. A reciprocal process that improves the language facilitates the growth of students' interest in English. Furthermore, the English instructor encounters the challenge of the students' cognitive orientations upon their arrival for the learning process. Students also perceive a deficiency in their understanding of grammar, which hinders their ability to acquire English language skills due to past educational encounters. Nevertheless, it is crucial to bear in mind that individuals who comprehend grammar in one language also comprehend it in another language in relation to its essence. The individual's inability to speak in a different language or

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understand those who do is a consequence of the disparities in vocabulary and their structures, which arise from grammatical discrepancies.

English language learning among tribal

English has consistently been a top focus, especially for international students and teachers who are learning it as a second language. English is considered a third language in certain regions and even a fourth language in others. As an example, the Korku tribe in Melghat, a tribal region in Maharashtra's Amravati district, communicates primarily in Korku, which is their native language and primary means of communication. The students are required to learn Marathi and Hindi as their second and third languages, respectively. English, being a mandatory subject, is used as the fourth language. The indigenous pupils encounter significant challenges in adapting to the English language, which would have been obsolete in academic settings if it had not been officially recognised as a mandatory language. Nevertheless, this is not an isolated occurrence; it is a common phenomenon across the rural region, including certain rural districts. The exceptions are limited to metro areas, where English communication is more convenient. If this is indeed the situation, the fundamental inquiry remains unresolved: why have we, as educators and students, been unsuccessful in embracing this language? Instructing pupils from tribal communities in English as a second language has emerged as a substantial undertaking. Students in these areas have been shown to achieve the lowest grades in theory. They encounter substantial challenges in effectively speaking English because of factors such as vocabulary, grammar, and pronunciation. The effect of one's mother tongue has emerged as a notable risk factor in this particular scenario. Students possess the ability to understand and master subjects taught in their native language, but they lag significantly in terms of proficiency due to a deficiency in English language skills. Teachers' level of guidance is insufficient. It has been demonstrated that teachers are prone to errors in their respective areas of instruction. Historically, the classroom has employed theoretical instruction as a means to facilitate students' success in examinations. The deliberate development of the four fundamental language skills—listening, speaking, reading, and writing—can effectively improve the English proficiency of students from tribal communities. Nevertheless, the contributions made by both students and teachers are of utmost importance. Teaching English in tribal settings presents a multitude of challenges. English has been marginalised in the curriculum for many generations. There remains a prevailing state of perplexity surrounding matters pertaining to the optimal commencement and cessation of English language acquisition, as well as the question of whether English should be a compulsory subject throughout all educational tiers. This indicates a lack of emphasis on English in the curriculum. The absence of innovative pedagogical methods has hindered the progress of pupils from tribal communities in becoming authentic learners. The educators persist in employing the outdated and inefficient Translation Cum Grammarian methodology for instruction.

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Novel approaches to teaching English have been abandoned in order to reduce the workload of instructors. As a consequence, the teaching-learning process has become monotonous.

Educators should take initiation in shaping future generation

Educators lacking in skills play a pivotal role in shaping future generations. They are entrusted with the duty of moulding the nation. It is noteworthy that the responsibility of teaching English lies with teachers who lack proficiency in the language and are unfamiliar with state-of-the-art educational technologies. Most of our teachers lack the necessary skills and knowledge due to inadequate training, a lack of initiative and creativity in their efforts, and a lack of enthusiasm for teaching, among other contributing factors. In order to achieve the ultimate objective of English education, it is imperative to establish a novel evaluation framework that integrates oral appraisals, theoretical assessments, practical evaluations, seminars, presentations, and group deliberations, among other methods.

The prevailing examination systems predominantly rely on conventional methods for composing extensive examination papers. Consequently, our pupils have assumed a dictatorial role rather than the role of genuine learners. The matter pertaining to the appointment of teachers in indigenous territory holds considerable importance. Most professors are selected through bribes, irrespective of their competence. Ultimately, this has an impact on the students. Lack of a central library and designated reading area Education has not been effectively disseminated at the grassroots level in tribal areas. Acquiring standard book materials is challenging in many locations due to the lack of libraries. Students are unable to access a designated reading room for optimal learning conditions. Teachers can address this issue by furnishing students with high-quality literature. Furthermore, he has the ability to inspire them to peruse English publications. Schools and colleges in tribal communities suffer from a significant lack of support, resulting in a decline in the quality of education due to inadequate infrastructure, the presence of part-time teachers, and low teacher salaries, among other contributing factors. Supported educational institutions endeavour to get a bribe in exchange for employment from their staff members, either by direct or indirect means. This leads to a reluctance towards education. To alter this depiction, we may offer support to all indigenous educational institutions through the implementation of guidelines and protocols.

Teachers are required to possess both creativity and technical expertise. It is imperative for educators to adopt the use of audio-visual aids in order to enhance instructional effectiveness and capture students' interest. It is good if expensive resources cannot be acquired due to a financial constraint, but other affordable resources such as images, graphs, models, and flannel boards can be employed during teaching. Nevertheless, there is a widespread lack of awareness regarding these forms of support in the majority of tribal regions. There is a dearth of educators who are motivated. Teaching ought to be regarded as a vocation rather than a mere occupation.

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Enthusiastic educators have the ability to captivate students' interest and thus influence the destiny of the country. Nevertheless, a significant proportion of educators have been compelled to assume this role, and it has been seen that they are imparting knowledge to their students with apathy, potentially leading to adverse consequences. There is a shared interest among students and parents. The family's financial and social circumstances, as well as the parents' lack of literacy, all play a role in the apathy that both children and parents show toward education. The fear of English, being a second language, leads to apathy among pupils and parents in tribal communities. Teachers have the capacity to cultivate a brave atmosphere for English, although they often fall short in doing so. The rest of society provides minimal assistance to our indigenous regions.

Parents are sometimes seen as lacking enthusiasm for registering their children for educational institutions. The influence of politics on education is substantial. The impact of this phenomenon on tribal education has been negative. By adopting a good mind-set and making strategic choices, we have the ability to alter this situation. The significance of English in the twenty-first century is duly acknowledged. The English language is extensively used on a global scale. Teaching pupils in rural areas both communicative and practical English is obligatory. The promotion of English teaching can be facilitated through the implementation of teacher training programmes and the establishment of participative classrooms, wherein students are actively engaged and assigned specific roles. Lambadas have a notably diminished level of engagement and academic performance inside educational institutions, particularly in the domain of English language acquisition.

To facilitate the success of these pupils, it is crucial to acknowledge their inherent universal values, including integrity, courage, familial connections, well-being and hygiene, and companionship. Furthermore, it is imperative to regard students as individuals, refraining from adopting a condescending and superior attitude. In the absence of rapport, kids will exhibit resistance towards learning. These endeavours will contribute to the cultivation and advancement of a perception of proficiency, self-efficacy, and self-esteem, specifically among young individuals from tribal communities. Hence, it is imperative to delve into humanistic elements not only in literature but also in language education.

Furthermore, it is imperative for the instructor to demonstrate a willingness to acquire knowledge of the local customs, etiquette, and language in order to enhance their teaching abilities, given the inherent interconnectedness of language and culture. The provision of English language training and learning is necessary in order to ensure the dissemination of optimal information and effective communication among all individuals. The acquisition of the English language plays a crucial role in facilitating students' integration into global society on a greater scale.

To enhance the English speaking skills of Lambada students, several effective strategies can be implemented:

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Interactive Language Workshops:
Organize interactive workshops focusing on conversational English.
Provide opportunities for students to practice speaking in simulated real-life scenarios.

Peer-to-Peer Practice:
Encourage group discussions and pair work among students.
Facilitate peer-to-peer language practice sessions to build confidence.

Language Games and Activities:
Incorporate language games like word association or role-playing to make learning fun.
Engage students in language-related activities, such as debates or storytelling.

Native Speaker Interaction:
Arrange interactions with native English speakers through guest lectures or online platforms.
Encourage conversations with native speakers to expose students to different accents and speech patterns.

Listening Exercises:
Include listening exercises to improve comprehension and pronunciation.
Use podcasts, videos, and audio resources to enhance listening skills and model spoken English.

Vocabulary Building:
Conduct vocabulary-building sessions to expand students' word bank.
Encourage the use of new words in conversations to enhance fluency.

Feedback and Correction:
Provide constructive feedback on pronunciation, grammar, and vocabulary usage.
Correct errors gently to foster a positive learning environment.

Cultural Immersion:
Introduce cultural aspects of English-speaking countries to foster understanding and appreciation.
Encourage students to explore English literature, music, and movies to immerse themselves in the language.

Regular Speaking Practice:
Incorporate speaking exercises into daily lessons to make practice a habit.
Allocate dedicated time for speaking activities to ensure regular practice and improvement.

By implementing these strategies, Lambada students can enhance their English speaking skills effectively and build confidence in expressing themselves fluently in the language.

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Natural World in the Eyes of Philip Larkin: An Exploration of Nature, Environment, and Human Interconnectedness

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Abstract

Larkin's poetry delves into the themes of nature, ecology, and the environment, capturing the beauty and fragility of nature and invoking a sense of reverence and respect. He uses vivid imagery and thought provoking symbolism to convey his thoughts and emotions, drawing attention to the interconnectedness between humans and nature. Larkin's poetry highlights the impact of human activities on the environment and emphasizes the importance of preserving and regenerating the land. He juxtaposes the permanence of nature with the transient nature of human life, underscoring the interconnectedness of all living beings. Larkin's eco-centric concept is intricately woven into his exploration of human existence and mortality, prompting readers to contemplate their relationship with the natural world and the consequences of neglecting its preservation. Larkin's use of vivid imagery and emotive language paints a poignant picture of the natural world, inviting readers to reflect on their role as stewards of the planet and consider the impact of human activity on the delicate balance of nature.

Keywords: Eco-Criticism, Philip Larkin, Nature, Environment, Imagery, Symbolism

Philip Larkin, one of the most renowned poets of the 20th century, is known for his insightful and sometimes controversial perspectives on life and human conditions. In his poetry, Larkin often explores the themes of nature, ecology, and the environment, drawing on rich and vivid imagery to convey his thoughts and emotions. His profound connection with the natural world is evident in his evocative language and thought-provoking symbolism. As we delve deeper into Larkin's poems, we will uncover the eco-centric concept and imagery that permeates his work, shedding light on his unique and compelling portrayal of the natural world. Larkin's poems often capture the beauty and fragility of nature, invoking a sense of reverence and respect for the environment. In his poem "Going, Going," Larkin laments the environmental degradation and loss of natural beauty, portraying a deep concern for the impact of human activities on Earth. Larkin's poetry also delves into the human experience within the natural world, often juxtaposing the transient nature of human life with the enduring presence of the environment. In "The Trees," he describes the resilience and constancy of nature, using the imagery of trees to symbolize the continuity of life

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amidst human impermanence. This eco-centric perspective offers a poignant reflection on the relationship between humanity and the natural world, prompting readers to contemplate their roles in preserving the environment.

> Yet still the unresting castles thresh
> In fullgrown thickness every May.
> Last year is dead, they seem to say,
> Begin afresh, afresh, afresh.(9-12)

Furthermore, Larkin's evocative portrayal of landscapes and natural phenomena underscores his eco-centric sensibilities. In the poem "Here," he captures the serene beauty of a rural setting, highlighting the intrinsic value of unspoiled natural landscapes. Through his vivid descriptions and keen observations, Larkin encourages readers to appreciate the inherent value of the environment and recognize the importance of conservation efforts. As we continue to explore Philip Larkin's poetry, we will unravel the depth of his eco-centric concept and imagery, gaining insight into his profound reverence for the natural world and its significance in shaping human experience. Philip Larkin's poems are rich in eco-centric concepts and imagery, revealing his deep connection to the natural world and concern for environmental degradation. He often portrays nature's beauty and fragility, expressing a sense of reverence and respect. Larkin's poetry draws attention to the interconnectedness between humans and nature, emphasizing the impact of human activities on the environment. Additionally, Larkin's poems highlight the importance of preserving and regenerating the land. He uses the act of recollection to remind the audience of the damage inflicted on Earth and the need for regeneration. Through his poetry, Larkin emphasizes the urgency of addressing environmental issues and the consequences of human actions on the natural world.

Larkin's eco-centric concept is intricately woven into his exploration of human existence and mortality. In "The Trees," he juxtaposes the permanence of nature with the transient nature of human life, underscoring the interconnectedness of all living beings. The imagery of "greenness, a great darkness, that we, / And all the others, in this vale / Of drying bones, this learned time' reflects Larkin's contemplation of the cyclical relationship between life, death, and the natural world. Larkin's evocative language and thought-provoking symbolism invite readers to reflect on their relationship with the natural world and contemplate the consequences of neglecting its preservation's for the environment. His use of vivid imagery and emotive language paints a poignant picture of the natural world, inviting readers to contemplate their relationship with the Earth and its ecosystems. Through his eco-centric lens, Larkin prompts us to re-examine our role as stewards of the planet and consider the impact of human activity on the delicate balance of nature. His poems serve as powerful reminders of the interconnectedness of all living beings and the significance of preserving our natural surroundings for future generations. Larkin's poem "Trees" is a prime example of his eco-centric imagery, as he eloquently

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portrays the resilience and beauty of nature. The poem celebrates the enduring strength of trees and depicts them as timeless symbols of vitality and growth. Larkin's vivid descriptions of the trees' seasonal transformations and their unwavering presence in the landscape underscore his deep appreciation for the natural world.

In "Going, Going," Larkin confronts the destructive impact of human intervention on the environment, lamenting the loss of natural landscapes to urban development and industrialization. His poignant depiction of a vanishing pastoral landscape serves as a stark warning of the irreversible consequences of ecological neglect and human encroachment on Earth. Through his eco-centric concept and imagery, Philip Larkin invites readers to reflect on their place within the intricate web of life and consider the ethical responsibilities that come with being part of a larger ecological community. Larkin's poetry continues to inspire contemplation and dialogue about humanity's relationship with the environment, making his work a poignant and enduring contribution to the discourse on eco-centric themes in literature. Larkin's profound connection to the natural world is evident in his evocative language and thought-provoking symbolism. As we delve deeper into Larkin's poems, we will continue to uncover the eco-centric concept and imagery that permeates his work, shedding light on his unique and compelling portrayal of the natural world. The poem "Cut Grass" is another powerful example of Larkin's eco-centric imagery, as he skillfully captures the essence of the natural world through a simple act of cutting grass. His attention to detail and the way he conveys the sensory experience of freshly cut grass brings to life a profound appreciation for the natural world and its transient beauty.

Furthermore, in "The Trees," Larkin beautifully portrays the changing seasons and the cyclical nature of life through the imagery of trees, inviting readers to reflect on the interconnectedness of all living beings and the enduring vitality of nature. Larkin's eco-centric concept and imagery continue to prompt us to reconsider our role as caretakers of the planet and to acknowledge the profound impact of human activity on the delicate balance of nature. His poetry serves as a poignant reminder of the significance of preserving our natural surroundings for generations to come, and calls for a renewed sense of responsibility towards the environment. Larkin's poetic exploration of eco-centric concepts and imagery delves deep into the interconnectedness of the natural world and human experience. His profound connection to nature is a recurring theme in his work, where he skillfully intertwines the fragility and resilience of the environment with intricate emotions and experiences of human life.

In "Cut Grass," Larkin masterfully captures the essence of the natural world through the seemingly mundane act of cutting grass.

> White lilac bowed,
> Lost lanes of Queen Anne's lace,
> And that high-builded cloud

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Moving at summer's pace. (9-12)

His meticulous attention to detail and vivid descriptions evoke a sensory experience that brings to life not only the beauty of the natural world, but also a profound appreciation for its transient nature. As the poem unfolds, readers are invited to immerse themselves in the sensory richness of the landscape, allowing them to contemplate the ephemeral beauty and the cyclical rhythm of the environment. Moreover, Larkin's eco-centric imagery in "The Trees" goes beyond mere seasonal changes and embraces a larger framework of life and mortality. The imagery of trees, with their unwavering presence in the landscape, becomes a poignant symbol of vitality and continuity. Through this portrayal, Larkin prompts readers to reflect on the enduring strength of nature and its timeless significance amid the transient aspects of human existence.

Furthermore, Larkin's profound engagement with the eco-centric concept extends beyond mere portrayal of the natural world. This serves as a vehicle for prompting deep introspection and contemplation of human relationships with the environment. Through his evocative language and thought-provoking symbolism, Larkin highlights the ethical responsibilities of being part of a larger ecological community, compelling readers to consider the implications of their actions on the delicate balance of nature. As we immerse ourselves in Larkin's poetry, we are not only met with a vivid portrayal of the natural world, but also with an invitation to reexamine our role as caretakers of the planet. Larkin's work serves as a timeless reminder of the interconnectedness of all living beings and the significance of preserving our natural surroundings for generations to come.

In Philip Larkin's poetry, the eco-centric concept and imagery resonate as a poignant and enduring contribution to the discourse on human relationships with the environment, continuing to inspire contemplation and dialogue about our ethical responsibilities towards the natural world. As we continue to explore Philip Larkin's poetry, we will uncover more instances of eco-centric imagery and delve deeper into the thought-provoking concepts that underpin his evocative portrayals of the natural world. His eco-centric imagery is not only a reflection of his admiration for the natural world, but also serves as a poignant critique of human behavior and its impact on the environment. In "First Sight," Larkin captures the fleeting beauty of a swan in flight, using vivid imagery to convey the awe-inspiring grace of this majestic creature. Through this portrayal, he invites readers to contemplate the delicate balance between nature and the profound impact of human intervention on the habitats of such magnificent beings.

Additionally, in "Show Saturday," Larkin employs eco-centric imagery to contrast the vivacity of a local fair with the serenity of the natural landscape, prompting readers to consider the intrusion of human activity on the tranquility of the environment. His juxtaposition of these two settings challenges readers to re-evaluate their relationship with nature and the ethical implications of prioritizing human

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entertainment over environmental preservation. It is clear that Larkin's poetry extends beyond the aesthetic appreciation of nature and engages with the pressing ecological concerns of his time, inviting readers to confront the consequences of neglecting our responsibility as the stewards of the earth.

As we further immerse ourselves in Larkin's oeuvre, we may discover more instances where his poetic imagery serves as a compelling lens through which to scrutinize human impacts on the natural world. In doing so, we will undoubtedly gain a deeper understanding of Larkin's eco-centric concept and its enduring relevance to the discourse on environmental consciousness.

As we delve further into the legacy of Philip Larkin's eco-centric imagery, it becomes evident that his poetry continues to resonate profoundly in contemporary environmental discourses. Larkin's timeless portrayal of the natural world not only serves as a testament to his deep reverence for the environment but also as a compelling call to action for current and future generations. In "The Explosion," Larkin delves into the industrial landscape, using evocative imagery to depict the transformation of the environment due to human technological advancements. Through his poignant exploration of industrialization's impact on the natural world, Larkin challenges readers to confront the consequences of unchecked progress and the imperative need for sustainable coexistence with our surroundings.

Moreover, in "Aubade," Larkin's introspective meditation on mortality and existential angst is intertwined with contemplations of the natural world, linking the transience of human life to the enduring vitality of the environment. This confluence of eco-centric imagery with poignant existential reflections underscores the interconnectedness of human existence with the broader ecosystem, prompting readers to re-evaluate their place within the intricate web of life.As we reflect on the enduring relevance of Larkin's eco-centric concept, it is crucial to acknowledge how his poetry continues to inspire ecological consciousness and advocacy of environmental stewardship. By intertwining vivid imagery with profound reflections on the human condition, Larkin's work transcends the confines of traditional natural poetry, assuming a pivotal role in shaping the collective consciousness of our relationship with the natural world.

Larkin's eco-centric imagery serves as a powerful tool for understanding and critiquing humanity's impact on the environment. His poems often depict the negative consequences of human actions on nature, highlighting the destructive forces of industrialization and urbanization. Through his vivid descriptions of polluted landscapes, dwindling natural habitats, and loss of biodiversity, Larkin emphasizes the urgent need for environmental conservation and sustainable practices. Additionally, Larkin's eco-centric concept challenges the prevailing mindset of prioritizing economic growth and materialistic pursuits at the expense of ecological well-being. In doing so, Larkin exposes the flawed logic of rapacious capitalism, which views the exploitation of nature as acceptable as long as it is profitable,

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disregarding the consequences for the environment and other human beings. This perspective aligns with the ideas presented by Klein in her exploration of the intersection between capitalism and environmental degradation. Overall, Philip Larkin's poems utilize eco-centric concepts and imagery to convey the importance of living in harmony with nature, criticize the negative impacts of human activity on the environment, and advocate for a shift towards sustainable practices and greater ecological awareness. Larkin's poems showcase an eco-centric concept that sheds light on the profound relationship between humans and the natural world. In Larkin's poems, nature is not just an external backdrop to human experiences but rather an active and living presence.

In conclusion, the eco-centric imagery pervasive throughout Larkin's poetry is a testament to his enduring legacy as a poet, whose words continue to evoke contemplation, introspection, and a renewed sense of responsibility towards the environment. As we carry forward the mantle of environmental stewardship, Larkin's poetry remains a poignant reminder of the interconnectedness of all living beings and the imperative need to preserve ecological balance for generations to come. The eco-centric concept and imagery found in Philip Larkin's poems emphasize his deep appreciation for the environment and serve as a call to action for environmental responsibility and sustainability.

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Teaching vocabulary to undergraduate students through activities using online newspapers

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Abstract

This research paper has been divided into 3 parts. The first part deals with the importance of the English language in India post-independence. The second part focuses on how English has gained its importance with the help of modern technologies. The third part deals with an example of technological advancement and an activity to help English language teaching.

India's rich linguistic landscape and cultural setting present both distinct opportunities and challenges for English language teachers. Following India's 1947 declaration of independence from British colonial authority, the English language experienced a substantial shift in its position and function inside the nation.

English, along with Hindi, has remained an official language in India despite its historical association with colonial power. This choice was taken to maintain continuity in government, administration, and education while also taking into account the linguistic variety of the nation. The Indian government has implemented a multilingual language policy that emphasises the advancement of Hindi and English fluency while also acknowledging the value of fostering and protecting linguistic variety.

In the second part of the research paper, the technical advancements in teaching English have been discussed. The third part of the research paper talks about an activity using online English newspapers. This activity focuses on how we can use digital or online newspapers to teach newspaper vocabulary. This part of the paper also deals with how this activity was conducted and how the students were able to learn new vocabulary.

