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A SIGNIFICANT ROLE OF LANGUAGE LABORATORY IN IMPROVING ENGLISH SKILLS

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Abstract

There is vital role of language laboratory in English skills. We can develop English skills through language lab. There are four skills in English viz. listening, speaking, reading and writing. English language skills are essential in today's globalized world, and language labs have been created to improve these skills. English labs are computer facilities with audio and video recording equipment, headphones and microphones that allow students to practice listening, speaking and pronunciation in a controlled environment. This present paper explores the relationship between language labs and English language skills and highlights the importance role of language labs in improving English language skills. A language laboratory is to help students improve their language skills, especially in listening and speaking. In relation to learning English, the language laboratory can be an effective tool for developing communication skills, pronunciation and language skills.

Keywords: Language Laboratory, English skills, teacher, student, Language

Language is a medium of communication. Carrying a message or receiving a message represents communication. Importance of English is not because of its more users but what it is used for. In the present century English has gained a position. It is widely used in a many fields. English language makes the people to know what is happening around the world. To master a language, one wants to have multiple types of abilities that can be acquired. One of them is

skills in English. Since learning a language, including English, is mostly about enhanced one's ability to communicate, it is wanted to do practice the four skills of listening, speaking, reading, and writing.

There are language learners who learn in how to read and write fast. In order to communicate, a student must be able to listen attentively for exact meaning and then react with a language that is both appropriate and correct. One of art is listening. There are four skills in English viz. listening, speaking, reading and writing. Following quotation shows why English become common language of the world.

“The UN was established with five official languages – English, French, Spanish, Russian, and Chinese. There is now a wide spread view that it makes sense to try to reduce the number of languages involved in world bodies, if only to cut down on the vast amount of interpretation / translation and clerical work required. Half of the budget of an international organization can easily get swallowed up in translation costs... Common situation is one where all participants at an international meeting automatically use a single language, as a utilitarian measure, because it is one which they have all come to learn for separate reason. This situation seems to be slowly becoming a reality in meetings around the world, as a general competence in English grows.” (Crystal 12)

At the end of the 15th century, the word "laboratory" began to be put in. It specifies particular times building or area where specialists in science can combine chemicals and make medications. To complete their experiments and reach their research goals, the researchers used a structured process. As science advanced, different mechanical and electronic components were added to this structure. Later, this structure was added to learning teaching. Each student can develop their subject in practically controlled conditions. Watch and improve with your experience a major concern of any laboratory. Today, the special requirements of substances and technology have changed the shape of laboratories. It ended across the lines for several different subjects. Students studying engineering and languages are currently also using the lab. It is generally an abbreviation to lab. The laboratory has updated its technology to meet the needs of language students. One of the pioneers in this field, Warschauer and Healey, claims that “The

shift to global information-based economies has meant a dramatic increase in the need to deal with large amounts of information and to communicate across languages and cultures. Memorisation is less important in this information-rich time than effective search strategies, and students need the ability to respond and adapt to changes rather than training in a single way to approach a task.” (Warschauer and Healey 58)

The language laboratory is a classroom with computers or a tape recorder where you can train for speaking and listening in a new language. In 1908, the University of Grenoble would have located the first laboratory. These were tape-based systems that formerly utilized reel-to-reel or, most recently, cassette from the 1950s to the 1990s. The majority of modern installations are multimedia computers. The current state of mother tongue laboratories is poor. Through hardwired analogue tape deck based systems with 'sound booths' in fixed locations, they allowed a teacher to listen to and manage student audio. The language laboratory is an audio-visual setup used to support the teaching of modern languages. They can be found in schools, universities, and academies, among other places. Perhaps the first lab was at the University of Grenoble. (Ruby, W.B. 2004). *Advanced Dictionary of Contemporary English* defines language laboratory as “a room in school or college, where you can learn to speak a foreign language by listening to tapes and recording your own voice”(Longman 978). *The PocketOxford EnglishDictionary* defines as Language Laboratory is “a room with audio and visual equipment for learning a foreign language”(Maurice 512). To put it simply, a language laboratory is a space with devices to acquire foreign languages, such as a tape recorder. In a classroom setting known as a language lab, students learning foreign languages may utilize word and sound patterns on their own or with the aid of audio equipment, etc. A language laboratory, also known as a language lab, is an audiovisual space used to support the learning modern language. For instance, they are present in schools, colleges, universities, and academies.

The language laboratory can help you get better at all four language skills. Through applications that cater to the needs of students at various levels, both intensive and comprehensive reading skills can be developed and improved. There are applications that let teachers use it as a teaching tool as well as those that let students improves their reading

abilities on their own. It can be effective to use a language lab to help students with their reading abilities. This may offer some advantages that a traditional strategy to literacy training does not. Software designed for language labs, for instance, can automatically grade students' comprehension and question-answering skills. This lessens the workload for the teacher, allowing them to concentrate more on assisting students in concentrating on the specifics of reading development. Students can read online text by using a language lab to grow their reading skills. As a result, it makes textual information available to students in digital form. This will also help students adjust to reading on a digital screen, which can be difficult. Students can improve their reading abilities in accordance with the needs of the modern environment thanks to this exposure. The writing abilities of students can be effectively honed by using language labs. Numerous programmes exist that lead students step-by-step in order to help them get better at writing. These programs for computers can also be used to create personalized, self-directed learning experiences. The student is adept at focused on various writing the tasks. The teacher has access to real-time data on the students' progress. The teacher's workload is lighter thanks to the application's ability to partially analyse students' writing abilities, which frees them up to concentrate on struggling students. In this context of Shukla comments that "Teachers are more beneficial by lab in terms of writing skill. It is a tedious and time consuming task. Computer checks every small error perfectly and give correction instantly. It is also possible to mark any learners repeated mistakes and can give remedial teaching" (Shukla 83). The more disciplined and systematic way to learn English is found in the form of language lab. In support to this Ansari says...

As far as the implications of technology for second language learning and teaching contexts are concerned, evidence suggests that technological tools can actually help in enhancing the quality of input and in providing more relevant and useful feedback. The effectiveness of technology on language learning would also depend on how it is used. Certain technologies are more suitable than others for certain kinds of learning task and for certain kinds of learners. Therefore research on appropriate ways and contexts of technology use is called for. (Ansari 5)

Additionally, the language lab's internet connection allows students to use the internet to complete a variety of exercises. Teaching writing skills in language labs exposes students to the use of electronic communication tools like email and online writing. This is an extra benefit that is not available to students in English courses without a language lab. Students' listening abilities are enhanced in language labs. Students can gain practical experience listening to English language samples in the language labs, which provide both audio-visual and audio-visual materials. The only source of language use in the absence of language laboratories is the teacher. The accent of the teacher can be heard by the class. Now that the Language Lab has been established, students can hear the various English accents. Students are capable of understanding spoken English in addition to listening to it. Students can practise listening comprehension skills using software programmes that are available. In this relation Shukla claims that "Learner listen to a word learner tries to match it with the correct picture. The software also provides audio description for any picture and learner follows the instruction like to underline any object or to write names under certain characters. These activities exposes learner to expended listening" (Shukla 73).

Learning English and its skills can be challenging for students from different cultures. There must be a cure for the desire to learn English. The latest innovation in the transfer of English language skills is the language laboratory. The language laboratory provides a special, effective, and enrichment for learning the English language. the digital language laboratory encourages the student's learning attitude by providing an interactive learning environment, breaking through the traditional teaching method with rich educational content. Media usage naturally fits with learning foreign languages. The language laboratory is an essential tool for learning English and a classroom solution. When students learn a language in a multimedia, digital, and computer language lab, the quality of their language skills improves. It stands apart thanks to its special tools and clear pedagogy. Today, the computer satisfies all the requirements of language teachers and makes language engaging for many students. The language laboratory serves as a technical break for the transfer of English language abilities. The language laboratory provides a special, effective, and enrichment for learning the English language. A multimedia-based language lab where the teacher and students can participate informally helps you learn and develop language skills by instantly sharing course materials. The LSRW skills methodology

was used to develop the language lab. Pure software solutions are becoming more and more popular due to the most efficient performance of computer hardware and multimedia technology. Only a software-based language lab solution is provided by the majority of software companies with experience in teaching software.