Keywords: Vocabulary, Newspaper Vocabulary, Online Vocabulary, English vocabulary, Linguistic skills, Activity

Introduction:

India has witnessed drastic changes in the development of English language teaching. More than 70 years have passed since India got its independence. For English language teachers, India's diverse linguistic and cultural environment offers a unique combination of opportunities and difficulties. With India's declaration of

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independence from British colonial rule in 1947, the English language underwent a significant change in status and purpose within the country. Post-independence, many technical advancements have taken place. These advancements have been quite useful in the teaching and learning of the English language all over the world. One of them is digitalisation in newspapers. Some teachers utilize newspaper lexical phrases to teach grammar, while others use them to teach vocabulary. A newspaper is a valuable resource that a teacher can use for a variety of purposes. He or she can teach a variety of linguistic skills by employing newspapers.

Post-independence:

Following India's 1947 declaration of independence from British colonial authority, the English language experienced a substantial shift in its position and function inside the nation. An outline of the English language's post-independence development in India is provided below:

- **Status of Official Language:** English, along with Hindi, remained one of India's official languages despite its historical association with colonial control. This choice was taken to maintain continuity in government, administration, and education while also taking into account the linguistic variety of the nation.

- **Language Policy and Education:** The Indian government has implemented a multilingual language policy that emphasises the development of English and Hindi fluency while also acknowledging the value of fostering and protecting linguistic variety.

- **Language Politics:** The question of language has always been delicate and divisive in Indian politics, especially when it comes to the relative importance of Hindi and English as the two main languages of teaching and communication

- **English in Education and Employment:** Due to its perceived social and economic advantages, English proficiency is highly appreciated in India. English language proficiency is frequently regarded as a sign of modernity, education, and social standing.

- **Literature and Media:** Since India's independence, English-language literature and media have grown significantly. English-language media outlets such as newspapers, periodicals, television stations, and digital media are important in influencing national dialogue and information dissemination.

Digital advancement in teaching of English:

Digital innovations have had a major impact on Indian teaching methods recently, changing the educational landscape in several ways. Here are a few significant developments in digital education in India.

Students now have access to an extensive array of instructional resources, such as interactive modules, quizzes, exams, and video lectures, thanks to the

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widespread adoption of e-learning platforms. In India, a large number of educational institutions have embraced digital classrooms furnished with projectors, smart boards, and other audio-visual devices. Mobile learning has become more and more common in India thanks to the country's expanding smartphone market and reasonably priced mobile data plans.

Teachers can incorporate a variety of topics into their courses by using open educational resources, which are publicly available online and include textbooks, seminars, and teaching materials

Teaching English in the digital era:

The digital age offers both opportunities and challenges for English language teachers. Here are some important things to think about:

To get students interested in studying English, teachers can use online resources like learning management systems (LMS), educational apps, and interactive websites. Teachers can also hold online English language courses by utilising video conferencing platforms such as Zoom, Microsoft Teams, or Google Meet. To augment conventional teaching materials, teachers can use a variety of digital resources, such as e-books, audio files, films, newspapers, and podcasts.

Teaching vocabulary through activities using online newspapers:

Globally, newspapers—both printed and digital—have emerged as an indispensable information resource for people. Using English newspapers as realia, or authentic material, in the classroom is a key component of language learning at English Language Institutes in India. Language learners can benefit from newspapers just as much as teachers can. The following are some reasons why newspapers are beneficial in language classes:

- **Authenticity:** Newspapers provide real-world examples of language usage, including discourse patterns, vocabulary, and grammar.
- **Various Linguistic Styles:** Newspapers publish a variety of writing types, such as formal articles, editorials, and opinion pieces.
- **Current and Relevant Content:** News articles are updated often to ensure that the data is current and useful. This engages children and exposes them to current conversations and issues.
- **Grammar and Vocabulary Development:** Teachers can use newspaper stories to teach certain grammar principles and vocabulary. Students are able to understand how specific words are used in context and how grammar structures should be applied.

The following activity was conducted with the help of online newspapers in various colleges. The same activity can also be conducted with the help of hard copies. Since digital media has reached everywhere, online newspapers may come in handy on students' mobile phones.

Find the similarities

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Step 1. The teacher divides students into four groups. A, B, C, and D. Each group gets a news item from four different selected newspapers.

Step 2. Students read the news items in their respective groups and discuss what is there in the news.

Step 3. Students are supposed to write down 10 words, phrases, etc. which describe the respective headlines of their news item directly or indirectly.

Step 4. Students are allowed to use a mobile dictionary. They should refer to it only when they do not understand a word after discussing it with their group members

Step 5. Each group writes their words on the board.

Step 6. The teacher explains the similar words from the lists and explains to them how they can have multiple words.

Step 7. The teacher gives the words chosen by Group A to Group B, Group B to Group C, and Group C to Group D.

Step 8. The teacher asks students to refer to the word list and write down a paragraph explaining the same news item with the words given by the other group. (They can refer to the dictionary anytime.)

Step 9. Students write a paragraph using the new word list.

Step 10. Each group reads the paragraph and highlights the words given by the other group.

Step 11. The teacher explains at the end how they can express the same thing in four different ways.

Step 12. Students can be given some freedom to use the vocabulary from their news item (that they have learned in Step 10) to write the paragraph.

Date: 17th May 2020 **Newspapers:** Hindustan Times, The Times of India, The Hindu, The Indian Express

Road accidents kill 35 migrants in single day

LUCKNOW/ BHOPAL/ NEW DELHI: Road accidents claimed the lives of 35 migrant workers in two states on Saturday, the latest in a string of fatalities among some of the most vulnerable sections of the population who have left urban centres in the hundreds of thousands and are on treacherous journeys back home after the shutdown since March 25 dried up jobs and wages.

In two of the incidents, which claimed the lives of 31, the victims were perched on cargo being carried in trucks before they were rear-ended at a high speed.

The deadliest of the accidents took place in Uttar Pradesh's Auraiya. »P5

• Policemen arrange bags belonging to the dead in Auraiya. PTI

Hindustan Times

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Fatal journey: Police personnel carrying out rescue operations near Auraiya in Uttar Pradesh on Saturday. ▪ PTI

24 migrants die in U.P. road accident

Trailer rams into lorry near Auraiya

SPECIAL CORRESPONDENT
LUCKNOW

Twenty four migrant workers were killed and several injured when a trailer truck they were travelling on rammed a lorry near Auraiya in Uttar Pradesh early on Saturday, police said.

The larger trailer truck, laden with bags of supply material, was coming from Rajasthan. The supply truck, which was going from Delhi to Madhya Pradesh, had stopped near a dhaba on the side of the highway near Chiruhali, when the trailer, which was allegedly carrying over 50 persons, rammed it from the rear. Both vehicles overturned, police said.

Auraiya District Magistrate Abhishek Singh said the incident took place around 3.30 a.m.

"A big truck with Rajas-than number plate, laden with cement bags, rammed into it from behind," said the DM. "Maybe the driver fell asleep," he added.

An injured woman said they had stopped the vehicle so that they could refresh themselves.

Most from Jharkhand

Of the deceased, 12 were from Jharkhand, four from West Bengal and two each from Bihar and Uttar Pradesh. Many of the injured were from Madhya Pradesh. Fifteen of the seriously injured were shifted to the Saifai Medical College. Chief Medical Officer, Auraiya, Archana Srivastava said 24 persons were declared brought dead to hospitals.

The Hindu

26 MIGRANTS DEAD, 17 IDENTIFIED: Arjun Chauhan, 22 (Kushinagar, UP); Kedar Yadav, 25 (Gaya, Bihar); Mukesh Vishwakarma, 30 (Bhadohi, UP); Satendra, 21 (Gaya); Govardhan Kalindi, 25 (Bokaro, Jharkhand); Ganesh Rajwad, 25 (Purulia, West Bengal); Chandan Rajwad, 24 (Purulia); Uttam Goswami, 30 (Bokaro); Doctor Mahato, 20 (Bokaro); Kirti Kalindi, 35 (Bokaro); Milan Badhokar, 28 (Purulia); Kaanilal, 45 (Purulia); Rahul, 28 (Bokaro); Somnath Goswami, 26 (Bokaro); Raja Goswami, 28 (Bokaro); Ashok Yadav, 25 (Gaya); Ajit Mahato, 26 (Purulia)

Tragedy and Shame

CM suspends SHOs after trucks carrying migrants collide in UP; DGP admits numbers on move "huge"

ASAD REHMAN
AURAIYA (UP), MAY 16

TWO TRUCKS carrying migrant workers from Rajasthan, Delhi and Ghaziabad collided on NH-24 at Mihauli under Auraiya Police Station in Uttar Pradesh around 3 am on Saturday, killing 26 people. Seventeen of them had been identified by Saturday evening.

Circle Officer (City) Surendranath Yadav said 32 people were still in hospital, while four had been discharged and sent to a quarantine facility in the district after treatment.

The collision involved a trailer truck and a truck. While 45-odd men were travelling in the trailer truck, that was carrying sacks of wall putty, around 22 were in the truck. "The trailer had slowed down at a dhaba when the truck hit it from behind, causing both vehicles to fall into a ditch by the roadside. The engine and four of the dead were travelling in the trailer truck. They got buried under sacks of the truck," Yadav said, adding that police were at the spot within half-an-hour.

Food being carried by migrants at the site of the accident on NH-24, at Mihauli near Auraiya in Uttar Pradesh, Saturday. Vinay Sriwav   FULL COVERAGE P6

Among those in truck: Some who failed to get on train, workers denied wages

Can't help but cry at migrant

Indian Express

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2|6 migrant workers killed, 36 injured in UP accident

Trailer Rams Truck As Driver Falls Asleep

Faiz.Siddiqui@timesgroup.com

Kanpur: Yet another desperate journey has ended in tragedy on the side of a highway. Twenty-six more migrant workers fleeing joblessness and hunger will never see home again. They died when a trailer truck carrying sacks of lime and 50 people drove into the back of a stationary DCM truck carrying another 20 people on National Highway 19 in Auraiya, Uttar Pra-

▶ **Boy orphaned on way home to Bihar, P 10**

desh, around 3.15am on Saturday. Thirty-six were injured.

The DCM truck, carrying migrant workers from Ghaziabad, had stopped at a road-

Food and belongings of migrant workers lie scattered on the highway after the accident, in Auraiya (UP) on Saturday

Migrant cradles dying friend on highway

On a highway in MP's Shivpuri, a migrant worker sat cradling his friend in his lap, calling out for help. No one stopped. Yakoob Mohammad is now waiting to receive his friend Amrit Kumar's body. They were in a truck when Amrit became breathless. The others abandoned him, but Yakoob stayed. **P 7**

side eatery near Chirhauli village. The trailer truck driver didn't see the stationary vehicle. He appeared to have fallen asleep, ASP Kamlesh

Kumar Dikshit told **TOI**. The majority of the victims were those on the trailer truck.

▶ **UP toll may go up, P 10**

TOI

Results:

Students rated the exercise as follows: 67.7% said it was very interesting, 18.5% said it was very good, 10.8% said it was good, and 3.1% said it was average.

This activity received ratings of 4 out of 5 from 43.1%, 3 out of 5 from 44.6%, 3 out of 5 from 7.7%, 2 out of 5 from 1.5%, and 1 out of 5 from 3.1%. 29.5% of students stated they could acquire a new language, 9.2% said they couldn't, and 69.2% of students said they could. While 27.7% partially agreed, 72.3% of respondents claimed they would be able to recall and utilise the words in the future. Working in a team was rated as very easy by 46.2% of respondents, easy by 50.8%, and challenging by 3.1%.
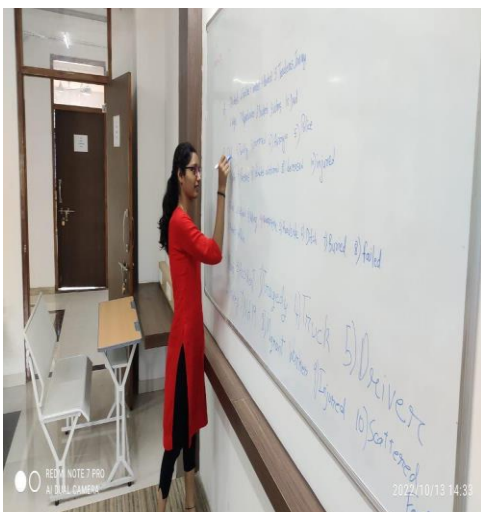
The students said that they learnt the following words through this activity.

Deceased	Rammed	Treacherous	SHO
Trailer	Sacks	Fatalities	Perched
Cradles	Trampled	Mishap	Strewn
Lorry	Trailer truck	Preach	Laden
Ditch	Collision	Fleeing	Cramped
Tragedy	Vulnerable	Correspondent	Drove

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One of the best ways to pick up a new language, according to 44.6% of respondents, is via reading newspapers. 13.8% partially agreed with it, and 41. % agreed.

The feedback from the teachers was very helpful. Both teachers derived great benefits from this activity. This activity received a 5 out of 5 from one teacher and a 4 out of 5 from another.

Following are sample worksheets and photos of the activity:

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Conclusion:

The vocabulary differences between newspapers published by various news organisations on the same day were understandable to the students.

Understanding the range of viewpoints and strategies used by newspaper agencies was another discovery. Students might examine the perspective and an entirely different method of studying lexical usage.

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It was fascinating to see students actively engage in the activity that made use of the newspaper items. If such assignments were assigned in the classroom, the instruction might be more dynamic and engaging.

The introduction of grammar concepts together with vocabulary development was interesting. Active group engagement by the students may be an element of classroom instruction. There was significant use of the target language. The range of terms was examined.

The writer strongly advises young brains to read newspaper headlines and sub-headlines online. They should all at the very least read the entire news articles. They could improve their reading abilities by doing this. Their vocabulary will grow as a result. Students can learn a great deal from the newspaper. They can peruse their preferred parts, including marketing pages, sports, and movie pages.

Teachers can improve their students' language proficiency, cultural sensitivity, and critical thinking skills while also making the learning process more interesting and applicable by integrating English language newspapers into vocabulary instruction.

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Social Realism in Prem Chand's *The Shroud*

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Abstract

The Shroud is one of the finest short stories in the history of Modern Indian literature. Dhanpat Rai Shrivastava (his pen name Munshi Premchand) greatest Indian writers in Hindu and Urdu. *The Shroud* deals with themes like caustic satire, the gritty reality, the harshness of life of the lower caste cobblers in India and especially their women.The short story has been translated and reprinted many times. The short story displays the author's usual themes of village life and social realism. Premchand's views in poverty and inequality in the Hindu social and religious systems. The story follows the character of .Gheesu and Madho a poor father and son. There are many jobs available in the framing village. But they are lazy slackers, prefer not to their work and they are stealing food and working only occasionally. Madho's wife Budhiya's hard work, they will eat. Budhiya was dying during childbirth. By not calling a doctor or wet nurse to attend to Budhiya, they became her murderers when she died after a painful night. .Gheesu and Madho borrowed the five rupees from the villagers intending to buy a shroud for Budhiya to cover her dead body, a sacred custom in Hindu society in India. They spent the entire day and night drinking and eating without even caring that the money their were spending was for deceased woman's shroud. They told the beggar to bless Budhiya, who was dead. Premchand focus social realism and understand the subaltern complicity.

Keywords: Poverty, Death, Cruel

Munshi Premchand is one of the greatest Indian writers in Hindu and Urdu. He is best known for his novels. He also wrote a few short stories and among these is *The Shroud* published in 1935. *The Shroud* is considered to be one of the best written short stories in India. Telling the story of a poor man who collects money to pay for his deceased wife's funeral but spends the money on food and drink instead. They short story was published just a few months before the author's death. It is also displays the author's usual themes of villiage life and social realism. The story is an ironic title because the dead woman whose name was Budhiya did not get a shroud for herself even in death. Even the dignity of death could not prierce the stony heart of her aged father-in- law .Gheesu and her husband, Madho. Premchand, in the

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realistic story, has focused on two aspects vital to the workings of an Indian village in per-independence India.

The Cruel and Heartless Men:

The story takes place in an unnamed village in India. Form the beginning, the setting of *The Shroud* is bleak.Gheesu and Madho were not only lazy but also ungrateful louts. They lived their lives without bothering about their responsibilities. It was as if they did not even have a properly functioning conscience. Poverty and their low caste status made them so hard heated that they never cared for anyone the themselves. They were extremely poor. They had hardly anything in their home. All they had to eat were potatoes that they steal from someone else field. Both father and son were lazy. Even though their were jobs in the village, they refused to work. For the past year, they only eaten due to Budhiya's hard work grinding grain. Yet, even as she is dying in childbirth, Gheesu and Madho refused to go check on her. Gheesu told his son to to check on Budhiya, Madho replied that he was afraid to do so. But in reality, he was only afraid that his Gheesu would finish eating all the potatoes while he was gone. In this way, the narrator present them as cruel and heartless.

Gheesu was peeling potatoes. "Go and see what's wrong with her," he said. "She seems possessed. Where's the money going to come from to pay for an exoricist?"

Madho was afraid that if he left Gheesu by himself, he would take the lion's share of the potatoes. "I'm afraid to go," he said

Gheesu recalls a feast he attended twenty years ago. The occasion was the wedding procession of a landowner. Gheesu said that he has never eaten that kind of food or had such a full stomach since. He praises the generosity of the landowner, who kept serving his guests as much food as they wanted without limit. Madho expresses the wish that someone would offer them such a feast now. But Gheesu says that such a feast would never happen nowadays, since everyone is worried about "economy". they would prefer to save money rather than spend it on weddings and religious ceremonies. When they finish eating, Gheesu and Madho cover themselves and curl up to sleep by the fire.

The narrator remarks that Madho and Gheesu's careless, selfish and cold mentality "was no cause for surprise" in "society in which those who labored night and day were not in much better shape than these two; a society in which compared to the peasants, those who knew how to exploit the peasants' weaknesses were much better off."

Pathetic Death of Budhiya:

Budhiya was dying during childbirth. Though she had done her best, Gheesu and Madho, they made no move to call a doctor to save her life. By not calling a doctor or wet nurse to attend to Budhiya, they became her murderers when she died after a painful night. Despite the cloely-knit village the lived in, on one came to see why there was so much shrieking and screaming going on in Gheesu's hut. They were

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fed up with the lazy ways of Gheesu and Madho and wanted nothing to do with them. They were cruel as well as negligent of the fact that no one was attending to the wailing Budhiya. Thereby, they were murderers, because they were 'deaf' to her screaming for help during the birth of her child. Poverty had hardened them so much that they were not bothered that there was a commotion in Gheesu's home. They did not want to get mixed up in Gheesu and Madho's affairs as they were always hard up. Their carelessness led to Budhiya's death. However, no one felt that they were at fault.

In the morning Madho went into the hut to check on his wife and found that she had gone cold. Flies were buzzing around her mouth. Her stony eyes were staring up into a void. Her entire body was sticky with dust and grime. Her child had died in her womb.

The Pretending Gheesu and Madho:

Gheesu and Madho cries crocodile tears and lied that they had sat by Budhiya's side all night while, in reality, they were fast asleep as she died. They had no medicines to give her and that was why she died. Although the villagers did nothing to help the shrieking Budhiya in life, they congregated around the hut once she was dead. Their main concern was to make sure she got a proper cremation. Women of the village who did not stir from their homes while Budhiya wailed her lungs out, cried over her dead body.

Gheesu and Madho had to worry about a shroud and wood fodr a funeral pyre. In their hut money was as scarce as meat in an eage's nest.

He asked. "What is it, Gheesu? Why are you crying? Where have you ben hiding yourself? It seems like you're asking to be kicked out of this village?

Feast instead of Shroud:

Gheesu and Madho borrowed the five rupees from the villagers intending to buy a shroud for Budhiya to cover her dead body, a sacred custom in Hindu society in India. However, instead of quickly buying the shroud for Budhiya, they shop for it as if they were shopping for a woman's wedding saree. They made excuses for liking the plain white cloths presented to them, and at the end of it, they gave in to their stomachs and base instincts and spent the money on food and alcohol.

After reaching the market, Gheesu said. "We've got enough wood for the pyre, don't you think Madho?

"Yeah, we've got a lot of wood, "Madho said. "Now we need a shroud."

"so let's get a cheap one."

"Yeah, why not. At night when we're taking the corpse to the pyre, who's going to see the shroud anyway?"

"What a bad custom it is that someone who didn't even have a rag to cover her body, now, when she dies, has to have a new shroud".

"A shroud only burns up with the corpses."

"That's the truth. If we had five rupees earlier, we could have bought

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medicine for Budhiya".

They spent the entire day and night drinking and eating without even caring that the money they were spending was for a deceased woman's shroud. The desire for food and drink was their primary motive in getting the money in the first place. They knew they would get a lot of money for the fickle-minded pretentious villagers out of sympathy of their dead Budhiya. They only wanted the money to satisfy their desire for a feast. They eat lavish feast. They screamed and toasted the dead Budhiya's soul, as, in her name, they had managed to get such a royal feast. They gifted the remaining puris to a beggar and intoxicated make their way home. They told the beggar to bless Budhiya, who was dead. They praised her verbally and brazenly many times.

> Their optimistic mood died away. A changeable mind is drunkenness's peculiar characteristic. Despair and sorrow returned.

> Ghessu consoled him, "Why are you crying, son? You should be happy she's broken free from this world's web of illusion, that she's broken from worldly entanglements so soon. She was very fortunate to have broken from the world's snares so quickly."

It is Madho who suddenly, in the midst of his revelling, feels a slight prick in conscience. He wonders what answer would he give his dutiful wife when he would enter eternity. She was sure to ask him why, despite being her husband, he did not even give her a shroud. Gheesu, the superstitious where a dead body is concerned what they will again contribute a few rupees to by a shroud, though this satisfies Madho's good-as-dead conscience, he often brings it up, which irritates Ghessu. These two individuals, Gheesu and his son Madho are showing a mirror of the Indian social reality who ignore the living but have a lot of respect for the dead. Premchand declares towards the end that more than Budhiya, it seemed that everyone in the story was truly dead because their respect for humanity was dead and their priorities were not where they should be. Gheesu and Madho fall in a heap due to their drunken state. So too falls the opinion of people concerning the village life of per-independence Indian society.

> "The entire wine-house was spellbound in watching Madho and Gheesu, and these two drunks kept singing in a state of engrossed delight. Then both of them began to dance. They leapt about. They fell down. They moved about with seductive gestures. And at last, becoming overwhelmed by their drunkenness, they collapsed right there."

Prem Chand evolved a new fictional world of feelings emotions, ideas, characters and situations …. standing of the great writers of the genre of short narrative writing. The narrators though the art of social realism in their writings, projecting and leaving this wealth of ideas for future generations, their deep concern for their people different sections of the society.

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Gender Dynamics in Shashi Deshpande's Novels: A Study
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Abstract

The paper is an attempt to study three select novels of Shashi Deshpande -*Dark Holds No Terrors (1980)*, *That Long Silence (1989)*, and *Roots and Shadows (1992)*, exploring how gender dynamics are challenged by the woman protagonists and how sometimes they are reinforced in the context of family, marriage and tradition. The protagonists Saru, Jaya and Indu are from middle class traditional families, yet they challenge gender dynamics that confine their lives to stereotyped roles. Their education, their profession and their self-exploration are instrumental in their attempts to assert themselves in marital and family relationships. However, they continued for long, schooling themselves to silence without voicing their concerns, and thus they too seem to have reinforced gender dynamics in the society. Saru endures the sadistic behaviour of Manu, her husband without a fitting reply; Jaya makes every attempt to fit into the traditional role as expected by her husband Mohan; Indu, who can defy a matriarchal figure Akka in the ancestral house in her childhood, very much adjusts herself in the conjugal life with Jayanth. These protagonists of Deshpande much hesitated before they destroyed their traditional roots and drove out patriarchal shadows, perhaps due to societal denigration.

Keywords: gender dynamics, challenge, reinforce, traditional roles, patriarchal

Gender dynamics play a crucial role in patriarchal societies, especially in the lives of women at all stages. "One is not born but rather becomes a woman" (Beauvoir 301). That a woman in India is indoctrinated to think and act on the lines drawn by the patriarchal society right from her childhood is still a fact in the 2020s. As the Pew Research Center Report 2022 summarises, Indians accept women as political leaders, but many favour traditional gender roles in family life. It is evident in their survey that Indians overwhelmingly (64%) agree with the notion that wives should obey husbands. A host of Indian English novelists including Shashi Deshpande have dealt with the complexities of gender dynamics in the Indian setup. The present paper explores how gender dynamics are challenged by the protagonists of Deshpande and yet, how they are reinforced in the contexts of family and tradition as portrayed in *Dark Holds No Terrors (1980)*, *That Long Silence (1989)*, and *Roots and Shadows (1992)*.

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352   Proceeding of One Day International Conference on "*Enriching Minds:Latest trends in English Literature and English Language Teaching in the digital Era*"on 21-03-2024,by CSTS Govt,Kalasala,Jnagareddygudem,Andhra Pradesh

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The fictional world of Deshpande is predominantly woven around the lives of Indian middle-class women. Her works provide insightful glimpses into the lives of women, their struggles, aspirations, and the societal expectations placed upon them. They typically feature strong female protagonists who navigate through various challenges posed by societal norms, family expectations, and personal aspirations. These characters often confront issues related to marriage, motherhood, career, and self-identity. Her characters often struggle to find a balance between their roles as homemakers and their desires for personal fulfilment and independence outside the confines of the home.

Deshpande critically examines the patriarchal structures and gender dynamics that govern Indian society. She portrays how women are often subjugated, marginalised, or silenced within familial and societal structures. Marriage is a recurring theme in Deshpande's novels, and she delves into the complexities of marital relationships, including issues of love, companionship, sacrifice, and compromise. Her novels offer nuanced portrayals of women's experiences in India and provide a platform for exploring gender dynamics in a patriarchal society.

Deshpande's *Dark Holds No Terrors* revolves around the protagonist, Saru (Sarita), who faces various challenges and conflicts within her marital relationship and her family. Saru is a successful doctor while her husband is a teacher in a "third-rate" college. When Saru walks out of the house with Manu, "there were nods and smiles, murmured greetings, and namastes" (Deshpande 36). They are all for Saru, a popular lady doctor, and there is "nothing for him. He was almost ignored" (36). Manu, born and brought up in a male-dominated set-up, feels subdued under the shadow of his doctor-wife. Instead of helping her when she is new to her profession, Manu feels like a fish out of water at a place where his wife is a celebrity. Showing his attitude, Manu tells Saru, "I am sick of this place. Let's get out of here soon" (36).

When a girl who has come to interview Saru for a woman's magazine, asks Manu "How does it feel when your wife earns not only the butter but most of the bread as well" (30), he feels humiliated. The girl's question has hurt Manu's ego and makes Saru's conjugal life more pathetic. The same night Manu shows his brutal behaviour. As Premila Paul observes "Unable to come to terms with the fact that he is a failure in life, Manu lets his wounded male pride manifest itself in the form of sexual sadism" (Paul 64).

Saru is a blend of tradition and modernity. She often thinks and speaks like a woman challenging the gender dynamics in the society. She hates all "the meaningless rituals, the rites, the customs" (26). She scorns the conforming attitude of the traditional women in the society when she says: "Stupid, silly martyrs, she thought; idiotic heroines. Going on with their tasks, and destroying themselves in the bargain, for nothing but a meaningless modesty. Their unconscious, unmeaning heroism, born out of the myth of the self-sacrificing martyred woman, did not arouse either her pity or her admiration" (98).

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But, Saru herself behaves like a conventional woman reinforcing gender dynamics rooted in the age-old Indian ethos. She has borne the sadistic behaviour of Manu with patience schooling herself to silence. Saru remarks, "And each time it happens and I don't speak, I get another brick on the wall of silence between us" (88). Saru feels troubled about facing the disapproving attitude of the society, if she walks out of her marital relationship. She behaves like a "two-in-one woman."

Gender dynamics play a significant role in the novel as Sarita grapples with the patriarchal structures and expectations that define her life. She struggles to assert her individuality and autonomy in a society where women's roles are often confined to domesticity and subordination to male authority. Through Sarita's experiences, the novel explores the complexities of power dynamics within marriage and the ways in which societal norms and expectations shape gender roles and relationships. Sarita's journey toward self-discovery and empowerment reflects broader themes of women's challenge and resistance against oppressive structures.

Deshpande's most popular novel *That Long Silence* also portrays traditional gender roles deeply ingrained in Indian society, where women are often expected to prioritise family and domestic responsibilities over their personal aspirations and ambitions. The protagonist, Jaya, struggles with these expectations as she navigates her role as a wife, mother, and individual. Throughout the novel, Jaya's desires and emotions are often overlooked or dismissed, reflecting a broader pattern of silencing women's voices in society.

In the portrayal of Jaya's character, it appears that her silence is reinforcing gender dynamics. Jaya was born in a patriarchal setup and has no voice in marriage matters. She has to go by the man selected by Dinkar, her brother. Marriage is a "vague and nebulous search" for Jaya who says that her brother "had wanted to be free of his responsibility for an unmarried younger sister, so that he could go ahead with his own plans" (Deshpande 93). In most of the cases, it is true even today that the marriage of a woman is looked upon as a duty to be discharged. Subhash Chandra rightly says that "phenomenal progress has been registered in economic, political, technological and industrial fields, but the social structure of contemporary India remains tattooed with certain taboos when it comes to the woman-question" (147).

Mohan is a male chauvinist who thinks that it is quite weird for a man to cook. He witnesses how women in a traditional family conform themselves to set roles. He expects the same from Jaya. He says: "My mother never raised her voice against my father, however badly he behaved to her" (83). Jaya, in spite of her education, keeps correcting herself in tune with Mohan's views of life. She openly says: "I had learnt to control my anger after that, to hold it on a leash. Terrified of his disapproval, I had learnt other things too, though much more slowly, less painfully. I had found out all the things I could and I couldn't do, all the things that were womanly and unwomanly. It was when I first visited his home that I had discovered how sharply defined a woman's role was. They had been a revelation to me, the women

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in his family, so definite about their roles, so well trained in their duties, so skilful in the right areas, so indifferent to everything else. I had never seen so clear, so precise a pattern before, and I had been entranced by it (83).

The novel explores the complexities of marital relationships and power dynamics within them. Jaya's silence is partly a response to the oppressive behaviour of her husband, who dominates and controls her decisions. The unequal power dynamics within their marriage reflects broader societal structures where women are often subjugated by men. What Deshpande portrayed in the 80s still holds good as one can observe in the Pew Research Centre Report 2022. "While most Indians say that men and women should share some family responsibilities, many still support traditional, patriarchal values. For example, a slim majority of Indians (54%) say that both the men and the women in a family should be responsible for earning money. But 43% instead take the view that men should be the primary earners. Moreover, nearly two-thirds of Indians (64%) – including 61% of women – express complete agreement with the idea that a wife always is obligated to obey her husband."

"That Long Silence" highlights the social constraints placed upon women, restricting their freedom and autonomy. Jaya's attempts to assert her individuality and pursue her passions are met with resistance from her family and society, reflecting the challenges faced by women who dare to defy societal norms. Despite the challenges she faces, Jaya embarks on a journey of self-discovery and empowerment throughout the novel. She gradually finds her voice and asserts her independence, challenging the traditional gender roles and societal expectations that confine her.

Deshpande's *Roots and Shadows* also explores various themes including gender dynamics within Indian society. The novel depicts the dominance of patriarchy in Indian society, where men hold power and authority over women. This is evident in the way female characters are often subjected to the expectations and control of male figures, be it fathers, husbands, or brothers. They are expected to conform to traditional gender roles and societal norms, limiting their freedom and autonomy.

Akka, the matriarchal figure in the novel, dominates the ancestral house where Indu was brought up. The ancestral house is a symbol of tradition which is clear in Old Uncle's words: "For a woman, intelligence is always a burden, Indu. We like our women not to think" (Deshpande 33). Like children, women should know their places. As a child, Indu is schooled to be "obedient and unquestioning", "meek and submissive" ... and "accept everything, even defeat, with grace", because she is a girl and "it is the only way ... for a female to live and survive" (158). However, Indu is different in her views and thoughts. She challenges the gender dynamics prevailing in the ancestral house. She has never been "the way a girl was expected to be, helping the women with small old chores from a very young age, waiting on her father and brothers and being generally docile" (122). is very brave to confront Akka. She defiantly says when asked by Akka to promise not to talk with boys: "I won't" ... "I

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haven't done anything wrong. Nothing I need to be ashamed of" (74), displaying her independent thinking. Indu doesn't like the meaningless rituals for a birth, a marriage and a death. Indu hates the house where "the women had no choice but to submit, to accept" as if they have been "born without wills" or "their will atrophied through a lifetime of disuse" (6).

Gender roles limit the opportunities available to women in the novel. They are expected to prioritise their roles as daughters, wives, and mothers, often at the expense of their own aspirations and desires. Gender dynamics play a significant role in shaping relationships within the novel. Marriages are often portrayed as unequal partnerships, where women may endure mistreatment or lack of autonomy. Additionally, familial relationships are influenced by gender expectations, leading to strained dynamics between parents, siblings, and children.

Indu walks out of the ancestral house, much against the family and marries Jayant, a person chosen by herself. Even after the marriage, Indu's aspirations for freedom and independence are not fulfilled. She feels that she has been flying from one cage to another. She is a working journalist and a budding writer yet, becomes a victim of gender dynamics and the patriarchal ideology. Jayant is shocked to find passion in Indu. Indu's initiative for sex "puts him off" (83). Indu often thinks of leaving Jayant and living by herself. She hates complete surrender to Jayant, but feels chained by the institution of marriage. Even after her ten-year stay-away from the ancestral house, she is still under the influence of the ancestral family life. She confesses: "We flatter ourselves that we've escaped the compulsions of the past; but we're still pinioned to it by little things." (34).

As Indu's past is still working on her, she unknowingly reinforces gender dynamics and leads life with Jayant like an ideal wife at the expense of her individuality. She is "just a mouthing, grimacing puppet". She does not want conflict in her marital relationship, and she hesitates to face the world independently. She speaks: "The hideout ghost of my own cowardice confronted me", and "I had clung tenaciously to Jayant, to my marriage, not for love alone, but because I was afraid of failure" (159). Since her childhood, Indu has longed for success in everything she does. She is "a part of a success-oriented society" (55). She has decided to display to the ancestral family that her marriage with Jayant is a success. Therefore, she continues "compromising, shedding bits of myself along the way" (159).

Deshpande's novels, as discussed above, offer a frank portrayal of the lives of Indian middle-class women who are caught in the labyrinth of gender dynamics. The characters, in particular, the protagonists of Shashi Deshpande are "middle of the road kind." By means of their self-introspection and consequent decision to assert themselves in the family setup, they challenge the gender dynamics swaying the Indian society. But before they embark on this self-discovering journey, they are like any conventional women who desperately and helplessly reinforce gender dynamics which confine their lives to stereotyped roles in society.

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Empowering Women's Voices: Feminist Themes in Kavery Nambisan's On *Wings of Butterflies*

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Abstract

Kavery Nambisan stands as a significant voice in contemporary Indian literature, renowned for her exploration of feminist themes and nuanced portrayal of gender dynamics. Born in India and educated in the United States, Nambisan brings a unique perspective to her writing, weaving together elements of Indian culture with broader feminist discourse. Throughout her literary career, she has delved into complex issues surrounding women's experiences, societal expectations, and the quest for gender equality.

Nambisan's works often defy conventional categorization, blending elements of fiction, philosophy, and social commentary. Her novel "Wings of Butterflies" is a poignant example of her thematic exploration, offering readers a rich tapestry of characters and narratives that challenge traditional gender norms and celebrate female empowerment. In this seminal work, Nambisan navigates the intricacies of post-feminist thought, eschewing simplistic binaries in favor of a more nuanced understanding of gender relations.

Through her characters and their journeys, Nambisan confronts the multifaceted nature of oppression, resistance, and agency. Whether it's the formation of the Women Or Women (WOW) organization or the philosophical dialogues between Aunt Foot and Sharmili, Nambisan's narrative unfolds with a depth and complexity that invites readers to engage critically with issues of gender and power.

In this research paper, we embark on a journey into Kavery Nambisan's literature, focusing specifically on "Wings of Butterflies." Through a close analysis of the novel's themes and characters, we aim to illuminate Nambisan's contribution to feminist discourse and her exploration of the ongoing struggle for gender equality. By delving into Nambisan's literary universe, we seek not only to appreciate the richness of her storytelling but also to glean valuable insights into the complexities of gender dynamics in contemporary India and beyond.

Keywords: Wings of Butterflies, feminist themes, gender dynamics, post-feminism, female empowerment, Indian literature, gender equality, oppression, resistance, agency, societal expectations, feminist discourse.

Introduction:

Emphasizing the importance of men and women living together is akin to living in the past. Women have been oppressed by patriarchy and have been known

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to take advantage of their biology. One of the primary subjects of creative writing, feminism began as a movement to free women. However, post-feminism is currently the style instead of feminism. According to Jose, the term "post-feminism" implies that although feminism has helped women advance significantly, it is no longer necessary or even desirable because it has left millions of women feeling alone, sad, and resentful. This comment is partially accurate, even though it appears to be a harsh criticism of feminism. Nambisan asserts that she is not a feminist, yet the feminine comes out in her novels' female characters. She accepts the idea of creation without inquiry and holds that there is a pattern in both men's and women's lives. Numerous feminist authors have written on women's freedom and against their oppression. They hold men accountable for the subjugation of women who rebel against patriarchy and accepted societal norms. She doesn't constantly discuss liberty and oppression. She places no responsibility on either gender. Rather, she examines the psychological and physiological that work behind the man-woman relationship and also the factors that will strengthen it.

Kavery Nambison's novel "On Wings of Butterflies" focuses on a group of diverse female characters who have different personalities and outlooks on life. These women eventually emerge as leaders of a feminist movement within the story. Their motivation stems from their shared experiences of oppression at the hands of men, prompting them to join a women's empowerment organization called WOW (WOMEN OR WOMEN). This organization seeks to address the challenges faced by women by advocating for their rights and establishing a political party dedicated to women's issues.

The novel portrays the efforts of a twenty-two-year-old woman named Evita to unite women globally under a single entity, which she initiates as WOW. Her inspiration for this initiative stems from her anger toward men who continuously exploited her mother, Maria, who worked as a waitress in a restaurant.

Kavery Nambisan presents her perspective on women through three philosophical characters: Aunt Foot, Milar, and Megha Dasi. These characters, who are also Nambisan's favorites and serve as her spokespersons, promote the message of unity. Aunt Foot discusses the discrimination between sexes, suggesting that it originates from the perceived differences between masculinity and femininity. She further suggests that there are elements of maleness in females and femaleness in males, drawing on Jungian psychology. Nambisan, influenced by Carl Jung's ideas, proposes that embracing both masculine and feminine aspects can lead to wholeness. Through Aunt Foot, Nambisan advises women involved in feminist movements against men to strive for harmony with them, using the concepts of anima and animus to advocate for peaceful coexistence between men and women.

Sharmili, another female character portrayed by Kavery Nambisan, is a member of a group known as "The Nice Girls." She also uses techniques that are similar to WOMB. She once visited a Japanese motorbike company that had

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motorcycles on display that were modeled after nude ladies. She demanded an apology from the firm for demeaning women and broke all six of the motorcycles on exhibit. This incident was kept quiet, and no one discussed it. Even though this event did not escalate, it demonstrates Sharmili's opposition to the commercialization of women in the globalized world. But it's also important to remember that women typically promote new products, regardless of their target audience. Therefore, the women themselves ought to be conscious of this position and ought to abstain from such advertisements to preserve their dignity.

As WOW's membership and funds rose, a conference was called in Delhi, where Pushpaben, one of the organization's leaders, began reading the requests to the Council. During this meeting, Ms. Lividia King shocked everyone by revealing that she was the covert leader of WOMB, or the World Organisation of Male Bashers, which stands for "Give violence for violence." Hate breeds hate!" (93). Their "feather-light, cotton-candy approach" would not work, she told them. However, it should also be recalled.

The novel depicts numerous stories of women affected by the violence or silence of men. Many of these women are highly emotional and seek retaliation fervently. However, they often lack foresight, act with hesitation, and their plans are biased. Some discussions within the Council resemble the "Ten Commandments" from Animal Farm, suggesting a desire to dominate men. For instance, there is an argument that women are better suited to decision-making roles while men are better for frontline action due to their short-term goals and aggression. This highlights their intent to assert authority over men, ironically mirroring the behavior they criticize in men.

On the other hand, the author presents several characters who seek to understand the underlying causes of their challenges, despite being affected by men, and their analysis remains impartial. One such character, Trilokasundari, is a researcher deeply engaged in studying women's issues. She argues that much of the silencing of women occurs within the family by parents, husbands, siblings, and even female relatives and colleagues. Trilokasundari emphasizes the importance of women embracing their identity before conforming to societal expectations of femininity. Despite facing personal hardships, such as going against her parents' wishes by joining a political party and later marrying a party member, Trilokasundari's honesty compels her to leave her husband and the party to establish an activist group. She believes that women are confined by glamorous stereotypes and seeks to awaken them to reality, advocating for individual-driven change. Her logical approach opposes viewing men as adversaries. In contrast, Aunt Foot, a traditional character, undermines the efforts of women's organizations, doubting their ability to bring significant change to the lives of suffering women.

The narrative unfolds with the women organizing a convention in Delhi, spanning several days, where men are only permitted to attend on the final day.

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However, the convention faces a crisis when the organizers are kidnapped by individuals of the opposite sex. Initially, Evita goes missing, followed by the disappearance of Dinakar Kiran Kagal the next day. Rumors circulate that Adam bashers are responsible, claiming that Dinakar has been swallowed by WOMB. Amid the chaos, Lividia is abducted and coerced into drinking sulfuric acid, prompting her to realize her reluctance to face reality despite advocating against men. She pleads for her children's safety, acknowledging her love for her son despite her campaign against men. Suddenly, thousands of children form circles around the building, holding hands, and communicating with the adults. Within half an hour, Evita and Dinakar are released. Eventually, the children impart a valuable lesson to the adults, emphasizing the need for mutual support between men and women rather than suppression. The situation resolves positively, and Lividia disbands WOMB.

Conclusion:

Nambisan presents her perspective on women through the personas of three philosophical ladies. They are Megha Dasi, Milar, and Aunt Foot, who are also some of Nambisan's favorite characters and serve as her emissaries, spreading the word about harmony. When discussing gender inequality, Aunt Foot states in the book that "everything starts from the difference between what is thought to be masculine and feminine. When discussing gender discrimination in the book, Aunt Foot remarks, "Everything begins with the difference between what is thought." After observing this in a Jungian way, she declares, "There's femaleness in males and maleness in females." Given that men are the sons of women, she counsels women not to hold grudges against them. According to her, men and women ought to be in love. Happy families are created when a man and a woman share their love. According to Kaveri Nambisan, being unique is necessary but not selfish. Selfishness and a lack of love are the fundamental causes of many issues.

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A Comprehensive review on English for Specific Purposes

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Abstract

Technology application and integration in English for Specific Purposes (ESP) contexts may present possibilities and problems that are distinct from those in English as a Foreign Language (EFL) and English for literature. Examining the amount and efficacy of earlier research on the integration of technology into ESP training was the goal of this study. The results showed that research on technology usage in ESP training differs from that found in the literature on technology use in EFL instruction. The findings only supported the findings about the effectiveness of using wikis, corpora, and learning management systems in ESP training, as well as the evidence for learning outcomes. Both the caliber of ESP instruction and students' listening comprehension can be enhanced by course/learning management systems. The usage of corpora can improve students' conversational skills, academic vocabulary, and understanding of word combinations. Wikis are a useful tool for ESP students to acquire academic writing more quickly. Furthermore, even while the effectiveness and learning outcomes of using chat rooms and blogs in ESP training are not readily apparent and are not substantiated by experimental investigations, there are numerous testimonials of the advantages of their usage. Lastly, the utilization of a variety of devices in ESP education is little researched and supported by empirical data. The results may have consequences for educators, researchers, materials creators, decision-makers in ESP, and students.

Keywords: Foreign Language, literature, educators, researchers, materials creators, decision-makers.