The educational landscape of today is getting more diverse. Long considered a visual language, art. The language laboratory is crucial to a positive environment and successful language learning. In these types of learning activities, both the teacher's and the students' contributions are crucial. Both parties' efforts will result in the success of the aforementioned points. Computers are merely a tool, not an answer. Students learn the language very quickly with the aid of practice and well-designed content. Although it is thought that the language lab can learn on its own, we still require a professional to conduct the lessons. Students strive to learn English and its skills in multicultural nations like India. Therefore, we need a solution that makes learning a second language easier with the help of language laboratory. The use of media is naturally conducive to learning foreign languages. The content used in the new language labs is now much richer, homemade, or free; it is no longer just audio for the teacher but also video, flash-based games, the internet, etc., which are much faster and, consequently, much more interesting for both the teacher and the student. When studying in a different environment, students experience different emotions. In addition to the traditional classroom, a relaxed atmosphere is created in the lab. When learning spoken English, the language lab is crucial. Students learn the fundamentals of the English language through the language lab. The language laboratory is a necessity and a solution.

In conclusion Language learning centers' have been proven to be a useful tool for enhancing English language abilities. Students can hone their speaking, listening, reading, and writing skills in an immersive and exciting environment provided by language labs. Numerous research studies indicate that language laboratories have a positive effect on the development of English language skills. As a result, it is advised that language laboratories be added to programmers for learning English as a way to improve English proficiency.

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**THE TRIBAL FACE OF NORTHEAST INDIA IN BOLLYWOOD MOVIES: A
NARRATIVE ANALYSIS**

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ABSTRACT

Northeast India (NEI) is one of the least portrayed regions of India in mainstream media narratives. The country's mainstream media portrays the entire region as the marginalised 'other' region. Consequently, mainstream media coverage of various aspects of life in northeast India is limited. National media continue to emphasise violence and insurgency in the region. The Northeast of India is still shrouded in selective seclusion for the rest of the country and the outside world. The lack of interest in mainstream media often results in the fabrication and stereotyping of regional narratives. In addition, the residents of northeast India are frequently portrayed in various media discourses as exotic tribes with a homogenised and stereotypical narrative. The mainstream media idealises all aspects of life in the region, resulting in a predominantly negative perception among the mainstream audience.

In this context, the purpose of this paper is to investigate the representation and portrayal of north-eastern tribal people in the narratives of select Bollywood films. This study will be descriptive and analytic in nature, with a primary emphasis on the narrative of selected films featuring characters from northeast India. There is no time limit for choosing the films.

Key Words: Exotic, Stereotype, Other, Homogenize, Tribe

In the prevalent narrative of mainstream Bollywood films, northeast India is one of the uncharted territories. In terms of the Bollywood film industry's narrative engagement and as the setting for their films, the region is marginalized. However, very few films used the region as a

popular spot for filming. Most attempts have resulted in the propagation of stereotypes and a negative representation of the region in the narrative. The majority of the region's depictions in the limited number of Bollywood narratives portray the region as the home of exotic tribal people. People from northeast India frequently portray characters of Chinese, Nepalese, and other South East Asian origin with mongoloid phenotypes that do not match the typical 'Indian face,' leading to racial profiling as Southeast Asian outsiders.

The industry, which is dominated by the elite class of mainland India, produces films that cater to their class's preferences and values. As a cultural product of the dominant ideology of mainstream Indians, it articulates Indian nationalism based on the national imaginary and primarily projects the aspirations of the privileged class in mainland India. Frequently, the inherent nationalist ideology in Bollywood films appears to subjugate and suppress the specific marginal culture of the periphery. Indian cinema, according to Petra Lenihan, has sought to articulate a hegemonic nationalism through the exclusion and marginalization of specific bodies, cultures, religions, and practices (Lenihan 14).