Introduction:

With the intention of assisting overseas students with their academic writing assignments at universities where English is the language of instruction, English for Specific Purposes (ESP) was established within the field of English Language Teaching (ELT) approximately fifty years ago. A secondary goal was to support researchers from non-English speaking nations with their publications in English-language journals (1,2). The necessity for access to and proficiency in an academic, business, and trade lingua franca emerged gradually as a result of the demanding demands of a postwar world that was swiftly increasing due to satellite communication, rapidly expanding international trade, multinational corporations,

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digital technology, etc. Within that framework, the improvements in language instruction techniques during the 1960s and 1970s (particularly the rise of Communicative Language Teaching, or CLT) and the Notional Functional approach ensured that teaching English to non-(TESOL teaching English to speakers of other languages)learners with ESP was a realistic and affordable option.

A system for managing courses and learning (CMS/LMS) The use of CMS/LMS in general EFL training has received little attention (3), however various studies have been conducted to look at its usage in ESP instruction. One study on LMSs and EFL education was found by Hirata (4), however this study revealed the findings of eight studies on the use of LMS/CMS in ESP instruction (Table 1). This problem can indicate that those who create and implement ESP courses are more keen to incorporate CMS/LMS into the curriculum. Positive impacts of LMS/CMS on students' views of ESP learning and ESP learning in general have been reported in all of the investigations. The single-method and mixed-methods strategies of earlier research combined qualitative and quantitative methodologies. Research from the past has generally shown that people have positive attitudes toward using LMS/CMS (3,4,5,6,7). Integrating CMS/LMS in ESP instruction would boost student involvement and participation in the classroom, according to sufficient qualitative and quantitative evidence (9,10). Student independence and autonomy can also be increased by using LMS (3,9,11). Learning outcomes about the use of CMS/LMS in ESP instruction have only been documented in one experimental investigation with control and experimental groups (5). According to this study, ESP students' listening comprehension skills can be improved by using CMS/LMS.

Background

As its name makes evident, English for Specific Purposes (ESP) is characterized by the "purposes" and "specificity" of the goals for which it is thought that teaching English is important. This means that in order for learners of English to meet the demands of the target situation—where they will need to use the language—it must, of course, be "genuine" and "authentic," and it must also be important for them to have "needs" that correspond to the exact specifications of that situation. Thus, ESP consists of the following: (a) goal; (b) specificity; (c) demands of learners; (d) target setting; and (e) authenticity and genuineness. The following sources(12,13,14,15,16,17,18,19,20)

According to Johns and Salmani Nodoushan (22), who consider all instances of "good" teaching to be ESP, Dudley-Evans (21) argued that ESP includes almost all language learning experiences. However, they also noted that a significant portion of ESP teaching, particularly in EFL contexts, is primarily aimed at adult professionals and/or academics. Drawing from a variety of sources, including Carver (24), Cummins (25) and Mackay and Mountford (26), Hutchinson and Waters (23) argued that the best way to describe ESP would be to argue against what it is and instead focus on what it is "not." Distinguishing ESP from other specialized or broad

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approaches to teaching English, such as English for General Purposes (EGP), English for Academic and Occupational Purposes (EAOP), English for Academic Purposes (EAP), English for Occupational Purposes (EOP), English for Science and Technology (EST), etc., is an example of this approach. Carver (24) distinguished between three categories of English for Specific Purposes (ESP): (1) English for Academic and Occupational Purposes (EAOP), (2) English as a Restricted Language (ERL), and (3) English with Specific Topics (EwST) (28,29).

1. English for Academic and Occupational Purposes, or EAOP, is a term used to describe specific language training intended to help people succeed in academic and professional settings where English is the primary language of communication. The goal of English as a Second Language Program (EAOP) in academic contexts is to help students acquire the language abilities required for university-level study, research, paper writing, discussion, and presentation. This could involve teaching academic writing conventions, reading comprehension techniques, academic terminology, critical thinking abilities, and good seminar and lecture delivery. In terms of occupational settings, English as a foreign language proficiency (EAOP) seeks to provide people with the language abilities necessary to succeed in a variety of professional situations. In order to do this, training in technical writing, professional presentations, business correspondence, intercultural competency, and workplace communication may be required. EAOP programs frequently adapt their curricula to the unique requirements and objectives of their students, whether those students are hoping to progress in their careers at multinational corporations, find work in an English-speaking nation, or are getting ready for college coursework in an English-speaking university. Encouraging students to acquire the language and communication skills required to succeed in their chosen fields, EAOP, in its whole, acts as a link between language study and academic or professional achievement.

2. An instance of purposeful limitation or restriction of English within a particular context or location is referred to as "English as a Restricted Language" (EARL). For a number of reasons, this restriction may be in place. 1).Language policy: To encourage the use of other languages or to preserve linguistic diversity, multilingual societies and organizations may have language rules that limit the use of English in specific contexts. 2) Preservation of Culture: There may be initiatives to limit the use of English in areas where it is not the primary language or the local tongue in order to protect and encourage the use of regional languages or dialects. 3). Access Control: To limit access to information and guarantee security, English may only be used by authorized persons in safe or secret settings like government agencies, research centers, or military operations. 4) Educational Contexts: To emphasize the acquisition of other languages or

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to create immersive language learning environments, English usage in language education settings may be limited during particular learning activities or stages of language development.

5) Legal or Regulatory Requirements: A few legal or regulatory frameworks may limit the use of English in official correspondence, contracts, or court proceedings, necessitating the use of other languages in order to comply with or maintain legal validity.

3. English with Specific Topics: The phrase "English with specific topics" describes the targeted and specialized use of the English language, frequently in relation to certain fields or areas of interest. "English with specific topics" refers to teaching English language learners to customize language learning resources, practice, and instruction to the unique requirements and interests of students within a particular domain, as opposed to generic English language learning, which covers a wide range of topics and circumstances. When studying English for business, for instance, one can concentrate on language, expressions, and communication techniques that are pertinent to meetings, negotiations, presentations, and correspondence. Comparably, if someone is studying English for a class assignment, they may focus on research paper formats, academic writing styles, and subject-specific vocabulary.

Literature Review:

The issue that frequently comes up when teaching English in institutions has to do with how to tailor the course to the needs of the pupils. English for Specific Purposes (ESP) is a growingly significant method of teaching the language. The demands of learning English become extremely specific when it is utilized for specific tasks or objectives; it is no longer necessary to learn English for general purposes. A teacher needs to be aware of the following when preparing for ESP-based learning: instructional principles, a well-crafted ESP syllabus, and the choice of teaching resources for the ESP curriculum. All of this planning needs to be done before instruction starts in order to ensure that resources and tools are ready and that learning assessments can be used. This is also done to keep students from becoming bored and from repeating the lesson contents. When creating pertinent English language materials for students, it appears important to evaluate whether or not the materials are created in accordance with the English syllabus, which primarily takes into account the demands of the students. According to Munby (1988), the aspect of syllabus design that needs more methodical consideration is the students' communication needs, particularly the connection between how the requirements of the students are determined and the syllabus itself. Thus, this assumes great significance in the context of creating ESP courses.

Conclusion:

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Despite the fact that ESP instruction and technology research has flourished recently, many assertions regarding the use of technology in ESP instruction have not been sufficiently and credibly validated by empirical evidence. According to this study, wikis, corpora, and course/learning management systems are all effectively supported by empirical data when used in ESP training. Learning management systems (LMSs) have been shown to improve ESP instruction quality and advance students' listening comprehension. Academic communicative skills and specialized vocabulary and collocations can be developed in students through the use of corpora in ESP training. Lastly, ESP students' understanding of academic writing can be improved by using wikis.

The literature study indicated that there appears to be a lack of research on the combination of technology and ESP education. It hasn't been objectively studied or investigated by ESP researchers how a wide range of subjects and technology are used in ESP training. It is imperative that creative uses of technology in ESP training be subjects of future research. Whereas EFL teachers focus on teaching students how to acquire a language, ESP teachers should be able to help students learn the language while also taking the particular subject matter into account. Because language and content should always be taken into account when deciding whether to employ technology in ESP training, ESP teachers and researchers may face greater difficulties when incorporating technology into their lessons. Furthermore, because ESP instruction is predicated on learner-centered and needs-based approaches to education, the use of technology in ESP instruction should take into account the requirements, preferences, and learning styles of the students. Thus, in order to maximize student participation and engagement in language acquisition, it is advised that ESP teachers try to incorporate a variety of technology into their ESP classes.

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Breaking Boundaries: The Unconventional Women in Tagore's Fiction
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Abstract

This research paper delves into the portrayal of unconventional women in Rabindranath Tagore's short stories, focusing on works such as *Eyesore (Choker Bali)*, *Fury Appeased (Maanbhanjan)*, *Punishment (Shasti)*, *The Unknown Woman (Aparichita)*, *The Broken Home (Nastanirh)* and *A Wife's Letter* (*Strir Patra*). Set in the late 19th and early 20th centuries, a time when Indian women faced societal constraints and lacked agency, Tagore's female protagonists stand out for their forward-thinking attitudes and nonconformist behaviour. Despite the prevailing norms of the era, these women exhibit independence of thought and action, challenging traditional gender roles and societal expectations. Through their characters, Tagore explores themes of empowerment, autonomy, and the pursuit of individual freedom. Moreover, these women possess a refined sensibility, displaying a keen appreciation for music, art, and fine arts, further emphasizing their progressive outlook. This paper aims to analyse how Tagore's portrayal of these unconventional women not only defies stereotypes but also serves as a testament to the resilience and strength of female characters in Indian literature.

Keywords: unconventional women, short stories, societal constraints, forward-thinking, nonconformist behaviour, independence, gender roles, empowerment, autonomy, individual freedom, refined sensibility, progressive outlook

Introduction:

Many of Ravindranath Tagore's short stories and novellas stand as a testament to his deep understanding of the struggles faced by Indian women in the late 19th and early 20th centuries. In a patriarchal society marked by social injustices, women were shackled by oppressive norms, denied basic freedoms, and subjected to abuse and marginalization. Tagore's narratives serve as a powerful voice advocating for women's rights and autonomy, depicting their resilience and fortitude in the face of adversity. During this era, young girls were often married off at tender ages, deprived of education, and confined to restrictive gender roles. Despite these challenges, Tagore's female characters emerge as symbols of strength and agency, defying societal expectations and asserting their identities with courage and

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conviction. Through their stories, Tagore explores the complexities of womanhood, celebrating their intelligence, creativity, and unwavering spirit.

Tagore's fiction portrays women who boldly confront injustice and discrimination, despite their marginalized societal positions. They challenge outdated customs and traditions, advocating for their right to education, freedom, and self-respect. Despite facing oppression, these women find solace in their love for fine arts, music, and literature, embodying a spirit of resilience and empowerment. In essence, Tagore's portrayal of Indian women transcends mere storytelling; it serves as a powerful affirmation of their strength and resilience in the face of patriarchal oppression. His narratives continue to resonate today as timeless expressions of feminism and social justice.

Binodini of *Choker Bali*

Reputed as one of the first modern novels in Bengali and best-known works of Rabindranath Tagore other than Geetanjali, *Eyesore* (*Choker Bali)* depicts the life of the central character, Binodini and how she becomes "a continuous irritation in the eye," as the title means, by complicating the relationships of the three characters that are very close to her. Through the story Tagore highlights the issues of women literacy, child marriage, the plight of young widows and the need for widow marriages. With a special emphasis on the womanhood experiences, internal conflicts and feelings of alienation of the widows of those days as the narration covers various external factors like the biased norms towards the women, particularly, widows of the then society. It also lays its focus on the lives of educated, upper class, progressive characters.

However, it is the dynamics of the central character, Binodini that catches the attention of the readers and critics because she subverts the norms of the society without much hesitation. The condition of Binodini is aptly described in the following lines:

> "The idea of a useless joyless loveless life spent in the confines of these rooms made her outraged nature want to dash itself against the sky in a vain rebellious attempt to escape her fate" aptly describes the condition of Binodini (Tagore 428).

Binodini refuses to bear the pain and ordeal of the status of widow and blatantly chooses to pick the path of her desire which is against the restrictions laid upon the widows of those days. Binodini must be a creative instinct of Rabindranath Tagore who must have wanted to see reforms in the lives of young widows in those days which it is difficult to even imagine otherwise. He was a witness to the way how in the name of tradition women were illogically penalized in an inhuman way. However, unlike his contemporary Munshi Premchand, the Hindi novelist, Tagore does not choose to depict their sorrows solemnly. Though this kind of inhuman treatment of women might be a result of centuries of subjugation, it must have been

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revoked whenever there is a chance. Instead, it seems that such restrictions on women's life were used to advantage by the patriarchal society.

Binodini is rebellious not only in choosing to snatch the marital bliss of Asha by getting into an intimate relationship with Mahendra but also while rejecting the marriage proposal made by Bihari. In the first instance she stoops to conquer Mahendra neither with lust not with love but just to take revenge on him who rejected her as his bride and in the second, she raises to sacrifice her personal happiness to protect the image of Bihari in the society, clearly indicating where her real interest and love lies. At that point she says to Bihari,

> "This is reward enough for me, my ultimate desire… I do not ask for anything more… I am a widow, deemed an accursed creature in our society. You will lose your face in your community if you marry me" (Tagore 646).

She is fully aware of the societal repercussions on marrying a widow could have on Bihari's image in society and she considered it when Bihari proposed to marry her. She always turns everyone's estimates upside down by not confirming to what is expected of her by the society or anyone for that matter. After becoming a widow, she exercised her will freely throughout her life, even in choosing to spend her remaining years in Kashi. She is so vivacious that even after she is widowed anyone who came into her contact, be it Rajyalakshmi, Asha, Mahendra or Bihari, would succumb into that vivacity.

After reading the story and witnessing the way Binodini behaves in certain situations, readers might feel that Binodini is very cunning to trap Mahendra, though she doesn't love him, and creates a turbulence in the married life of innocent Asha, where she has real feelings towards Bihari. It is very clear that in the story that love doesn't happen between Binodini and Bihari in a split second or on the spur of the moment. It is a slow process, which evolves over time. Even then Binodini was the first to confess her love towards Bihari much earlier than Bihari could understand. But by the end of the story a sea change can be seen in Binodini as she finds the true meaning of her life.

> "A strange subtle change had come over her; the expression of an ascetic who had done penance by the blazing fire was hers; her figure was thinner and through the pallor of her countenance shone a light" (Tagore 427).

Thus, the character of Binodini must have spurred vehement criticism from the orthodox sections of the society simultaneously throwing a ray of hope in those numerous souls who suffered like Binodini.

Giribala of *Manbhanjan*

In *Manbhnajan,* the portrayal of how the fury of a neglected housewife, Giribala, is appeased by taking up the profession of acting is depicted effectively. Ironically, it is because of this profession her husband becomes unfaithful to her and she finds solace in the same profession creating a new identity for herself. Her raising bravely, from the role of a neglected, helpless, dependent housewife to a charismatic

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and talented actor is bewitching and much against the prevailing societal norms for married women. The story of this emancipated woman's growth out of the shadow of her husband to make a new beginning in her life, to take up the profession she admired, to go against the fixed standards is highly revolutionary to that day and a bit difficult to do even this day. In *Choker Bali,* Tagore depicts the plight of young women whereas in *Manbhanjan* he chooses to portray the predicament of married women in this patriarchal society. The neglect or rejection faced by married women in the hands of their husbands is much worse than having no husband at all.

The story offers a thrilling experience in the sudden and dramatic reversal of situation for the three main characters. Gopinath, Giribala's husband, admires the acting of Labanga but finds it difficult to appreciate the same acting when performed by his wife. Labanga, who has been admired, finally stands in the place of an admirer. This reversal of situation is most advantageous for Giribala, who breaks free from the shackles of boredom and loneliness in her married life and takes on the role of Labanga, whom she had admired. Of course, Giribala is the one who had to endure a lot of disappointment and trauma to evolve so that she could enjoy the freedom of playing the role she fancied.

There are several things that Giribala did in this simple short story which were totally against the normality of that day. To step out of the house, to go to the theatre, to continue going to the theatre, not to bear with the neglect of the husband, to decide to take up a profession and that too of acting, to neglect her husband when she sees him while she is performing on the stage are all the acts where she had to muster up all her courage. It seems these characters that are revolutionary in their thought and actions need to be crazy apart from being adventurous and daring not to think like common people of the society around them and the repulsion they have to face by it on taking bold steps. Thus, something which started as a thrilling experience to Giribala did not stop there, "In the end one evening she secretly went to the theatre with Sudho. Forbidden acts are thrilling!" (Radice 201)

Then she found the idea that she can make her husband fall on her feet like Krishna himself fell on the feet of Radha in 'Manbhanjan.' She wanted to avenge her husband's neglect on her personality and her insane beauty. "She decided bitterly that if the day came when her husband, lured by her beauty, were to fall at her feet like a scorched insect, enabling her to walk away grandly, her very toenails shining with contempt, only then would her wasted beauty and youth be avenged! (203)" she was smart enough to realize that to punish herself for no mistake of her would be of no use. She even thought of killing herself when her husband grabbed her jewels not paying attention to her pleading.

> "She thought of killing herself, of tearing to shreds her incomparable beauty, to avenge her loveless state. But she realized that nothing would be gained by that: the world would remain unaffected, no one would feel the loss. There was no pleasure in living, but no consolation in dying." (Radice 205)

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Instead, she decided to go to her parents' and even that was not an easy step for her. "Everyone told her not to go, but she listened to no one and took no one with her (Radice 205)". Was it not craziness that made her take these steps, to realize that she cannot waste her life and her youthful gorgeousness on a man who did not care for her? Gopinath only felt possessive about her wife which Giribala did not care for as it is of no use to her. Though a bit dramatic, even this story might have filled the hearts of the neglected wives of those days with a hope for their precious life.

Chandara of *Punishment*

Punishment (Shasti) is a story set in rural India, focusing on two brothers, Dukhiram and Chidam, and their wives, Radha and Chandara. It delves into their daily struggles, especially the quarrels between Radha and Chandara, worsened by their lower caste status and financial difficulties.

Tagore portrays Chandra as a character marked by resilience, defiance, and a refusal to succumb to traditional gender roles and societal expectations. She embodies qualities of independence, strength, and a willingness to challenge oppressive norms within her marriage. Firstly, Chandra's unwillingness to conform to her husband's expectations is evident from the beginning. She refuses to be merely an obedient wife, instead seeking autonomy and agency in her own life. Despite the societal pressure to adhere to traditional gender roles, she actively engages in behaviours that defy these norms, such as frequenting the ghat and interacting with neighbours, actions typically associated with men in the community. Her behaviour makes her husband feel that 'a wife as nimble and sharp as Chandara could not be wholly trusted' (Tagore, "Punishment" 146)

Chandra's defiance is further highlighted in her interactions with her husband. She does not fear him, nor does she tolerate his attempts to control her. When threatened with violence, she responds with sarcasm and a willingness to provoke further conflict. Her refusal to be intimidated or subdued by his dominance is exemplified in her response to Chidam's threatening to her.

Chidam glared at his wife and said, 'If I ever hear that you've been to the ghāṭ on your own, I'll break every bone in your body.'

'That would be a blessed release,' said Chandara, starting to leave. (Tagore, "Punishment" 147)

Moreover, Chandra's decision to leave her husband's house and seek refuge at her uncle's demonstrates her resolve to assert her independence and escape the confines of her oppressive marriage. Despite Chidam's attempts to persuade her to return, she ultimately refuses to submit to his authority, choosing instead to prioritize her own well-being and autonomy.

With great difficulty Chidam persuaded her to return, but now he had to give in. It was as hard to restrain his wife as to hold handful of mercury; she always slipped through his fingers. He did not use force any more… (Tagore, "Punishment" 147)

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Chandra's character serves as a powerful symbol of nonconformity and resistance against patriarchal norms. Her refusal to be controlled or silenced by her husband's dominance, as well as her determination to break free from societal expectations, make her a compelling example of a woman who refuses to be confined by traditional gender roles. Through her actions, Chandra challenges the notion of women as passive and submissive, instead asserting her agency and asserting her right to live life on her own terms. That is why her husband even goes to the extent of thinking that 'he could only regain peace of mind if she was dead.' (147) His extreme thought underscores the threat she poses to traditional gender dynamics.

The plot takes a tragic turn when Dukhiram, driven by hunger and anger, inadvertently kills his wife, Radha. In a desperate bid to shield his brother from the consequences of his actions, Chidam falsely accuses Chandara of the heinous crime, callously asserting, 'Thākur, if I lose my wife, I can get another, but if my brother is hanged, how can I replace him?' (145) This atrocious act underscores the extent of Chidam's opportunism and the depths to which he can stoop to protect his kin, even at the expense of his wife's life. This treacherous act sets in motion a chain of events that leads to Chandara's arrest and subsequent imprisonment, leaving her at the mercy of a merciless judicial system.

Tagore's narrative serves as a scathing indictment of the patriarchal structures that perpetuate such injustices. Through this pivotal moment, Tagore vehemently condemns the dominance of men and highlights the inherent cruelty and mistreatment inflicted upon women. In doing so, he aligns himself firmly with the cause of women's rights, advocating for their empowerment and liberation from oppressive societal norms.

Throughout the ordeal, Chandara emerges as a central figure, symbolizing traits of nonconformity and unconventional defiance against the societal norms that seek to confine and oppress her. In a society dominated by male authority, where women are typically confined to subordinate positions, Chandara distinguishes herself by rejecting these oppressive norms. Her bravery shows how women are often restricted by traditional roles, emphasizing how determined she is to be independent and make her own decisions.

In gaol, just before the hanging, a kindly Civil Surgeon asked Chandara, 'Do you want to see anyone?'

'I'd like to see my mother,' she replied.

'Shall I call your husband?' asked the doctor. 'He wants to see you.'

'To hell with him,' said Chandara. (Tagore, "Punishment" 151)

Chandara's strong unconventionality stands out because she does not agree to change her statement despite knowing its consequences. This shows how strong she is and that she will not let others, especially her husband, control her. Moreover, Chandara's courageous decision to embrace death over a life of oppression serves as

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a poignant testament to her resilience and determination. Chandara does not want to stay in a marriage where she has been betrayed and lied to.

Thus, Tagore's portrayal of Chandara in "Punishment" exemplifies the resilience and defiance of women against patriarchal norms. Her refusal to conform to societal expectations, determination to assert her independence, and unwavering resistance to her husband's attempts at control make her a compelling symbol of women's agency in the face of oppression.

Mrinal of *A Wife's Letter*

In "*A Wife's Letter* (*Streer Patra*)", Mrinal stands out as a clever woman muted by society after marrying into a wealthy household. Despite her intelligence, society only sees her beauty, pushing aside her other qualities. The letter reveals a woman grappling with life in a society dominated by men. Tagore exposes the unfairness faced by women in a world where they are expected to be perfect housewives.

It is remarkable to note that Tagore penned this short story as early as 1914, a time when women challenging male authority was often unthinkable. Tagore demonstrated progressive views on feminism and undeniably advocated for women's rights and questioned traditional gender norms through his writing.

The story revolves around Mrinal, who, in a letter to her husband, describes the plight of women of the time she lived where they had to marry at a very young age. 'When your uncle--a distant relative--came with your friend Nirod to view your prospective bride, I was twelve.' She also recounts how young girls endure humiliation and scrutiny from not just the prospective groom, but also from various relatives, before they are deemed suitable for marriage.

It was as if the day's sky, its suffusing light, all the powers of the universe were bailiffs to those two examiners, seizing a twelve-year-old village girl and holding her up to the stern scrutiny of those two pairs of eyes. I had no place to hide. (Tagore, "A Wife's Letter," trans. Gupta, part 1)

She is chosen mainly for her looks, which are lacking in her husband's first wife. Mrinal cleverly criticizes the degrading way women are picked for marriage, where their value is only judged by the groom's family.

Father's heart began to pound. Mother started repeating Durga's name. With what offering could a country priest satisfy a city god? All they could rely upon was their girl's appearance. But the girl herself had no vanity; whoever came to see her, whatever price they offered for her, that would be her price. So even with the greatest beauty, the most perfect virtues, a woman's self-doubt can never be dispelled. (Tagore, "A Wife's Letter," trans. Gupta, part 1)

Mrinal's marriage puts her in a strange world where she is called 'Mejo-bou' (second daughter-in-law or the second wife of her husband) in a big Bengali family. Tagore shows how women like her lack freedom, unable to choose their husbands or

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live their own lives, and how their intelligence is ignored. Even though Mrinal is praised for her beauty when she arrives at her husband's home, she questions why her intelligence is not valued in a place where it should be.

After fifteen years of marriage, Mrinal still feels held back, causing problems in her family. Mrinal, in the letter, shares her journey from her childhood illness, her arranged marriage, the birth and death of her daughter, her relationship with her sister-in-law's sister, Bindu. Women in Indian society are expected to be quiet, patient, and selfless, but Mrinal finds relief in secretly writing poetry, her only way to express herself in a world that tries to keep her silent. She talks about how she is neglected in the house but she is not ready to get succumbed by being neglected.

> Just the opposite: neglect is like ashes, ashes that keep the fire hidden within but do not let the warmth die out. When self-respect ebbs, a lack of attention does not seem unjust. So, it causes no pain. (Tagore, "A Wife's Letter," trans. Gupta, part 1)

Mrinal's compassion for Bindu, a young widow who sought refuge in their home, highlights the contrast between societal norms and genuine human connection. Despite resistance from her family, Mrinal offers Bindu support and comfort, even during Bindu's illness, which was misdiagnosed as smallpox. As Mrinal's bond with Bindu grows, she realizes the beauty and depth of their relationship, akin to the blossoming of a mangosteen tree in the confined space of their courtyard.

Bindu faces constant scrutiny and mistreatment from Mrinal's family, who eventually arrange her marriage to a man who turns out to be mentally unstable. Bindu's own sister is ready to get her sister married to an insane man, saying, 'He may be crazy, may be a fool, but he's her husband, after all!' Bindu suffers greatly in her marriage, ultimately taking her own life. Mrinal is deeply affected by Bindu's death, realizing the oppressive nature of societal norms, and finding solace in the belief that true salvation comes from perseverance and staying true to oneself. Mrinal decides to break free from the constraints of societal expectations and find her own path to salvation.

> You think I'm going to kill myself—don't be afraid, I wouldn't play such an old joke on you all. Meera-Bai, too, was a woman, like me; her chains, too, were no less heavy; and she didn't have to die to be saved. Meera-Bai said, in her song, "No matter if my father leaves, my mother too, let them all go; but Meera will persevere, Lord, whatever may come to pass."
>
> And to persevere, after all, is to be saved.
>
> I too will be saved. I am saved.
>
> Removed from the Shelter of Your Feet,
>
> <div align="center">Mrinal</div>
>
> <div align="center">(Tagore, "A Wife's Letter," trans. Gupta, part 2)</div>

Mrinal's decision to leave her husband shows her longing for freedom and dignity beyond marriage, symbolizing her desire for independence and self-

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determination. Through Mrinal's story, Tagore shows the struggle of women against societal norms and their pursuit of freedom in a patriarchal world.

Charulata of *The Broken Home*

In " The Broken Home (Nastanirh)," Charulata stands out as a woman who bravely goes against the rules of society, following her passions despite the limits put on her by the time she lives in. The story is set in India during the late 1800s when women had few chances to express themselves and were expected to stay in the background.

Charulata loves poetry, music, and books, which is unusual for women in her society who were usually only expected to focus on home and family. But Charulata wants more. She wants to explore her talents and learn more about the world. Tagore, the author, shows Charulata as a woman who was ahead of her time, believing in equality and freedom for everyone.

Central to Charulata's narrative is her bond with Amal, her husband's cousin, whose shared interests, and artistic sensibilities provide her with a source of intellectual stimulation and emotional fulfilment. Their relationship transcends conventional boundaries, blurring the lines between familial duty and romantic inclination. Through her connection with Amal, Charulata finds the courage to challenge societal expectations and assert her autonomy in pursuit of personal fulfilment.

Kalyani of *Aparichita*

In *Aparichita (The Unknown Woman)*, Kalyani emerges as a resilient protagonist navigating a journey of self-discovery and empowerment. Initially poised to marry Anupam, her dreams are shattered when her father cancels the match due to exorbitant dowry demands. Years later, Anupam returns, proposing marriage again, but Kalyani, now independent, rejects him. Undeterred, she seeks purpose beyond societal expectations.

Kalyani's journey unfolds as she devotes herself to empowering underprivileged women, advocating for their dignity and autonomy. Tagore skilfully portrays her defiance against patriarchal norms, emphasizing her determination to define her worth beyond marriage. Her rejection of Anupam symbolizes her refusal to conform to societal pressures, instead choosing a path of self-determination.

Conclusion:

Through characters like Binodini, Giribala, Chandara, Charulata, Kalyani, and Mrinal, Tagore navigates the complexities of womanhood within the socio-cultural landscape of late 19th and early 20th century India. These women, bound by societal constraints and marginalized by oppressive norms, emerge as symbols of strength and agency, challenging traditional gender roles and societal expectations. Binodini's rebellion against the fate imposed upon her as a widow, Giribala's transformation from a neglected housewife to a charismatic actor, Chandara's defiance against false accusations exemplifying her resilience and fortitude,

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Charulata's pursuit of intellectual fulfilment despite societal restrictions, Kalyani's advocacy for underprivileged women, and Mrinal's rebelliousness against patriarchal norms further underscore the themes of empowerment, autonomy, and the pursuit of individual freedom prevalent throughout Tagore's works.

Thus, Tagore's portrayal of unconventional women not only defies stereotypes but also serves as a timeless expression of feminism and social justice. Their pursuit of personal fulfilment, whether through creative expression, intellectual pursuits, or advocacy for social change, serves as a testament to the enduring strength of female characters in Indian literature.

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An Exploration of Subaltern Voices: A critical study of Selected Dalit Autobiographies

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Abstract

The incorporation of subaltern voices in Indian literature holds immense significance. These voices, representing diverse perspectives, defy dominant narratives and illuminate the lived experiences of marginalized communities. Among them are narratives from lower castes, indigenous individuals, women, and others who belong to marginalized groups. These literary expressions manifest in a myriad of formats, constituting a treasure trove of masterpieces. Indian literature serves as a powerful platform for authors from marginalized backgrounds to articulate their personal experiences, obstacles, and aspirations. Through fiction, poetry, and essays, these writers delve into subjects such as bias, societal inequity, and individuality. Their literary contributions enrich the overall literary landscape, acting as catalysts for social transformation and consciousness. Readers are encouraged to question existing hierarchies, as these works span a broad spectrum of topics—from politics to religion to sexuality. By embracing the viewpoints of subaltern communities, Indian literature has evolved into a dynamic and reflective space, weaving together a diverse tapestry of life experiences that enriches the nation's narrative. The paper delves into particular Dalit autobiographies, including Laxman Mane's *Upara,* Narendra Jadhav's *Outcaste,* Vasant Moon's *Growing up Untouchable in India*, and Bama's *Karukku*, to analyze how these stories reflect the trauma and chaos of the Dalit population.

Keywords: Subalterns, Dalits, marginalized voices, lower castes, indigenous people.

Introduction:

The term 'Subaltern', coined by Antonio Gramsci, refers to societal groups that exist under the dominance of the ruling elite class. These subaltern classes encompass peasants, tribes, women, and other marginalized communities who are systematically excluded from ascending to positions of authority. Subaltern studies, from a historical perspective, aims to amplify the voices of these individuals. Within this field, a distinct form of literature has emerged—one that provides a platform for expressing and disseminating their anguish, frustrations, hardships, and lived experiences. This privilege was previously denied by elite historians and academics.

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Beyond women, the term subaltern encompasses those who have endured the denial of equal rights, brotherhood, and justice. In India, the collective of individuals who have faced such deprivation is often referred to as Dalits, and they actively contribute to the creation of Dalit literature. These writings are viewed as a form of rebellion against the existing social order and as efforts to forge social justice, considering their fundamental rights to life have been denied.

Subaltern researchers strive to construct an alternative historical narrative that adopts a bottom-up approach, contrasting with the top-down perspective. The origins of subalternity can be traced within the realm of literature. However, the emergence of subaltern studies as an independent field of study in history and culture was a response to the exclusive historiography of the Western world. In post-colonial India, subaltern studies are evident across various historical and literary works. The dominant framework in literature is subalternity, which arises when the underprivileged segments of society lack a distinct voice.

The emergence of subaltern studies may be attributed to the influence of Marxism and Post structuralism, which have since developed into a domain of postcolonial criticism. Subaltern theory is a nascent subfield within the broader framework of postcolonial theory. Various academic fields such as literature, history, philosophy, sociology, anthropology, politics, and cultural studies explore a wide range of perspectives across different periods and contexts within the realm of subaltern studies. The doctrine of the subaltern is a well-recognized concept in postcolonial literature that emphasizes the use of merciless tactics by colonial authority and imperialism to marginalize and suppress indigenous populations. The subaltern theory has shown itself to be the most effective means of articulation for those who have experienced various forms of prejudice. Novels, plays, poetry, short stories, and memoirs authored by individuals from many geographical locations have effectively conveyed the subaltern viewpoint, hence attributing the worldwide significance and attractiveness of subaltern philosophy.

The prominent Dalit writer Arjun Dangle astutely highlights "Dalit literature is characterized by a sense of rebellion and pessimism, since it is intricately linked to the aspirations for liberation held by a marginalized community who, as disadvantaged individuals, endure the consequences of societal, economic, and cultural disparities". Dalit literature stands out for its unique attributes of distinctiveness and resistance. Unlike mainstream literature, which often serves as mere entertainment, Dalit literature delves into the poignant narratives of Dalit existence. The Dalit hero, amidst significant hardships, vociferously champions their inherent right to life and equality. Notably, Sharankumar Limbale rejects the superficial ideologies prevalent in literature from the higher castes.

The legacy of Babasaheb Ambedkar has had the most profound impact on Dalit Literature. His philosophical ideology and social activities significantly influenced the Dalits. His belief that writing should serve as a means to eliminate the

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apathy faced by Dalits and marginalized groups is evident in Dalit writing. Ambedkar's advocacy of egalitarianism, his embrace of the teachings of Buddhism, and his aim of 'Educate, Agitate, and Organize' resonates in Dalit writings. His campaign was to restore respect for human dignity to the underprivileged. He urged his large number of believers to abandon the norms and conventions that assign them lower social standing. Dalit literature articulated all of these principles. Ambedkar's prominent presence has had a substantial impact on Dalit literature.

Dalit Autobiographies:

Autobiographies are a potent tool for Dalit writers to accurately depict their ethnic background. They explore the difficulties, pain, and strength that are fundamental to Dalit life by using their accounts. These memoirs aim to unmask caste-based oppression, prejudice, and inequality prevalent in society. By offering an alternative viewpoint and questioning established norms, these stories become both individual testimonies and collective expressions of the entire Dalit community. Moreover, these autobiographies chronicle the ongoing struggle for equality and dignity. Dalit personal narratives transmit authentic perspectives into the lives of persons from the oppressed class. The narratives refuse fancy literary frills in favor of emphasizing authentic events. Autobiographies' straightforwardness and sincerity make them a suitable medium for conveying the Dalit viewpoint.

Sharankumar Limbale, an eminent Dalit writer, acknowledges the profound influence of Dr. B.R. Ambedkar on Dalit literature. Ambedkar's legacy reverberates through the pages of Dalit narratives, shaping their themes, perspectives, and unwavering commitment to social justice. Considering Ambedkar influence on Dalit Literature, Sharankumar Limbale states:

> "Dalit Literature is disruptive and transformational not just due to the presence of revolutionary ideas such as socialist or Marxist thought among all Dalit writers. It is believed that literature that focuses exclusively on altering the plight of the Dalit and fighting caste discrimination is inherently radical due to its rebellious nature. It is believed that the ideas and deeds of Babasaheb Ambedkar were the origin of this radicalism." (Limbale)

In the world of Dalit writing, Ambedkar is a never-ending source of a source of motivation. Dr. Ambedkar, who was a Western-educated advocate for civil rights with a specialization in underprivileged communities in India, worked to free Dalits from the influence of caste-based beliefs. Literature enables individuals to convey their previously unheard agony to others, while education ultimately compels them to articulate their suffering via writing.

Nimbalker states that a modern Dalit writer believes that "The enormous capacity of Ambedkar and his ideology was not limited to himself or any other person. He gave them the essential principles of his philosophy to aid in their progress. His views depicted a graph illustrating the development of individuals at the grassroots level of society."

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In the 1970s, Maharashtra spread protests across India. The well-educated and engaged members of the Dalit Panthers campaign used literature as a powerful tool. Dalit authors from various states like as Karnataka, Tamil Nadu, Andhra Pradesh, Mumbai, Uttar Pradesh, Madhya Pradesh, and Gujarat, etc. arose to reveal the atrocities committed against them. Dalit authors were influenced by the words and battles of Dalit icon Dr. B. R. Ambedkar. The demonstration was violent and targeted the mainstream literary work of India for its failure to address the issues faced by the Dalits. Ambedkar was well respected by Dalit populations for his notable achievements in academics, which constitute a model of hope, reverence, and enthusiasm for Dalit writers. Ambedkar was shown as a dynamic figure and a champion in several Dalit Autobiographies.

Vasant Moon's: *Growing Up Untouchable in India***:**

The memoir follows the life story of Moon, who was raised as a Mahar. The life-affirming narrative sets itself apart from previous Dalit works by not depicting Moon as a sorrowful subject or a disadvantaged person devoid of aspiration and goals. His childhood ideals remained resilient and did not yield to the feeling of being untouchable. The Vasti was a supportive group with deep bonds. Therefore, Moon lacked a fundamental comprehension of caste prejudice and exclusion throughout his time at school. Despite higher-status individuals' severe mistreatment, the Dalit society's culture was so robust that everybody took great pleasure in being a member of this social stratum.

Vasant Moon's autobiographical narrative recounts the journey of a marginalized youngster who rises from adversity in an impoverished neighborhood to grow into a self-made individual and eventually an admired figure among the Dalit people in Maharashtra. He became a foster child at a young age, making it difficult for him to pursue a higher education. After graduating, he pursued a career as a public official in Maharashtra. Securing a government post enabled him to fulfill his dream of working for disadvantaged people, particularly the Dalits. The book underscores the importance of B.R. Ambedkar in the author's life.

Ambedkar's extensive research habits sparked a profound curiosity about his philosophical thought. Ambedkar promoted a society that was characterized by diverse and unrestricted interactions through various forms of organization. He thought that marriages between distinct castes may promote societal integration by enabling different groups to connect and exchange knowledge. Ambedkar advocated for marriage between different castes to break down caste barriers and promote inclusivity in civilization. This influence led Moon to defy traditional caste hierarchies and marry a woman from an entirely different sub-caste, all in the pursuit of education.

This autobiography also chronicles the structured social as well as political associations established by the Mahar people to advocate for equal treatment and respect for everyone. The The primary objective of Samta Sainik Dal was to combat

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injustices against Dalits and mobilize them into a unified force capable of seizing sovereignty from the ruling class and redistributing it to the oppressed. Ambedkar teachings left an indelible mark on the Mahar community, profoundly shaping their intellectual and emotional landscape. His insights ignited a heightened sense of self-awareness and individuality among the community members. As a result, Moon and his fellow students chose to resist and embrace a new identity; they proudly referred to themselves as 'Harijans'. This transformation was not merely linguistic; it represented a powerful assertion of dignity and defiance against the oppressive caste system. Through Ambedkar's influence, Moon and others found strength in reclaiming their humanity and challenging the status quo.

Ambedkar's teachings profoundly influenced Moon's philosophy, leading him to acknowledge the fundamental rights of Dalit individuals. Ambedkar fervently advocated for the transformative potential of education in reshaping social status and dismantling the rigid class hierarchy that oppressed Dalits. He firmly believed that education was essential for Dalit emancipation and their journey toward prosperity. Through education, Ambedkar envisioned a path to empowerment and liberation for the marginalized communities he championed. In his narrative, Moon consistently underscores the transformative impact of education on individual cognitive processes. Beyond schooling, he delves into Ambedkar's profound influence on the social and cultural fabric of the Dalit community. Moon's exploration extends beyond the classroom, revealing how Ambedkar's ideas permeated institutions and reshaped the very essence of Dalit life.

Based on the aforementioned discussions, it can be concluded that Vasant Moon's autobiographical narrative embodies Ambedkar's worldview. He always emphasized the significance of unity, organizing, and resistance as the primary means to achieve Dalit emancipation and development. He not only talked about Ambedkar's principles but also applied them in every aspect of his life.

Laxman Mane's _Upara_:

Laxman Mane's Upara was initially released in 1984, in Marathi and provides a detailed portrayal of the author's life struggles as a result of the oppressive caste system. He is deeply motivated by Ambedkar's concept of providing education for downtrodden individuals. Through his autobiography, the central character successfully obtained a higher education. This further distinguishes the plot. Mane was the first individual from the Kaikadi community to get an undergraduate degree. His community saw literacy as an evil. Mane faced societal abandonment from the neighborhood as he was striving to pursue education. However, finally, he pursued higher education through the inspiration of Ambedkar.

Despite encountering significant adversity, suffering, and mistreatment throughout his life, Laxman remains resilient and does not experience depression. At every turn, those of high social status subject him to obstacles, disrespect him, and lower his status. Despite facing adversity, he remains resilient and uses instances of

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prejudice as motivation to advocate for his rights. His education illuminates his intellectual capacity and spirit. He has learned that a human being should not be evaluated based on their ethnic background and social class, but rather on their values of ethics and faith. He also motivates other marginalized individuals. He advocates for others and encourages others to speak up against oppression.

Narendra Jadhav's _Outcaste_:

Outcaste is an autobiography published in a narrative style that recounts the achievements of the Jadhav descendants. The narrative starts in the village of Ozar in Maharashtra. Damu, an enthusiastic guy in his early twenties, was doing his Yeskar duty, running without footwear and panting. Damu has been tasked with the responsibility of keeping watch over a deceased lady's corpse found drifting in a damaged ditch. Damu is starving since he does not have the opportunity to head home. When he sees people eating, he wants to eat. Namya, his friend, requests that he eat Bhakri while staying behind him. Damu declines to eat while concealing himself behind Namya. He responds to Namya, "For what reason should I conceal?" Am I any less human being than them?

Considering Damu's impervious social position, the notion of recognizing him as a respected individual seems quite improbable. Behind such insight is a guy who sparked a light of knowledge among his impervious believers. The individual is none but the legendary Dr. B.R. Ambedkar. Damu became conscious of his dignity with his involvement in the activities led by Ambedkar. After his father passed away tragically, Damu, then 12 years old, moved to Bombay with his mother and younger sister in quest of work. He has been working in Bombay for many years, where the urban lifestyle has made him more accessible and conscious of his constitutional rights. As an activist in Ambedkar's social uprising, he is unwilling to do Yeskar obligations. When Fauzdar instructs Damu to remove his dead body from the well, he declines. He refuses to fulfill Yeskar obligations when his elder brother chides him for going against convention. He says:

> I will die but I will not bow down before you. Come on, beat me all you can and kill me." What kind of a tradition is this that treats Mahars worse than cats and dogs? I spit on these inhuman tradition .I am not going to abide by such traditions. I am a man of dignity and I will not go from house to house begging. (Jadhav, Outcaste)

Damu develops the confidence to fight the tyrants of society by participating in Ambedkar's civil rights movement. Further, Damu joins the Chowdar Lake Satyagraha for Water in Mahad led by Babasaheb Ambedkar. At that moment, he instructs his Mahar adherents to reject all degrading and oppressive customs related to community responsibilities such as disposing of animals that have died. He also instructs people to acquire skills for self-help, restore their self-esteem, and attain self-awareness. Babasaheb's most poignant reflections on Damu are around the concept of forming a clan.

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Damu aspires to educate his kids to achieve a prestigious status in society, following the guidance of Ambedkar. The Ambedkarite Philosophy imparts profound knowledge to help individuals become conscious of their Dalit identity. He desires to escape the constraints of enslavement and lead a life of dignity as an individual, instilling similar beliefs in all of his household mates. He manages his kid's schooling while also working.

This autobiographical work is replete with allusions and episodes from the Ambedkarite Campaign. Damu's anecdotal narration is a historical account of the Ambedkarite Movement, including several episodes and allusions to the campaign. It is an effective narrative text of the Jadhav family and a significant text of the Ambedkarite Movement.