The limited number of commercial Bollywood films that feature northeast India have frequently exoticized, stereotypically portrayed, objectified, and marginalised the entire region as a vast tribal frontier. North Eastern characters have been cast as humorous interludes, scary villains, drug dealers, players, migrant workers, and so on in films that have included them in the narrative. The indigenous communities of India are often used as fillers or tokens of inclusivity and symbolism in the larger plot of a film. Rarely do we see them as protagonists or central characters driving the narrative forward. (Nidhima Taneja). North-eastern people in the narrative are framed with identical mongoloid faces that do not conform to mainland India's traditional gender structure. "North easterners are often non-recognized and misrecognized and misrecognized, or mirrored back by the wider Indian society as foreigners, hailing from such places as China, Nepal, Thailand, or Japan, and this withholding of "Indianness works to discriminate against and marginalize them (Wouters and Subba)."

In Bollywood movies, according to Nidhima Taneja "the tribe is boxed into a misguided stereotype. They are portrayed as barbaric—people who would not blink twice before killing someone...the history of Indian cinema is cliché-ridden, full of unfounded bias against tribal

communities (Taneja).” In most Bollywood film narratives set in northeast India, mountainous regions, snow-covered landscapes, rivers, forests, and villages in exotic locations serve as the backdrop. In films such as *Rahi* and *Yeh Gulistan Humara* (1973), northeast India is depicted as an underdeveloped region populated by uncivilised and illiterate hill and mountain dwellers. In *Rahi* (1952), a man from the Indian subcontinent rallies the villagers of an Assam village to resist the oppression of British tea-garden proprietors. In *Yeh Gulistan Humara*, the people of Nagaland are portrayed as heinous criminals who oppose the central government’s development initiatives. In these two films, people from the Indian subcontinent are portrayed as rescuing and reawakening people from a state of apathy and underdevelopment. *Rock On 2* (2016) is another film that depicts the tribes of Meghalaya as underdeveloped and oppressed by legislators and administration, with the protagonist from mainland India establishing a cooperative society, school, and farming. Another film set in Nagaland, *Saaya* (2003), portrays the state as a dangerous, backward, and underdeveloped tribal territory inhabited by enigmatic people.

Another narrative that frequently appears in Bollywood films is that of north-eastern tribal people as terrorists. Movies such as *Dil Se* (1998) and *Bum Bum Bole* (2010), which are all set in Assam, depict the region as a corrupted state where tribal terror groups are wreaking devastation and disturbing the region’s peace and tranquilly by establishing bases in its jungles. *Bum Bum Bole* also depicts that tribal insurgent groups have recruited young children and engaged in illegal arms and narcotic trade. The critically acclaimed Bollywood film *Mary Kom* (2014), based on the Indian boxing legend MC Mary Kom, also portrays the state of Manipur as the worst tribal territory, where tribal insurgents have caused widespread destruction. The narrative of the 2022 Bollywood film *Anek* continues to portray the north-eastern region as a safe haven for numerous tribal militant outfits to engage in organised crime, illicit trades, smuggling, and arms dealing. Another Bollywood production, *Jagga Jasoos* (2017), tends to portray northeast India as a secure haven for cross-border terrorism, where tribal groups are involved in arms smuggling. Northeast India is depicted in Bollywood films as rife with corruption, underdevelopment, illicit trades, smuggling, insurgency, and cross-border terrorism. However, in each of these films, the setting and tribal groups in the narrative are not specified,

but rather presented as a combat zone. The tribal people are only stereotyped, exoticized, and homogenised because of their life in exotic terrains, their attire, their dialect, etc.

Influential feminist film theorist Laura Mulvey, in her 1975 essay “Visual Pleasure and Narrative Cinema”, postulates that the Hollywood film industry constructs the male gaze by depicting women as erotic objects, as it reflects, reveals, and even plays on the straight, socially established interpretation of sexual difference which controls images, erotic ways of looking, and spectacle (Mulvey 14). According to Mulvey, mainstream Hollywood films induce erotic visual pleasure through voyeuristic scopophilia, created by physical appearance, costumes, attires, and specific shots and camera angles that focus on body parts of women.

The narratives of Bollywood films featuring women from northeast India perpetuate regional tribal stereotypes of women through sequences of slut shaming of girls from the region. The women of this region are characterised as fashion divas with petite features and a tribal body type in Bollywood movies. In addition, their tribal physique causes them to confront male fetishism and gaze in the movie narratives. Hence, slut shaming of females from the region serves as an additional defining characteristic in Bollywood commercial movies. Barbara L. Fredrickson and Tomi-Ann Roberts suggest that sexual objectification is directed through sexual gazing, which reduces women to mere physical parts as opposed to women with a distinct personality. According to them, the objectifying gaze is observed in three distinct contexts: first, in public spaces with actual social and interpersonal encounters; second, in visual media depicting such social and interpersonal encounters; and third, in the encounters of individuals with visual media (Fredrickson and Roberts 176). The narratives of Bollywood films featuring tribal women from the northeast are rife with depictions of women from the region being subjected to male gazes, sexual comments, eve-teasing, and harassment. These factors contribute to the objectification of women from northeast India, who are relegated to supporting roles in Bollywood films. In addition, Bollywood Hindi films perpetuate stereotypical depictions of women from this region with natural feminine characteristics such as flawless fair complexion, silky straight hair, flat noses, and slanted eyes.

A young woman from Meghalaya is featured in the 2016 release *Pink*, another Bollywood film. In the narrative, the girl Andrea Tariang (Andrea Tariang) is labeled as “promiscuous” and “easily available” due to her origins in the far northeast. With her mongoloid tribal physiognomy, small eyes, straight hair, cheek piercing, and tattoos covering her body, Meghalaya girl Andrea Tariang (Andrea Tariang) is an exotic and stereotypical gaze from an isolated region known as the northeast. In one scene of a courtroom interrogation, Andrea discloses to the defense attorney that she is more oppressed due to her identity as a loose girl from the Northeast.

DEEPAK: So! Andrea you are from the northeast. Meghalaya. Clouds! Mountains! Beautiful! Music and football...If Prashant Ji is specifically asking Andrea about her hometown there must be some relevance.

ANDREA: Sir! I feel as a north-eastern girl I am being harassed more than the average Indian girl on the street. (01:08:35-01:09:20)

Two women hockey players from northeast India, Molly Jimik (Masochon V. Zimik) from Manipur and Mary Ralte (Kimi Laldawla) from Mizoram, appear in the patriotic film *Chak De India* (2007). The two females are subjected to eve-teasing by two onlooker boys who stare, ogle, and make disparaging remarks. In mainland India, the straight hair, slender bodies, and identical accents of north-eastern girls attract male voyeuristic glances and bigoted comments. Frequently, the ethnic slurs directed at women from northeast tend to characterize them as exotic, foreign archetypes with mandatory instances of sneers, ogling, and sexist remarks from males on the Indian mainland. In the film *Axone* (2019), a group of young people from northeast India encounter prejudice, sexual molestation, alienation, and bigotry on multiple occasions. In the narrative, there are instances in which women from northeast India are subjected to racial remarks and objectification in the metropolis of Delhi. In the market, Chanbi, a girl from the northeast, is subjected to masculine stares, sexual insults, and bullying. In a pivotal scene, a woman from mainland India makes vulgar remarks about the attire of north-eastern females. The woman says, “Hey girl, quit speaking nonsense. I am familiar with women like you. Your folks are pimps, and they send short, revealing-clothed women like you

to seduce our sons. Get out of here immediately.” Moreover, mainland Indians are constantly obsessed with northeast Indian women. In *Axone*, a boy from the Indian subcontinent is obsessed with exotic north-eastern women and believes that having a girlfriend from the region is a prestige symbol. To impress his friends, he desires a companion from the northeast. In exchange for bringing him a companion from the northeast, he is willing to assist the north-eastern tenants in their search for a place to prepare a special dish.