Bama's *Karukku:*

Bama's autobiographical narrative challenges the caste structure by posing several issues. Bama, being a Dalit woman has several hurdles and has consistently faced a life filled with struggle. This memoir commences with her early narrative, detailing her involvement in family-related events from a young age. After overcoming challenges, she successfully graduated and became an educator in a monastery. She became a nun after receiving guidance from the Lord's teachings and dedicated herself to serving those who were impoverished and needy. She eventually comes to see that prejudice exists even inside the Christian monastery against socially disadvantaged individuals. She acknowledges that the majority of church leadership belongs to the higher caste and intentionally shows prejudice toward those from the lower caste. Bama was ridiculed at the monastery due to her Dalit background.

After reading Ambedkar's teachings, she freed herself from the confines of religion. Dr. Ambedkar expressed a preference for a religion that promotes equality, fairness, and brotherhood, which influenced other authors and led to humanity being embraced as a form of Dalit writings. Bama, another Dalit female author, states that being a Dalit has challenges. Additionally, being a member of the Dalit community lady has challenges. Ambedkar's advocacy for equal opportunities for women at the same level as men inspired her. Moreover, Ambedkar stressed that the progress of an entire community could be gauged by the extent of development achieved by women. He underscored the significance of educating women. Bama, on the other hand, held the belief that education had the power to transform women's lives within their community. Bama proposes an approach influenced by Ambedkar, who was advocating for equal educational and medical treatment of boys and girls, together with granting females sufficient independence, to eliminate discrimination, assault, and inequality.

Conclusion:

Thus it can be concluded that, the subaltern narratives not only depict the struggles, resilience, and aspirations of Dalit communities but also serve as a means

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of challenging caste-based oppression, prejudice, and inequality prevalent in society. Moreover, the document underscores the significance of education in the empowerment and liberation of marginalized communities. It also highlights how Ambedkar's teachings influenced the social and cultural fabric of the Dalit community, leading to a heightened sense of self-awareness and individuality among its members. The document further emphasizes Ambedkar's emphasis on humanism ideals and his focus on egalitarianism and human liberty, which are central themes in Dalit literature.

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The Digital Dialect: Language's Role in the Age of Technology

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Abstract

"The Role of Language in the Era of Technology" examines the interdependent relationship between language and technology in the interconnected world of today. By delving into the multifaceted aspects of the digital language, the article investigates how language both shapes and is shaped by technological advancements. It explores the development of language in the digital era, highlighting the emergence of novel forms of communication such as acronyms, emojis, and hashtags, as well as the democratization of language facilitated by digital platforms. Additionally, the article investigates the influence of technology on the structure and function of language, including the impact of machine translation algorithms and digital slang. Moreover, it addresses the obstacles and opportunities presented by technology-driven linguistic innovations, such as the widespread dissemination of false information and the digital divide, while emphasizing the potential for language technologies to promote inclusivity and fairness. Ultimately, the article advocates for interdisciplinary collaborations and the promotion of digital literacy and linguistic diversity to harness the transformative power of the digital language for a more inclusive and equitable global society.

The process of teaching and learning gets stronger as technology develops. The roles that academics assign to technology affect not just its potential and opportunities but also how well it works in the field of education. The purpose of this project is to look into technology-based research in the area of English language teaching. The study assessed research publications that were indexed by the Web of Social Science and published in the 2020 and 2021 journals Language Learning & Technology, The Journal of the European Association for Computer Assisted Language Learning, and Computer Assisted Language Learning. The articles underwent a thematic analysis. The goal of the study, its techniques, its means for gathering data, and its technological apparatus were all examined. The use of technology in the study is the main contributing component. The use of technology, specifically in language education, in the instruction of English as a second language has been studied. Through technology, EFL students can learn. This research aims to conceptualize the function of technology. Writing and linguistic skills should be developed through technology initially. Mixed methods research came in second. Quantitative research prevailed. Most studies used college students as a sample. Learner-centered and task-based education were mostly used in the study. Websites that teach languages are selected. secondary mobile applications. Technology is used directly as a teaching

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tool, either individually or in groups, but it's important to emphasize how it may also be used to facilitate student cooperation and teacher-student connection.

Keywords: Call, Technology, Elt, Digital Era, Digital Language

Introduction

In the present-day interconnected global society, the mutually beneficial association between language and technology is particularly evident. The manner in which we communicate and the instruments we employ to traverse the digital realm are heavily influenced by language, thereby molding our interactions with technology. Within this article, we delve into the intricate facets of the digital language and examine the ways in which language impacts and is impacted by technological progress.

The Evolution of Language in the Digital Age

Language, being an ever-changing and dynamic means of communication, has adjusted and evolved in tandem with technological advancements. The advent of the internet and social media platforms has given rise to novel modes of communication, characterized by conciseness, informality, and the incorporation of multimedia elements. Acronyms, emojis, and hashtags have become integral constituents of digital communication, shaping both our online and offline self-expression.

Furthermore, the digital era has made language accessible to all, bridging linguistic gaps and enabling effortless connectivity and communication between individuals from diverse backgrounds, irrespective of geographical boundaries. Translation tools, real-time language processing, and platforms that support multiple languages have greatly facilitated cross-cultural communication, thereby fostering global understanding and collaboration.

The Influence of Technology on Language

On the contrary, technology has significantly influenced the structure and function of language. Machine translation algorithms, natural language processing systems, and voice recognition software have revolutionized the way we interact with digital devices and services. These advancements have not only made communication more efficient but have also raised questions about the preservation of linguistic diversity and the authenticity of human expression in the digital realm. Furthermore, the ubiquity of digital platforms has led to the emergence of new linguistic phenomena, such as internet memes, viral trends, and digital slang. These cultural artifacts reflect the rapid pace of technological change and serve as markers of collective identity and belonging in online communities. The rapid advancement of information technology and the global economy has had a significant impact on

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English language education. Assuring that students are proficient in the language enough to do well on standardized tests has always been the aim of "traditional" English as a Foreign Language (EFL) training. Nonetheless, in order to ask questions, communicate, create, or manage academic writing assignments on campus and in the ever-evolving outside world, graduates of today's colleges must learn new methods to use the language and technology. To ask questions, communicate, produce, or complete academic writing assignments, you need these abilities. The advancement and development of mobile technology has created new opportunities for language learning that can now be utilized both inside and outside of the classroom.

The role of computers in EFL classrooms for instruction, learning, practice, and assessment has long been a topic of discussion among ELT scholars and educators. Nowadays, teaching and studying second and foreign languages heavily relies on computer technology. This is because teaching, learning, and evaluating second and foreign languages like English can benefit greatly from this approach. When computers are used in EFL lessons, a wide variety of audio visual content with accurate and rigorous language models can be accessible at the student's discretion. Even though the phrase "technology in education" is now more widely used, for a long time it was primarily used to refer to the use of computer technologies in the classroom. Consequently, there are a sizable number of computer-aided researches in the literature. In the area of teaching languages, it is the same. An increasing number of studies on computer assisted language learning (CALL) are demanding a review of the area. Certain reviews fit into broad categories, such as summaries of CALL development and the technologies employed in CALL overall, or reviews that concentrate on particular tech areas, such as computer-mediated communication, multimedia, digital game-based language learning, mobile-assisted language learning, and multimedia.

Mobile technology has evolved into something much more beneficial because of its improved mobility and portability, which makes it simpler to develop new learning strategies. Initially, mobile technology seemed to be similar to computers in terms of delivering learning content and putting up virtual learning platforms. Since smartphones and other mobile technologies have become so widely used in the past ten years, there have been more and more chances for language instruction. According to Wriggles worth and Harvor, the main language learning activities that university-level language learners do with their smartphones are using them to access online dictionaries and to chat or text in the target language. University-level language learners consider smartphones to be "part of the landscape of their lives," as reported by Wriggles worth and Harvor. The research clearly shows that language learners regularly incorporate cell phones into their activities; nevertheless, no specific applications are mentioned. In their research, few scholars have examined language acquisition from eight different angles. Vocabulary, reading, writing, speaking, listening, grammar, pronunciation, and integrated/whole

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language are these dimensions. One's vocabulary has a major role in their capacity to communicate successfully in a given language. Nation contends that vocabulary is what conveys the essential knowledge required for children to comprehend and communicate. Consequently, expanding a student's vocabulary should be one of the main objectives of any language learning program. Pardede says there are various reasons why EFL students need to become proficient readers. A few of the language-related ones can be summed up as follows. In a neighbourhood where English is not spoken, EFL students acquire English. Reading might make up for their lack of social interaction in daily life. Reading enhances other language abilities. Students are frequently exposed to appropriate sentence structures. Additionally, it aids pupils with contextually learning the most important and prevalent phrases.

Students can improve their ability to express ideas, use punctuation, and more by reading. Our reading habits have started to shift as a result of the expansion and increased accessibility of technological instruments. Online reading opportunities are preferred by young people in particular, who are regarded as digital natives. Numerous research have been conducted with the goal of using technological tools and applications to help EFL learners improve their reading skills. When we discuss listening comprehension, we mean the capacity to comprehend the messages conveyed by other speakers and to react correctly. Although listening is seen to be the most important skill for language development, it is also the hardest to acquire and teach, and it hasn't gotten as much attention as the other three language skills—speaking, writing, and reading. It was beneficial to use technology-based resources to enhance one's listening skills. Utilizing a wide range of technological tools can aid in the development of listening skills. Video, for example, provides students with the means to employ visual aids to enhance their listening comprehension skills. Movies are a great way for language learners to acquire a language since they provide authenticity to hearing in real life, something that texts that rely solely on listening lack. Listening to podcasts directly enhances students' listening comprehension skills. Pronunciation should be clear for effective communication. Thus, for those learning English as a second or foreign language, pronunciation is essential, especially understanding the phonological system.

Over many years, education in English as a foreign language (EFL) or as a second language (ESL) has evolved. Students are taught the English language using a variety of approaches, such as the communicative language education approach, the audio lingual approach, and the grammar-translation method. Teaching second languages involves a variety of strategies and techniques. Content-based instruction, task-based language training, competency-based instruction, oral approaches, audio-lingual approach, situational approach, communicative approach, ESP approach, humanistic approaches, and grammar translation are the most common ones. How technology is incorporated into EFL training depends on a number of factors, including the objectives of the instruction, the method of instruction selected, and the

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capabilities of the available technology. For example, WhatsApp was preferred in Content-Based Instruction to improve students' writing skills in one of the studies. WhatsApp conversation was used in the study to facilitate quick and efficient communication between participants and researchers.

Role of Technology

Based on their intended functions, the technologies used to teach English as a second language were categorized. One of the study's questions is the direct teaching potential of technology. It is anticipated that the students in these studies will utilize the tool directly to aid in their acquisition of the language competence under study. There are studies where students are expected to use technology independently. Technology is used to facilitate student collaboration as well as direct instruction. Additional research demonstrates how adding different tech tools to the classroom can increase the function of feedback. For example, the "Criterion" platform, which is used in the research, is suitable for this purpose. The user receives instant feedback on the calibre of their writing when they upload a completed piece of writing to the Criterion system. Certain technologies that were used to help with communication were used. Throughout this time, the group's primary communication channel was a Google+ community where learners engaged in discussions. Additionally, they convened three times virtually in pairs to engage in videotaped oral interaction activities. This study demonstrates that technology just facilitates student communication between them, not that it has any bearing on how pupils are taught. Facilitating student collaboration in learning is one of the major accomplishments that technology is recognized for providing. The ability to edit papers online with Quip, a tool, helped lay the groundwork for web-based projects. The chatroom and document sections make up the two main areas. It is possible to share and discuss thoughts and opinions in the chatroom. Messages can be exchanged asynchronously or synchronously amongst participants. There is a chat feature in addition to the fact that every time a group member makes a change to the document being edited, the change is automatically saved and a history of the edits is displayed in the chatroom section. The functions that technology offers for cooperation and communication were both well utilized in this particular inquiry. Furthermore, Yamashita's research employed the statement "Learners worked on the treatment tasks in pairs in Google Docs TM" to support a technologically enabled inter-participant teamwork. It is evident that students in the field of EFL benefit from using technological tools to acquire the necessary abilities. This study will aim to create a conceptual structure by looking at the function that technology is given. In conclusion, among the talents that are believed to be developed by the use of technology, writing abilities and vocabulary rank highest. Most studies used quantitative techniques, followed by a mixed-methods strategy. College students were used as the sample group in most research. In the study, task-based learning and a learner-centered approach were the most widely utilized methods. The majority of

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websites or platforms are chosen to advance language proficiency. Applications for mobile devices are second-order. Even though technology is directly employed in classrooms, both individually and in groups, it is more often used as a communication tool for students and teachers, as well as to foster student cooperation.

Challenges and Opportunities

Technology-driven language changes have many positive effects, but there are drawbacks as well that must be taken into consideration. The spread of false information, hate speech on the internet, and algorithmic biases highlight the necessity of using language in digital environments in an ethical and responsible manner. Furthermore, questions regarding fair access to technology and language resources are raised by the digital divide, which disproportionately impacts marginalised people. Nevertheless, these difficulties also present chances for creativity and constructive transformation. Linguistic technologies hold promise for empowering marginalised voices, bridging language obstacles, and promoting inclusive communication practices. We can build a digital future that is more inclusive, equitable, and connected by utilising language and technology.

Conclusion

To sum up, the digital dialect perfectly captures the dynamic relationship that exists between language and technology in the modern day. Understanding the significant influence that language has on technology and vice versa is crucial as we negotiate the complexity of the digital age. Through the promotion of linguistic variety, multidisciplinary cooperation, and digital literacy, we may effectively utilise the transformative power of the digital vernacular to construct a global society that is more egalitarian and inclusive. This essay examines the complex interrelationships between language and technology, emphasising the benefits and drawbacks of both in the era of digitalization.

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Exploring Ecofeminist Themes in Margaret Atwood's Debut Novel, The Edible Woman

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Abstract

Throughout history, a profound connection between women and Nature has existed, reflecting an interdependency passed down through generations.Incidentally,Nature and women are placed at one strand and the male on the other, with the major preconceptions that the former needs to be tamed and made as subordinate to them. This notion gradually paved the way of making women and nature as a vulnerable phenomenon ending up in their oppression and exploitation of both of them in the hands of male patriarchy. Literature often portrays the status of women alongside nature, juxtaposed with the exploitation and oppression imposed by males. This dynamics is frequently observed in novels, where even female protagonists face inevitable oppression at the hands of men. Despite efforts to resist such advances, often succumb or are destroyed by the dominant gender. This paper aims to analyze and elucidate these themes by examining Margaret Atwood's debut novel, "The Edible Woman," through the lens of Ecofeminism. This paper also tries to analyse, in particular, the female characters in the novel through the perspective of Ecofeminism and how they stand as evidences for the above discussed notions.

Keywords: Ecofeminism, Exploitation, Oppression, Nature, Gender, Woman

Introduction

The intimate relationship between women and Nature has persisted since time immemorial, echoing through history to contemporary generations. In literature, this bond is often explored alongside themes of gender dynamics, exploitation, and resistance against male oppression. Throughout history, a profound connection between women and Nature has existed, reflecting an interdependency passed down through generations. Incidentally, Nature and women are placed at one strand and the male are on the other, with the major preconceptions the former needs to be tamed and made as subordinate to them. This notion gradually paved the way of making women and nature as a vulnerable concept ending up in their oppression and exploitation of both of them in the hands of men. Literature often portrays the status of women alongside nature, juxtaposed with the exploitation and oppression imposed

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by males. This dynamics is frequently observed in novels, where even female protagonists face inevitable oppression at the hands of men. Despite efforts to resist such circumstances, they often succumb or are destroyed by the dominant gender. This paper aims to analyse and elucidate these themes by examining Margaret Atwood's debut novel, "The Edible Woman," through the lens of Ecofeminism. This paper also tries to analyse, in particular, the female characters in the novel through the perspective of Ecofeminism and how they stand as evidences for the above presented concepts.Margaret Atwood's debut novel, "The Edible Woman," serves as a canvas for such explorations, particularly through the perspective of Ecofeminism. Atwood, a prominent Canadian author, has delved into various themes in her extensive body of work, including gender identity, environmentalism, and power dynamics.

Margaret Atwood

Margaret Eleanor Atwood, a multifaceted Canadian writer, has made significant contributions to poetry, fiction, non-fiction, and children's literature since the 1960s. Renowned for her insightful exploration of gender, identity, and environmental issues, Atwood's works have garnered numerous accolades, including two Booker Prizes. Through her writings, she delves into the complexities of human existence, often drawing inspiration from myths, fairy tales, and socio-political landscapes. Since 1961, she has published 18 books of poetry, 18 novels, 11 books of non-fiction, nine collections of short fiction, eight children's books, two graphic novels, and a number of small press editions of both poetry and fiction. Atwood has won numerous awards and honors for her writing, including two Booker Prizes, the Arthur C. Clarke Award, the Governor General's Award, the Franz Kafka Prize, Princess of Asturias Awards, and the National Book Critics and PEN Centre USA Lifetime Achievement Awards.(web)

Ecofeminism

Ecofeminism, a branch of feminism, examines the interconnectedness between women and nature while challenging patriarchal structures and promoting environmental consciousness. It emphasizes equality between genders, respects organic processes, and highlights the detrimental effects of patriarchal norms on both women and the environment. Pioneered by Françoise d'Eaubonne in 1974, Ecofeminism advocates for a holistic worldview that values the earth's sanctity and acknowledges humanity's reliance on the natural world. Over the years, many more have explored the sentiment behind ecofeminism—and begun advocating for it. Women ecofeminists such as Vandana Shiva, founder of the Research Foundation for Science, Technology, and Ecology, and Carolyn Merchant, author of *Death of Nature: Women, Ecology, and the Scientific Revolution, a*re just two prominent names within this movement since its inception. Some other names of note include Val Plumwood, Greta Gaard, and Susan Griffin, just to name a few(web).Movements

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in history like Chipko movement ,the green belt movement ,Bishnoi movement stand as evidence for the bonding and intimate relationship between nature and women. Katharine Wilkinson, author and vice president of Project Drawdown, tells . "In a patriarchal system, women and girls—particularly women and girls who are poor, women and girls of color, indigenous women and girls—are already on uneven footing. Layer on climate change, and those existing vulnerabilities become heightened."(web)

About The Novel, *The Edible Woman*

"The Edible Woman," Atwood's debut novel, follows the journey of Marian MacAlphin, a young woman navigating societal expectations and gender roles. Marian working as an executive in Seymore Surveys and pursuing a disinterested dating with a man called Peter gradually loses her self identity and just becomes a puppet in his hands, nodding for everything. Her subordination becomes so intense that it pushes her to what is called as 'Anaroxia' or the 'eating disorder'. She shares her room with Ainsley, who comes up with a peculiar desire of becoming pregnant and getting a child without marriage and conventional settings of family, as she believes that a father shall spoil the child. Atwood portrays the Ainsley's words as, "I'm going to have a baby, 'she said quietly.(…..)'No, I'm not going to get married. That's what's wrong with most children, they have too many parents.(….)they're riddled with complexes already. And it's mostly because of the father."(41)

She achieves her mission through Marian's friend, so called 'womanizer' called Len. On the other hand, Marian's friend Clara becomes continually pregnant since her marriage with Joe and the family scenarios and environment appears for Ainsley as hellish and decides to bear a child without such irritating conventions like marriage, family etc. During one of her surveys on a new brand of beer, Marian meets a graduate called Duncan, whom she depicts as,' 'a Cadaverously thin'(53) and involuntarily develops a kind of liking towards him.Incidentally,there happens unexpected meet between the two at places like laundromat, movie theatre, sharing kisses and departure.

In a dinner party with Len, Ainsley and Peter, the tendency of 'Metaphorical Cannabalism' and inability of eating of Marian emerges with the boasting and gruesome elaboration of hunting and killing a Rabbit in an entertaining way. From there on, various instances occur where Marian exhibits awkward behaviours such as escaping from the restraurant,hiding under the bed etc….and she becomes unable to eat anything, and survives herself with vitamin pills. The notion that Peter 'assimilates' her is expressed through Marian Anorexia. Finally, on her day of her engagement with Peter, Marian, attired in weird red dress runs out for Duncan and both have an 'Unsatisfying Sex' in a hotel. In the end, in an attempt to test Peter, makes a cake in the shape of a women with a pink dress and offers it to eat. Peter refuses to eat with contempt and goes off and Marian happily feels that she has been released from the clutches of his domination and eats the cakes with utmost

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enthusiasm and ecstacy.Paradoxically,her joy even more gets intensifies when the same cake was commented as delicious, by Duncan licking his lips. Atwood describes the comments of Duncan as, He scraped the last chocolate curl up with his fork and pushed away the plate. 'Thank you, 'he said, licking his lips. 'It was delicious (354)

Ecofeminist Shades In The Novel, *The Edible Woman*

Atwood skilfully weaves Ecofeminist themes throughout, *The Edible Woman*, portraying Marian's struggle against patriarchal dominance and societal expectations. In one of her quotes she says, '

> *'We still think of a powerful man as a born leader*
> *and a powerful woman as an anomoly'.*

These quotes openly shows the world wide opinion that women are dominated and subordinated by men. There are many instances in the novel showcasing the ideas and concepts for which the literary thought of Ecofeminism is striving for.

Marian's interactions with Peter exemplify the power dynamics inherent in traditional gender roles, with Peter exerting control over her decisions and autonomy. When peter asks her to fix a date for their wedding Atwood explains through Marian's naive and passive response as," I'd rather have you decide that. I'd rather leave the big decisions up to you.' I was astonished at myself. I'd never said anything remotely like that to him before. The funny thing was that I really meant it.(107)

Her words shows that there is nothing to rest upon her decisions, as everything is grabbed of her. Peter asks opinions and decisions to her only to listen and not to put into action. Her position of becoming devoured and assimilated in the hands of Peter is clearly understood in the description of hunting and killing a rabbit to Len by Peter. He sadistically portrays as,

> "So I let her off and Wham. One shot, right through the heart. The rest of them got   away.(…..).You know them how to gut them, you just slit her sown the belly and give her a   good hard shake and all the guts'll fall out'. So I whipped out my knife, good knife, German Steel, slit the belly and took her by the hind legs and gave her one hell of a crack, like a whip you see, and the next thing you know there was blood and guts all over the place. All over me what a mess, rabbit guts dangling from the trees, god the trees were red for yards….."(Atwood79)

In the above speech, the usage of the pronoun,'She',plays a significant role in exhibiting the male patriarchical psyche and Marian imagines her in the place of rabbit and feels the pain which is exhibited in the form of tears. Atwood portrays her oppressed situation as,

> After a while I noticed with mild curiosity that a large drop of something wet had materialised on the table near my hand. I poked it with my finger and

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smudged it around a little before I realized with horror that it was a tear.I must be crying then! 80)

In her journal article, Revelling in Food, Orela Vokes says by quoting Plants lines as,The ecofeminist idea that women and animals share a subordinate status in patriarchical society (Plant 2) is illuminated by Marian's identification with animals throughout the novel, specifically prey animals.Here,women and Marian especially, can be seen as food or   food-to-be, with peter often characterised as the predator. Peter not only talks explicitly about hunting and killing a rabbit, he refers to the rabbit with a female pronoun."(10)

Similarly when she undergoes the same aching when she sees peter artiscally cutting and eating steak. Through her eyes she foresees how the cow not steak gets suffered in the hands of peter and maps her place with it .Just as Cows are reared only for the purpose of 'Consumption' by the people, she is also accompanied with 'care and love 'by Peter to subordinate and devour her, grappling off her self-esteem and equal importance. Atwood picturises her imagination and discomfort as, "She sat twisting her napkin and watched the steak disappear into his mouth"(164).