In *Parched* (2015), the objectification of tribal women from northeast India’s Manipur continues with Naobi, a Manipuri girl, being subjected to masculine gaze and insults. In one scene, the girl Naobi is harassed by boys who label her a witch and make racist and obscene comments. In a village in Rajasthan, she is also regarded as a foreigner and outsider. In the Bollywood film *Anek* (2022), the north-eastern girl Aido is tormented and beaten as a Nepalese prostitute while attending a party in a nightclub in the metropolitan city of Delhi. In numerous sequences of *Aisa Yeh Jahan* (2015), a tribal girl from Assam is portrayed as a foreigner from Nepal and China.

In the metropolises of mainland India, the distinctive tribal physiognomy, fashion habits, and costume of women from northeast India are viewed as the primary cause of objectification. In all Bollywood films, women from the north-eastern region wear trendy western clothing, such as jeans, low-cut tops, tunics, revealing t-shirts, tight slacks, and shorts. The north-eastern women are depicted with eccentric and distinct tribal physical characteristics, delicate physiques, white mongoloid faces, straight hair, and fashionable western attire, which suggests that they are immigrants from Southeast Asian nations. Thus, Bollywood films perpetuate stereotypes and generalize northeast Indian women as foreign, exotic, and from a distant region.

In the narratives of Bollywood films, language is one of the instruments used to generalize about tribal people from the northeast. In most films depicting characters from northeast India, the characters communicate in English. English as a foreign language, and north-eastern characters speaking English in a Hindi film are typically portrayed as Southeast Asian immigrants.

Oftentimes, sequences containing racist microaggressions have been identified in Bollywood films that feature characters from northeast India. In the narrative of Bollywood movies, northeast Indians frequently encounter racist epithets such as “Chow Mein”, “Chinky”, “Momo”, and “Chini”, which imply and frame them as people of Chinese descent as well as exotic and illegitimate immigrants and outsiders from other Southeast Asian nations. In the films *Axone*, *Penalty* (2019), and *99 Songs* (2019), characters from northeast India are depicted as having small eyes and confronting racial slurs. In the country’s metropolitan areas, males from northeast India encounter not only racial slurs but also physical violence. In *Penalty* and *99 Songs*, north-eastern males are subjected to physical violence because of their tribal origin. In *Axone*, it is stated that a child from Nagaland is severely beaten in a Delhi market because of his unique and eccentric hairstyle. In other Bollywood films such as *Prahaar* (1991), *Qaidi Band* (2017), and *Meenakshi Sundareswar* (2021), characters from northeast India encounter racial slurs and prejudice and are portrayed as smokers, alcoholics, and aggressive individuals.

In the nation’s major metropolitan areas, the north-eastern population is oppressed due to their culinary practices. The film *Axone* depicts the lives of a group of migrant youths from various regions of northeast India who reside as tenants in the South Delhi neighborhood of Humayunpur. The narrative of the film follows a single day in which they prepare to celebrate the wedding of a friend by preparing her favourite dish, ‘akhuni’ with pork, a pungent-smelling fermented soya bean dish from Nagaland’s Sema (Sumi) tribe. The dish’s unpleasant smell enrages the landlord and the neighbours, resulting in ethnic slander, bigotry, eviction threats, stereotypes, and prejudices. In the film *Nasha* (2013), a boy from Mizoram receives racist remarks about his propensity of consuming excessively spicy food. In *Anek*, a coach from mainland India accuses a northeast Indian player of eating “dog tikka”. Thus, the eating habits of individuals from northeast India contribute to racist microaggressions and oppression in the metro cities of the Indian subcontinent.