These actions of peter makes her to confine to juxtapose her position with the cow in future and in one fine day she would become null without nothing on her behalf.Vandan Shiva ,a renowned Indian Ecofeminist comments the situation of Marian to all the females of the world. In her book,'Staying Alive,women,Ecology and Development', she labels this context as 'reductionism'. She elaborates this as, Reductionism has a set of distinctive characterstics which demarcates it from all other non-reductionist knowledge systems which it has subjugated and replaced'(22)

Additionally, Atwood utilizes symbolism, such as Marian's aversion to food, to illustrate the objectification and consumption of both women and nature within patriarchal structures. When asked about the fixing a date for the wedding she answers pathetically to peter through her words. ,I'd rather have you decide that. I'd rather leave the big decisions up to you.' I was astonished at myself. I'd never said anything remotely like that to him before. The funny thing was that I really meant it(107)

There are references to nature throughout the novel. The description of Clara who is pregnant with her third child comparing to flowers and plants extols the elements of Nature. Atwood expresses through the words of Marian as," She lay back in her chair and closed her eyes, looking like a strange vegetable growth, a bulbous tuber that had sent out four thin white roots and a tiny pale-yellow flower." (31).

The narrative technology of Atwood is symbolic of Marian's situation in the novel. The first and the third part is in first person narrative and the second part is in third person narrative showing the release and caught in the clutches from Peter. She enjoys her independence by relishing the cake with the fork and smiling at herself.Atwood beautifully describes her joy as, Marian looked at the platter. The woman lay there, still smiling glassily, her legs gone.'Nonsense',she said. 'It's only

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a cake. "She plunged her fork into the carcass, neatly severing the body from the head."(345)

As Marian grapples with her identity and relationships, particularly with her fiancé Peter and a mysterious graduate student named Duncan, she confronts issues of agency, autonomy, and societal pressures. Through Marian's experiences, Atwood explores themes of consumption, gender dynamics, and the loss of self esteem and identity amidst societal expectations.

Conclusion

Thus, to conclude, "The Edible Woman" serves as a poignant exploration of Ecofeminist themes, highlighting the pervasive influence of patriarchal norms on women's lives and the environment. Through Marian's journey towards self-realization and empowerment, Atwood challenges societal expectations and advocates for gender equality and environmental consciousness. As Atwood envisions a future where all individuals are free from the constraints of gender-based oppression, "The Edible Woman" stands as a testament to the enduring resilience of the human spirit in the face of adversity. The exploration of Ecofeminist themes in the novel, The Edible Woman', thus make us to abide my the quote of Atwood as.

"The desire to be loved is the last illusion. Give it up and you will be free."

The desire to be loved is just an illusion not only for Marian, but to the entire female fraternity who always place themselves in the delusion of loved and respected ,thereby destroying their calibre and capacity and becoming submissive finally ending their fate. Only when women understands this kind of desire is a mere illusion, then only they can see a golden 'oasis' in their 'deserted' life. Then there will be no male race or female race the former displaying the hegemony over the latter in the name of taming and training but only one race namely 'human race', deliberately living under the harmony of Mother Earth….. eulogized with utmost love, care and respect as 'Terra Mater'. To summarise the above fact in Atwood's words,

"*I hope that people will finally come to realize that there is only one 'race'- the human race-and that we are all members of it."*

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English for Specific Purposes: Tailoring Language Learning For Professional Success

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Abstract

ESP also known as English for Specific Purposes, has been a prominent undertaking within the realm of English Language Teaching (ELT) since the 1960s. The period of prosperity for ESP can be attributed to various factors, including the aftermath of the second world war in 1945, the rapid expansion in scientific endeavours, the growth of science and technology, the increased utilization of English as the international language of science, technology, and business, the enhanced economic influence of certain oil-rich countries, and the rising number of international students pursuing education in English-speaking nations. The foundation of ESP lies in needs analysis, which serves as its fundamental essence. This paper offers an overview of the historical development of ESP, the concept of needs analysis in an ESP setting, as well as the essential components of ESP needs analysis. Furthermore, the paper critically evaluates the models of ESP needs analysis. TSA (Target Situation Analysis), PSA (Present Situation Analysis), LSA (Learning Situation Analysis), and Language Audit represent the significant features of needs analysis in any ESP context. Within the field of ESP, various models of needs analysis have been proposed, including those by Munby (1978), McDonough (1984), Hutchinson & Waters (1987), Robinson (1991), West (1994), Jordan (1997), and Dudley-Evans & St. John (1998). Although these theoretical models possess certain similarities, their primary objective is to identify the English language needs of learners. The paper aims to provide readers with a comprehensive review of several ESP needs assessment models.

Introduction

English for Specific Purposes (ESP) differentiates itself from more general language study by focusing on specific and a purposeful use of language, which Cummins (1982) refers to as 'context-reduced' language. This type of language is generally more abstract and less reliant on immediate context for coherence compared

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to everyday language use. The emphasis on addressing students' specific purposes for learning English has given ESP a distinct role in language instruction theory and innovative practice since its emergence in the 1960s. As more and more students and professionals worldwide are required to become fluent in the conventions of their specific communicative domain of English to enhance their learning and advance their careers, ESP has solidified and expanded its position. It is now a significant contributor to both research and pedagogy in applied linguistics, with researchers from around the world making substantial contributions. Many countries have widely adopted ESP to better meet the communicative needs of learners, as students increasingly find themselves having to read and often write academic papers in English. This presents challenges for both teachers and students. Students encounter a variety of English that is very different from what they are familiar with from school, home, or social media. Teachers recognize that they must go beyond teaching grammar to help students develop new professional or workplace literacies. ESP addresses these challenges by drawing from various foundations and a commitment to research-based language education. It incorporates the most useful, successful, and relevant ideas from other theories and practices to create a cohesive approach to language education. In doing so, it helps uncover the influence of social contexts on language use and provides learners with strategies to gain control over these contexts. The purpose of this paper is to provide an overview of ESP to enhance our understanding of it. To achieve this, I will first outline some of the influential ideas that have shaped ESP, specifically focusing on needs analysis, communicative teaching, ethnography, social constructionism, and discourse analysis. Then, I will explore the impact of ESP on classroom practices, arguing that it has prompted teachers to prioritize discourse over language, adopt a research-oriented approach to their work, employ collaborative teaching methods, and be mindful of discourse variation.

ESP emerged in the early 1960s as a response to the growing globalization of global markets and the rise of English as a commercial lingua franca to facilitate this phenomenon (e.g. Hutchinson & Waters, 1987). In its early stages, Peter Strevens (1977) differentiated ESP based on its prioritization of language purposes, the need to align curriculum with learner goals, and the utilization of appropriate teaching methods. Language instructors found themselves imparting technical English to non-native students and requiring knowledge about their discourses to effectively do so. Consequently, ESP developed from an analysis of grammar features in written technical documents to explanatory models that aimed to connect technical lexico-grammar with authors' rhetorical intentions. Various research and teaching perspectives have been highly sought after since then, and there is a pressing need to tightly integrate research and practice (Anthony, 2018; Hyland, 2006; Johns, 2013). Additionally, under the broad umbrella of ESP, there has been a growing diversification of practice and acronyms, rendering the original labels of Academic

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Purposes and Occupational Purposes inadequate in representing the field's scope. This is a natural outcome of pursuing specificity, as Belcher emphasizes: "There are, and no doubt will be, as many types of ESP as there are specific learner needs and target communities that learners wish to thrive in" (Belcher, 2009). Subcategories have proliferated, including Survival English for immigrants and English for Hotel Management as branches of ESP. There are also hybrid forms such as English for Academic Legal Purposes and a rapidly emerging subfield of English for Research and Publication Purposes. Field reviewers have attempted to identify the key areas of ESP. Furthermore, studies have been conducted on papers published in the field's flagship journals, English for Specific Purposes and Journal of English for Academic Purposes, which indicate a trend towards the analysis of written texts (Gollin-Kies, 2014; Swales & Leeder, 2012). More recently, these surveys have been supplemented by quantitative studies utilizing bibliometric techniques. Some of the findings suggest that classroom practices remain central to the discipline and that there has been a consistent interest in specialized texts, particularly written texts, as well as in higher education and business English. Additionally, there has been a significant increase in attention given to issues of identity and to academic and workplace discourses.

Defining English For Specific Purposes

ESP classes in a foreign language context can be distinguished from English for General Purposes due to their focus on immediate professional or academic demands and applicable situations. Defining this area of teaching-learning is not a simple task, as it encompasses a wide range of courses that are constantly evolving and diversifying. Additionally, there are differences between ESP in an EFL context and an ESL context, further complicating the perception of this field. Nevertheless, an attempt will be made to provide an up-to-date definition. The literature offers many descriptions that highlight the distinction between ESP and EGP. According to Richards & Schmidt (2010), Languages for Specific Purposes are used for specific and restricted types of communication, such as medical reports, scientific writing, and air-traffic control. These languages have lexical, grammatical, and other linguistic features that differ from ordinary language. The content and aims of an ESP course are determined by the specific needs of a particular group of learners. Therefore, ESP should be defined in relation to the various activities that are defined by a subject, profession, or job, which lead learners to study English in that specific context. To address this problem, specialists of ESP have created smaller sub-divisions, such as English for the Maritime, English for Aviation, and English for Business, in addition to the traditional subdivisions of English for Academic Purposes and English for Occupational Purposes. Many authors support the idea of more specific language and communication characteristics, as well as distinct groups of learners. Mohan (1986) states that the goal of ESP is to get students ready for particular communicative contexts in which they will only be able to communicate in English for a restricted set of situations. In conclusion, Richards & Schmidt (2010)

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assert that the objectives and content of ESP courses are dictated by the unique requirements of a certain set of learners.

Needs Analysis

While not exclusive to ESP, and not the sole catalyst of ESP research, needs analysis is an essential component of its methodologies. It is carried out to establish the 'what' and 'how' of a course and serves as the initial stage in ESP course development. Examining the specific sets of abilities, texts, and language that a particular group of learners must acquire is pivotal to ESP. It guides its curricula and materials and serves as a vital connection between perception and practice, enabling ESP to ground itself by mitigating any excessive reliance on theoretical constructs through practical applications.

Communicative Teaching Practices

ESP acknowledges that the linguistic demands placed on students in academic and professional settings extend beyond mere language proficiency or the correction of linguistic errors (e.g., Dudley-Evans & St John, 1998). Extensive research and practical experience now highlight the complex and diverse nature of these communicative demands (Manchón, 2011). Students often encounter the need to engage with unfamiliar genres of writing and reading, and communication practices in these contexts reflect different disciplinary or professional approaches to knowledge construction and study (Nesi & Gardner, 2012). In essence, ESP does not view writing difficulties as a deficiency in language skills that can be remedied through a few language classes, but rather as students' efforts to acquire new literacy and discourse practices. Consequently, language instruction in ESP moves away from isolated written or spoken texts and focuses on contextualized communicative genres, as well as the identification of strategies suitable for both native and non-native speakers of the target language (Anthony, 2018; Hyland, 2006). Thus, ESP shares a similar motivation with Communicative Language Teaching in the 1970s, which aims to make language learning purposeful by relating it to authentic real-world outcomes. As a result, ESP often employs communicative methods that involve tasks requiring the negotiation of meaning, the use of portfolios, consciousness-raising activities (e.g., comparison exercises), and reflection on text choices by students. Stoller (2016) classifies several prominent areas that are relevant to classroom materials and tasks in EAP classes, including the legitimacy of materials used the incorporation of motivating tasks to supplement textbooks and engage students, the alignment of materials and tasks to support students' progress towards course goals, and the inclusion of vocabulary relevant to students' specific needs and effective vocabulary-learning strategies.

The Main Impact Of Esp On Teaching

Let's now discuss the influences on ESP to provide a concise examination of how ESP itself impacts classroom practices and the direction it has taken us. Essentially, ESP revolves around the widely accepted notion that institutional

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practices and understandings greatly shape the language and communicative behaviours of individuals. Additionally, it emphasizes the importance of identifying these factors when designing teaching tasks and materials, in order to grant students access to esteemed discourses and equip them with the ability to critically analyse them. I aim to emphasize four key aspects of this characterization:

(i)   The emphasis on studying discourse rather than solely focusing on language,
(ii)   The role of the teacher as a researcher,
(iii) The significance of collaborative pedagogies, and
(iv)   The central role of language variation.

Previously, ESP materials predominantly centered around the lexical and grammatical features of scientific and business discourses in isolation from their social contexts. Nowadays, materials are more likely to acknowledge broader contexts, where language and tasks are intricately linked to the situations in which they are utilized. These contexts may encompass scenarios such as employing English to negotiate issues on an international construction site, comprehending university tutorials, or expressing opinions in academic blogs and concise presentations. As a result, ESP practitioners now tend to address a wider range of communicative skills in their teaching. Therefore, a focus on discourse rather than just language and an investigation of how communication is ingrained in disciplinary conceptual frameworks and social practices form the foundation of ESP. In order to comprehend language and the functions it serves for individuals, it is imperative to recognize how it is employed within specific circumstances. Consequently, identifying the participants involved and the purposes they have in utilizing the language becomes integral to the development of particular writing processes and written products. For example, it is crucial to understand the interpersonal conventions that a sales manager adheres to when conducting a client presentation, or the knowledge that a chemist assumes their audience possesses when composing a lab report. These factors translate into the classroom into figuring out how to get pupils ready for a range of activities and seeing ESP as a discipline that deals with communicative skills rather than narrowly focusing on specific aspects of language.

Collaborative Pedagogies

The distinct methodological approach developed by ESP as a result of its perspective on specificity has a significant impact. In order to describe, explain, and teach the fields it focuses on, ESP teachers often collaborate with specialists. English teachers possess expertise in communicative practices, which they bring to the subject skills and knowledge required in specific target areas. The concept that professional communities have their own unique discoursal practices, genres, and communicative conventions is fundamental to ESP, as discussed earlier. Learners must acquire both specific literacy competence and the knowledge and skills of their professions, with subject knowledge serving as the learning context for language acquisition. The topics, content, and practices of the profession are therefore used as vehicles to teach

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specific discourses and communicative skills. Considering that the ESP practitioner is typically inexperienced in these areas, collaboration with students and subject specialists is desirable, if not essential. When it comes to ESP classes, students possess some knowledge of their specialist fields and the types of communication that occur within them, and this implicit communication knowledge is significant in several ways. Firstly, it implies that ESP teachers should utilize the specialist expertise of their students to engage them in relevant communicative activities. One of the imperatives of ESP has always been to rely on authentic tasks and materials that closely resemble real-world texts and purposes, and learners themselves are the best judges of their appropriateness.

Second, educators can employ the specialized knowledge of their students in class as a learning asset. ESP tends to be strongly focused on the idea of rhetorical consciousness-raising, helping students to become more aware of the language and communicative practices in their fields. This means the teacher seeks to assist learners to activate their implicit understandings and to build on these, harnessing the methods of their fields to explore the ways that communicative intentions are expressed. Teachers frequently need to work together with subject specialists, and there are multiple methods to accomplish this. First, the specialist can assist as an informant, providing teachers, or students, with background and insights into the kinds of practices that experts engage in and their understandings of the texts they use (Johns, 1997). As an alternative, the specialist could work with the ESP teacher as a consultant, helping them choose real texts and assignments. Finally, and more centrally, subject specialists sometimes collaborate directly with ESP teachers, either in a team-teaching relationship or through a linked course which runs parallel with the ESP course. In order to assist the content course, the ESP course works with the two teachers to collaboratively plan assignments and oversee instruction. The literature reports mixed experiences of this kind of collaboration, with some teachers describing ESP and subject teacher alliances as unrewarding. As was already mentioned, faculty members may have a tendency to view English teachers as inferiors, and the ESP course serves only to supplement the content course rather than to be equally important. Hyland (2015), for instance, discusses how various degrees of cooperation with different faculties, including co-teaching and co-assessment, helped invigorate the English curriculum at Hong Kong University as well as providing valuable professional development opportunities and gaining the teachers greater respect for their work.

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Task-based language teaching (TBLT)
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M.Indiramma, Lec.in English, DRG GDC Tadepalligudem, W.Godvari (dt) AP

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Language is the life and soul of communication. Communication should be the goal set to achieve main objectives of English language teaching. To face the competition in the job market, it's essential that every student should be trained to acquire the basic level of competence in the usage of English language in his/her personal and professional life. Innovative and effective approaches are employed by the English language teachers and trainers. One method that has gained extensive acceptance and mobility is TBL or Task Based Learning. It is more student-oriented and practical approach compared to Text-Based Learning.

Task-based language teaching is an approach which differs from traditional approaches by emphasising the importance of engaging learners' natural abilities for acquiring language incidentally through the performance of tasks that draw learners' attention and it is an approach to teaching that was originally used by second or foreign-language teachers. It is an approach that stems from **Communicative Language Teaching** (CLT) – a language teacher methodology – which emerged in the 1970s.

Task-based language teaching is now mandated by many educational authorities throughout the world.

Language teachers originally adopted Task-Based Learning for a variety of reasons with the most important being the desire to make their classrooms more **student-centered, communicative, and collaborative** by incorporating more interactive tasks.

Task-based language teaching (TBLT) also known as task-based instruction (TBI) focuses on the use of authentic language to complete meaningful tasks in the target language. And it is all about the students **creating, producing, or designing something** in class… it could be anything… anything at all. TBL includes the **21st Century skills** of Communication, Collaboration, Creativity, and Critical Thinking (4C's) and can also be described as a short interactive assignment that results in a finished product.

WHAT IS A TASK?

Tasks, in fact, have been defined in different ways.

Prabhu proposes the following definition:

An activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process, was regarded as a 'task'.

Prabhu /1987:24)

The nature of task is depicted in quite general traits. Two important features are however mentioned, tightly connected to what was going on in the project: task

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completion (an outcome at the end of the activity) and a process 'of thought' while doing the activity. The activity itself, curiously enough. 'allowed teachers to control and regulate the process' (Where is the autonomy of the learner in building his own path of learning?).

Long (1985) defines tasks looking at what people usually do in real life:

A piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form. buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test. typing a letter. weighing a patient, sorting letters, taking a hotel reservation, writing a check, finding a street destination and helping someone across a road. In other words, by 'task' is nieant the hundred and one things people do in everyday life, at work, at play, and in between. Tasks are the things people will tell you they do if you ask them and they are not applied linguists.

Long (1985:89)

Nunan offers a definition focused more on the language classroom:

A piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language; while their attention is principally focused on meaning rather than form.

Nlrnan (1989: 10)

Where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome.

J.Willis (1996:23)

Skehan writes that a task is *an activity in which:*
 - meaning is primary
- there is a problem to solve
- tlie perfomiance is outcome evaluated
 - there is a real world relationship

Skehnn (2001: 12-13)

The Task part of **Task-Based Learning** has been (more or less) defined by linguistic scholars as:

Things people do in everyday life (Long, 1985).
A goal-oriented activity that leads to an outcome or result (Willis,1996).
A completed work plan which can be assessed (Ellis, 2003).

.   TBLT requires instructors to support the students not only as they engage in learning activities but also at the movement of planning the language tools that students need to tackle the task.

In this method, instructors assume a more passive role in the classroom. Learners will gain in their linguistic skills through the language practice needed to perform the task, reactivating their own linguistic resources or searching for new ones when the knowledge available is insufficient.

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A concept, earlier known as the "communicative activity" in 1970s and 1980s was later replaced by the term task has since been defined differently by different scholars. Willis (1996) has defined a task as a goal based activity involving the use of the learners' existing language resources, that leads to the outcome. Examples include playing games, and solving problems and puzzles etc. Ellis (2003) defines a task as a work plan that involves a pragmatic processing of language, using the learners' existing language resources and attention to meaning, and resulting in the completion of an outcome which can be assessed for its communicative function.

Task-based language learning has its origins in communicative language teaching, and is a subcategory of it. Educators adopted task-based language learning for a variety of reasons. Some moved to a task-based syllabus in an attempt to develop learner capacity to express meaning, while others wanted to make language in the classroom truly communicative, rather than the pseudo-communication that results from classroom activities with no direct connection to real-life situations.

REAL WORLD TASKS AND CLASSROOM TASKS

Tasks in everyday life are to be found everywhere.

Tasks surround us from early in the morning ti11 late at night. Washing our face is a task, as is preparing breakfast, going to work by car. Preparing a lesson, buying the newspaper, etc. Tasks pervade our lives, so much so that there is hardly an activity that cannot be called a task. When applied linguists and methodologists began using that word, they obviously relied in one way or another on the basic meaning it had in usual, plain speech. It is obvious that applied linguists were taking advantage of the semantic field covered by 'task', but at the same time they consciously or not- used the word restricting and adapting its meaning to concepts common to the field of language teaching/learning. The 'restricted' (pedagogical) or 'unrestricted' (real world) semantic content assigned to 'tasks' often leads to some confusion and misunderstandings. Regarding the features of real world tasks, the following set is suggested:

i) They are goal-oriented or goal-guided activities. Performance is evaluated depending on the achievement or not of the goal.

ii) ii) They consist most of the time of a sequence of steps, well differentiated but tightly connected among themselves, mutually conditioned by the logical sequence of the actions preceding and following each one of the steps. Failure to fulfil one of the steps can invalidate the outcome of the task.

iii) iii) The process and procedures applied in the fulfilment of the task condition the effective and efficient achievement of the final goal, which is what really matters when we engage in a task. But procedures per se do not necessarily invulidate the attainment of the final goal.

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iv) iv) Tools needed and procedures applied vary depending on the goals we aim at.

v) V) The goal to be reached might be a problem to solve, but not necessarily.

vi) vi) While performing the task, efficiency is closely connected to the leve1 of attention devoted to it. Human beings, however, work with limited processing systems, so that if we concentrate on a specific area or topic, another one will probably be totally or partially abandoned.

vii) vii) Tasks in real life are fully holistic: in their realization the whole person is involved: mind and body, thought and action must be coordinated and work together. When coordination and cooperation is deficient, efficiency in task performance declines.

TBLT was popularized by N. S. Prabhu while working in Bangalore, India, according to Jeremy Harmer. Prabhu noticed that his students could learn language just as easily with a non-linguistic problem as when they were concentrating on linguistic questions.

The TBL formula includes the following stages:

Pre-task

The teacher introduces the topic and gives students clear instructions and guidelines on what they will be doing during the three-part task cycle (below). This phase will give students a clear understanding of what will be expected of them and include any important knowledge or details they need to know.

This is also a good time to lead into the task by brainstorming or asking questions about the topic. Teachers can also get students ready for the task by presenting an example of the task or introducing a picture, audio, or video which will be useful in completing the task.

Task

Students get ready to do the task. Students are given what they need to complete the task (handouts and written instructions) and are assigned to work in pairs or small groups while the teacher monitors and offers encouragement when necessary. The teacher's role is typically limited to one of a coach, guide, and facilitator.

Plan

Students work on the task in pairs or small groups and prepare to report or present their results or product. They make important decisions about their presentation and assign each person in the group with a part of the task to present, so everyone takes responsibility during the report stage. The group rehearses its presentation. The teacher walks around, helps if needed, and takes notes on anything that needs to be addressed after the presentations.

Report/Present

Students present their findings to the class in the form of a presentation. The rest of the class listens to the reports and writes down feedback which will be given

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to the presenters after all reports have been heard. The class can also ask questions or provide some quick oral feedback after each presentation. The teacher also gives feedback on the content as well. Students vote on the best presentation, report, or product.

Feedback

After presenting their completed task, others in the class can offer constructive feedback.

A valuable part of any task-based activities for ESL students, feedback can help children to understand what they did well and what they can improve on. Peer review can also allow students to see the final product of all tasks within their class

Tasked-based activities for students are a wonderful way to help children build language skills, while also developing their confidence. A popular teaching approach, it's a way of helping students to engage in something they're interested in and encourages them to use communication skills in order to problem-solve.

Advantages of Task-Based Learning

1. Students are at **the center of learning.**
2. Students are working on something that is **personal and relevant** to them.
3. Students gain practice in **collaborating** with others and making group decisions.
4. Students spend a lot of time **communicating.**
5. Students take on responsibility for **engaged learning**.

TBL is **enjoyable**, motivating, and a great place to start for teachers thinking about incorporating more Project Based Learning at their schools or classrooms

So, what exactly is the difference between a task and an activity? An activity is usually much shorter and a great way to help students understand things such as grammar and new vocabulary. This could be in the form of a worksheet or a game. A task, on the other hand, can be worked on through an extended period of time and is more authentic in it's teaching of language as they relate to the real world.

As well as boosting important communication skills, this particular way of teaching can also allow students to build independence, confidence, and more. It can be nerve-wracking to talk to others in a language they're not confident in and it's a barrier a lot of people with English as an additional language face. Working in groups allows them to get used to communicating with others.

What's more, by being able to spend time on something that interests them, children will be able to enjoy the task and get creative. They'll also have a wonderful finished product to share with their peers!

Conclusion

This article provided significant definitions of TBLT. When analyzing the definitions, a concept that is central to all of them revolves around the importance of meaning when using tasks. Next, the article explores the real world tasks and classroom tasks. Explains the stages of TBLT and the most relevant roles of the

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teacher are as follow: task selector, discussion leader, motivator and facilitator. Then the article goes over the advantages of TBLT. In today's multicultural societies, globalized economies call for intercommunicated societies with sound pedagogical systems that foster interaction. TBLT has become paramount for language instruction, indeed. It provides genuine possibilities to develop oral skills that enhance effective communication (Willis, 1996). In addition, tasks constitute the core element of TBLT as the focus is on meaning and effective communication. The negotiation of meaning is another underlying feature of TBLT. Conveying meaning is essential in the process of establishing social interactions for TBLT advocates. It is a foregone conclusion that TBLT represents a significant approach for language instruction.

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Representation of women in Indian English Literature

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Abstract

The research study examines the shifting representation of women in Indian English literature. It examines the representation of female characters in literature throughout historical periods, genres, and cultural situations. To reveal women's different roles and identities, the research investigates a variety of literature, including plays, contemporary   novels,   and   short   tales.
Key topics include the exploration of perspectives, the impact of socioeconomic changes on women's depiction, and the developing empowerment of female characters in reaction to cultural transformations. The approach also analyses intersectionality, which investigates how characteristics like as class, caste, and location interact with gender to create depictions. Furthermore, the research investigates the role of women authors in developing and opposing these representations, providing insights into the link between literature and society standards.

One of the paper's main interests is how evolving societal norms affect literary depictions of women. It examines the evolving empowerment of women as a consequence of cultural transitions and delves deeply into how societal changes effect the depiction of female characters. Furthermore, the analysis delves into the notion of intersectionality, which refers to how gender, class, caste, and location interact to influence literary images of women.

The essay delves further into the complex relationship between literature and cultural norms, examining the crucial contributions of female writers in influencing and challenging these images. The research contributes to ongoing issues in literary criticism, namely on feminism, intersectionality, and the portrayal of women in Indian culture, by looking into the agency and shifting gender identities of female characters in literature. displays and illustrates shifting narratives that reflect and influence how women in Indian society are seen. The research contributes to a better understanding of how gender identity is represented in literature by delving into several texts and examining key subjects.

Keywords: Representation, Indian English literature, societal norms, feminism, intersectionality, and gender identity.

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Introduction:

Feminism has had a significant impact on contemporary and postmodern literature, dating back to Mary Wollstonecraft's groundbreaking essay, "A Vindication of the Rights of Women" (1792). The feminist movement has resulted in significant changes in women's cultural roles, sociopolitical rights, and pursuit of equality, fostering a revolution in addressing women's issues and injustices. In the literary realm, modern and postmodern novelists have actively embraced feminist perspectives in their works, advocating for gender equality and challenging traditional norms. For example, Virginia Woolf's "Mrs. Dalloway" delves into the complexity of a woman's inner life and social expectations, echoing feminist themes common in early twentieth-century literature.

However, it is important to highlight that feminist writing in English is not limited to Western cultures. Feminism takes on a new meaning in India, where tradition and modernity collide. Indian women face the conflict between historical obligations and current ambitions, demonstrating the complex interplay between tradition and feminist ideology. Authors such as Arundhati Roy in "The God of Small Things" delve into the complexities of Indian female experiences, weaving a narrative that reflects struggles against societal norms. Feminism, as an ideology, is firmly opposed to women's oppression and exploitation within patriarchal systems. The main purpose is to create and protect equal political, social, and other rights for women. This concept motivates literary works that question cultural conventions and advocate for a more inclusive and egalitarian women's movement.

Indian English fiction, particularly the works of authors such as Anita Desai, Shashi Deshpande, Bharathi Mukherjee, Githa Hariharan, Kamala Markandeya, Shobha De, Suniti Namjoshi, Arundhati Roy, Mahashweta Devi, and Nayantara Sahgal, is a rich tapestry reflecting the nuanced exploration of economic rights and equal opportunities for women. These authors dive deeply into women's psychological and physical reality, questioning previously held literary and societal standards. These Indian women authors use a realistic lens to depict women's difficulties in their works, portraying a varied range of female characters from distinct cultural backgrounds. Some personalities reject and negate life, whilst others embrace and accept it with a compromise attitude, resulting in a deep feeling of contentment. This comprehensive research adds to a new pattern of study in postmodern Indian women's literature, shattering the notion of a male-dominated social order and laying the groundwork for female study in Indian Literature in English.

The study of representations of women in media and literature has received a lot of attention during the past four decades. Scholars such as Roland Barthes stress that the meanings associated with these pictures are not innate, but rather created via definable signification processes within socioeconomic and cultural settings. These images, which are often associated with power hierarchies, may look 'natural' and 'permanent,' yet their actuality is formed by changing cultural representations.

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Barthes contends that meanings are generated by codes at work in representations, emphasizing the manufactured aspect of apparently natural and evident interpretations.

Indian fiction in English has its origins in the advent of English education and language before to independence. This literary heritage is uniquely rooted in Indian cultural subtleties, distinguishing it from English literature in a worldwide context. As feminist awareness grew in post-colonial India, a rush of authors deeply committed to women's problems arose, with themes and concerns visible even in the works of pre-independence writers like as R.K. Narayan and Mulk Raj Anand.

Kamala Markandeya and Anita Desai continued to investigate these topics, setting the way for a more explicit and contentious discussion of women's difficulties in Indian culture. The growth of feminist writing in Indian fiction may be seen in the shift from subtle undercurrents in earlier works to overt and powerful stories. This transition is shown by Shashi Deshpande, Nayantara Sehgal, and Bharati Mukherjee, who all contribute to a vigorous feminist literary conversation.

For example, Shashi Deshpande's work "The Dark Holds No Terrors" delves with intricate family ties and the female protagonist's battle with identity. Nayantara Sehgal's paintings, such as "Rich Like Us," provide a historical perspective on women's responsibilities throughout political upheavals in India. Bharati Mukherjee's "The Tiger's Daughter" delves on the issues of cultural identity and assimilation encountered by immigrant women. These authors, from various eras, together define the landscape of feminist discourse in Indian literature in English, addressing problems such as women's empowerment, identity, and social expectations.

In exploring the portrayal of women in Indian literature, the figure of Dandekar serves as a prism through which to investigate established gender norms. In his opinion, a woman is a precious asset who serves as a vital support in the family while free of personal expectations. Dandekar's married life, in his opinion, exemplifies an ideal scenario—a peaceful living with a seemingly perfect wife who is cooperative, uncomplaining, and, most importantly, an outstanding chef. Sarojini, his wife, pays covert trips to a swami, not just for spiritual comfort owing to a health problem, but also to relieve the monotony of her mundane life. This differs from the typical picture of an Indian household.

However, cracks begin to appear in this supposedly peaceful façade. Dandekar accuses Sarojini of adultery, prompting him to seek consolation in the arms of prostitutes while ignoring both his children and his job. Sarojini, on the other hand, gains empowerment from her contacts with the swami, which revitalizes her waning spirit and restores faith and hope in her life. Towards the end of the story, Dandekar has a transformative realization, recognizing and respecting his wife's intrinsic worth as a person with her own emotions and wants. Anita Desai's investigation of such subtle concerns represents a break from the less-discussed aspects of a woman as a subject with her own conscious and unconscious intricacies

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Throughout the same era, Anita Desai's "Cry the Peacock" (1963) provided a sensitive and empathetic examination of the feminine mind. Maya, the heroine, is pushed to schizophrenia by her husband's aloof and indifferent demeanour, which contradicts conventional standards. Desai's work is a breakthrough in recognizing women's subjectivity and uniqueness, breaking stereotypes.

In Anita Desai's other work, "Fire on the Mountain" (1975), the heroine Nanda Kaul's journey reveals the obstacles experienced by a woman dealing with social expectations. Nanda's silence in reaction to her unfaithful spouse and the pressure of maintaining a large home drive her to pursue her own ideals outside of traditional norms. Her solitude does not lead to indifference; rather, she reconnects with her granddaughter and maintains empathy for her old friend Ila Das, a social worker. The representation of female characters in Indian English literature has evolved throughout time, reflecting changing cultural perceptions and artists' complex explorations of gender roles. Indian writers' literary works have presented a multidimensional picture of women, transcending old stereotypes to highlight their complexity, autonomy, and hardships.

Arundhati Roy's book "The God of Small Things" (1997) is a notable contribution to this subject. The story delves into the complex lives of its female characters, particularly Ammu and Baby Kochamma, beneath the social constraints of caste and patriarchy. Ammu's defiance of cultural standards and her moving love story challenge conventional wisdom, whilst Baby Kochamma's resentment and manipulations illustrate the internalised oppression that women may face inside traditional hierarchies.

Jhumpa Lahiri's "The Namesake" (2003) offers another great representation. The character of Ashoke's wife, Ashima Ganguli, personifies the immigrant experience and the difficulties of adjusting to a new cultural milieu. Lahiri expertly depicts Ashima's journey—from an arranged marriage to negotiating the complexities of American life—giving readers an insight into the hardships and progress of an Indian lady in a distant place. Moving back in time, Kamala Markandaya's "Nectar in a Sieve" (1954) depicts the life of Rukmani, a rural Indian lady. Markandaya's portrayal of Rukmani's problems with poverty, reproductive troubles, and cultural expectations highlights women's tenacity and inner strength in the face of hardship. The story depicts the complicated interaction of gender, class, and colonial forces in women's lives. Shashi Tharoor's "Riot: A Love Story" (2009) offers a modern viewpoint, following the lives of two women, Priscilla Hart and Lakshmi, set against the background of communal tensions. The book digs into the intersections of gender and religious identity, providing insights into the issues that women experience in the midst of social change.

In the world of short tales, Ismat Chughtai's "The Quilt" defies traditional norms by depicting women's wants and autonomy in a conservative environment. Chughtai bravely confronts female sexuality and liberty, making her a forerunner in

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exposing the unsaid facts of women's lives. These examples highlight the range of female characters in Indian English literature, demonstrating their perseverance, goals, and the complex interaction of cultural expectations. These writers contribute to a better knowledge of the nuances of women's life in India by providing accurate and nuanced descriptions.

Modern Indian women authors depict a varied and dynamic range of female experiences, defying preconceptions and delving into the complexity of identity, empowerment, and social expectations. Here are some noteworthy writers' contributions:

1. Arundhati Roy's literature delves deeply into the lives of women within the backdrop of caste, patriarchy, and cultural conventions. Her characters, like Ammu, traverse the complexities of love, revolt, and the repressive mechanisms that limit them. ("The God of Small Things" (1997) 2. Jhumpa Lahiri explores the immigrant experience, often concentrating on the responsibilities of women in reconciling cultural identities. Her pieces, such as "Mrs. Sen's" and "A Temporary Matter," show the difficulties and adjustments that Indian women face in other countries ("Interpreter of Maladies" (1999).3. Chitra Banerjee Divakaruni investigates the nexus between magical realism and women's problems and wants. Her heroes, like as Tilo in "The Mistress of Spices," strike a careful balance between tradition and personal ambitions.4. Anita Desai's work often dives into the interior lives of her female characters, revealing their psychological intricacies. In "Clear Light of Day," the heroine Bim considers family duties, memories, and the changing status of women in postcolonial India.5. Kiran Desai's work (The Inheritance of Loss) examines women's lives against the background of political unrest and globalisation. Characters such as Sai and Biju's mother demonstrate how sociopolitical developments affect women in India6. Anuradha Roy's novels often feature strong female characters negotiating social expectations. "The Folded Earth" follows Maya, a young widow, as she navigates sorrow and cultural standards in a tiny Himalayan hamlet. The women in Bharati Mukherjee's books are in a state of flux, searching for self-identification, self-definition, and freedom. In her works, feminism is explained as a social reform process aimed at benefiting women. Bharati Mukherjee, one of the most important feminist group writers in literature, discusses Love, Romance, Hatred, and Marital Relationships in a powerful and ultramodern manner. In fact, her writings attempt to portray the realities of urban and cosmopolitan culture. Her female figures are so contemporary and Westernised that they reject philosophy as well as mythical power distribution. Her ladies challenge all types of taboos and feel emancipated. Her writings depict the stark realities of women's suffering and injustice.

These authors add to a rich tapestry of modern Indian literature by depicting women in subtle and varied ways that reflect the many realities of current Indian culture. Their stories defy stereotypes, empower female protagonists, and shed light

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on women's shifting positions in a constantly changing cultural milieu.

Conclusion:

These renowned Indian women authors write on women's lives in a male-dominated culture, and they address a variety of status issues. For example, gender equality, alienation, and worry. These female novelists attempt to present various images of women through themes such as insecurity, marital familiarity and social relationships, suffering and fear of exploitation, struggle for a new identity, mental disturbance in her mind, mother-daughter relationship, conflict between husband and wife, etc. A emancipated, immigrant, middle-class, sensitive, clean, emotional, and selfless lady. Our study paper on women's representation in Indian English literature shed light on the changing depictions of female characters in response to cultural transitions, class divisions, caste dynamics, and regional influences. We discovered the diverse identities, hardships, and successes of women in Indian culture by delving deeply into literary works from various historical periods and genres. The intersectionality of gender with characteristics such as class, caste, and geography has played an important role in developing the different narratives of female characters, highlighting their resilience, agency, and complexity. Authors have adeptly captured the nuances of women's experiences, challenging stereotypes, criticising patriarchal structures, and celebrating the strength and diversity of women across various social contexts. By probing into the impact of women writers, societal changes, and the evolving empowerment of female characters, our study contributes to a deeper understanding of the intricate relationship between literature and societal norms in shaping perceptions of women in This study emphasises the significance of different and realistic portrayals that capture the vast fabric of women's lives in India.

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A Tiger for Easternghats of Eluru District, Andhra Pradesh, India –The Saga of Jangareddigudem Revenue Division
Inspired by
A Tiger for Malgudi By Rk Narayan

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Abstract

Tiger has always been a fascination and more than that, a terror, in everyone's mind. The story of powerful king of forest is enthralling every time. Tiger is quite helpful in maintaining the ecological balance in forest area and has a long history not only in Indian mythology but also in sociology. The interaction between human and animals is sensitive and very essential every time. The nature gives us everything from the basic needs to emotional happiness and it's our moral responsibility to protect the environment as the nature is the god's beautiful creation and we are no body to interfere.

Eco criticism has been a great subject matter, a nice story line to woven around for the writers of prose and poetry, linguists and the English teachers as well.   The beautiful novel by r k narayan is a feast to the readers and wild life lovers. Its beauty lies in weaving the story line around the very touching and well known rural background.

Eastern ghats is a very old range of mountains in India spread across the different states like Orissa, Andhra Pradesh and Tamil Nadu, rich in bio diversity and consists of huge forest coverage. The human greed and need combinedly destroying the very fundamental relation between the humans and nature and poses a great threat in Andhra Pradesh for the future generations.

The experiences of the people here, with the regular entries of awesome tigers into their hamlets reminds the moods of a tiger for malgudi by rk narayan always. The digital era and the internship opportunities for the under graduate college students and the feel of pinch on environment by the local writers and English language teachers, provide numerous probabilities to scribble further on the very sensitive themes like eco criticism in future in and around jangareddigudem with concepts like A tiger for eastern ghats in line with a tiger for malgudi would definitely help in reviving the language and nature.

Keywords: tiger, jangareddigudem, easternghats, Andhra Pradesh, SDGs

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Tiger has always been a fascination and more than that, a terror, in everyone's mind. The story of powerful king of forest is enthralling every time. Tiger is quite helpful in maintaining the ecological balance in forest area and has a long history not only in Indian mythology but also in sociology. The interaction between human and animals is sensitive and very essential every time. Understanding the concept of sustainable development from the animal kingdom's perspective is quite refreshing and innovative. People need to learn the necessity of coexistence of plant and animal world around them. The nature gives us everything from the basic needs to emotional happiness and it's our moral responsibility to protect the environment as the nature is the god's beautiful creation and we are no body to interfere.

Eco criticism has been a great subject matter, a nice story line to woven around for the writers of prose and poetry, linguists and the English teachers as well. The fundamental idea of harmony with environment is inbuilt in our cultures and writings from time immemorial in all the social groups and languages across the globe. The writings from the west and India in the recent times revolved around the theme of Eco criticism and   quite helpful in taking the concept of SDGs i.e., sustainable development goals to the common man. The responsibility of the language as an influential and creative medium in promoting themes like Eco criticism is undertaken by many, through their imaginative writings to mesmerise and inspire the people for the great cause.

The beautiful novel by r k narayan is a feast to the readers and wild life lovers. Its beauty lies in weaving the story line around the very touching and well known rural background. A tiger narrating its auto biography is quite refreshing and very creative to the audience every time. The innocent characterisation, sensitivity and style of articulation are the highlights. The novel is inherently rich in ethics and successful in promoting the inspiring moral values and depicts the need of intimacy between humans and animals.   The style attracts all generations and can even entices the IT savvy new era aliens through e books. The command and lucid writing style in English language make the readers spell bound. The fans of English language will be obviously motivated to scribble further on the concept of Eco criticism after enjoying the magical journey and presentation of the theme by Indian writers like r k narayan.

Eastern ghats is a very old range of mountains in India spread across the different states like Orissa, Andhra Pradesh and Tamil Nadu, rich in bio diversity and consists of huge forest coverage. The human greed and need combinedly destroying the very fundamental relation between the humans and nature and poses a great threat in Andhra Pradesh for the future generations.   Jangareddigudem revenue division in eluru district, Andhra Pradesh consists of various administrative regions called mandals like Kukkonoor, Velerupadu under the Kannapuram ITDA etc., near to the popular polavaram project and papi kondalu hill range, is a lovely location well known for scenic beauty and attractive flora and fauna, water falls etc.,

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The experiences of the people here, with the regular entries of awesome tigers into their hamlets reminds the moods of a tiger for malgudi by rk narayan always. The shrinking forest cover and features like zoo/sanctuary/circus, growing population and the developmental activities in further leave no choice for the tigers and other animals except entering our houses. The natural instincts make animals and humans different and people should understand the coexistence can be maintained separately by protecting the forests alone. The digital era and the internship opportunities for the under graduate college students and the feel of pinch on environment by the local writers and English language teachers, provide numerous probabilities to scribble further on the very sensitive themes like eco criticism in future in and around jangareddigudem with concepts like A tiger for eastern ghats in line with a tiger for malgudi would definitely help in reviving the language and nature.

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