People from northeast India are portrayed in Bollywood films as music enthusiasts, primarily of western music. In films such as *Axone*, *99 Songs*, *Penalty*, *Nasha*, *Anek*, and *Pink*, among others, men and women from northeast India are frequently depicted performing the guitar. The boy from the northeast in *Meenakshi Sundareswar* that he is the only boy from the

northeast who does not know how to play the instrument. Consequently, portraying the people of northeast India as music enthusiasts is one of the stereotypes created by Bollywood about the region's tribal inhabitants.

Bollywood films depict the average north-eastern visage in Indian metropolitan areas as a hotbed of racial hatred, violence, and discrimination. Through their mongoloid physiognomy, attire, dialect, and way of life, Bollywood films tend to exoticize and stereotype the tribal characters in the narrative. However, some films tend to emphasize how traumatized and alienated people from northeast India are as a result of bigotry, ethnic profiling, and oppression. As such, Bollywood films tend to stigmatize and essentialize northeast tribal characters as savage, immoral, untamed, and uncivilized outsiders to the nation state. The image of the eccentric and exotic tribal people of the northeast serves to stigmatize people from the region. Stigma is defined by the Cambridge Dictionary as a strong sensation of disapproval and lack of respect for a person or group of people with a negative social opinion of them. In his 1990 book *Stigma: Notes on the Management of Spoiled Identity*, eminent sociologist Erving Goffman was the first scholar to conduct a thorough examination of social stigma. He defines stigma as an act that profoundly discredits a group of people and their culture. "Stigma makes an individual different from others in the category of persons available for him to be, and of a less desirable kind (Goffman 3)." Erving Goffman mentions about three distinct types of social stigma in his book: abominations of the body, blemishes of individual negative character attributes, and tribal Stigma. He identifies tribal stigma as a racial stigma that tends to imbue a group of people with a negative social identity in order to dehumanize, devalue, dishonour, and marginalize them as a socially underprivileged and inferior race.

In a small number of Bollywood films, people from northeast India are depicted as eccentric tribal men, whose behaviour, physical appearance, and customs are typically portrayed as odd and bizarre. Additionally, the films do not identify with the depicted locations and individuals. In casting characters from the northeast, Bollywood films experiment with social binaries of us/them, self/other, and insider/outsider. People from the northeast are depicted as immigrants and outsiders from Southeast Asian nations due to phenotypic

similarities with people from these regions, who are frequently subjected to racial prejudice and oppression in metropolitan areas.

Bollywood films serve as agents of neo-colonialism by depicting north-eastern tribal people in a biased manner, resulting in social injustice that resembles a new-colonial order of racial oppression. In the narrative, the industry toys with racialized and stereotypical colonial discourses by appropriating otherness. Bollywood's orientalist gaze of ethnic inferiority towards northeast Indian characters casts a negative light on the people and the region. The negative images exacerbate the sociocultural divide between those from India's mainland and those from its periphery. To reduce the disparity, Bollywood filmmakers portraying tribal characters from northeast India must conduct thorough research.

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AESTHETICS OF FEMINISM IN THE POETRY OF IMTIAZ DHARKER

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Abstract

What is called feminism is woman's sense of reaction against man's dominance in social, political, economic fields of life. It has become a heartfelt desire of every woman in the male dominated world, yet it finds expression in the poetry of modern Indo-English women poets, which is apparent especially in the poetry of Imtiaz Dharker. Effort will be made in this paper to highlight all those points which are aesthetically important. The most important aesthetic manifestation of this poet is woman's sense of freedom which is twofold – freedom of the body and freedom of the soul. From the stylistic point of view her central concern is use of language, diction and treatment of all concerns in terms of symbolism and imagery. So, the purpose of this writing is to take up different themes of feminist concern in the poetry of the poet and relate each theme to the theory of feminism.

Key Words: Aesthetics, Feminism, freedom etc.

This study will be a critical study involving the poetry of Imtiaz Dharker that will open up new vista in the poetic output of modern Indo-English poets.

The purpose of literature is instruction and delight and the purpose of criticism is how far a piece of literature delights and instructs the reader. The most ancient works known in Indian literature like the Vedas, the Upanishads, the Ramayana, Kalidasa's Shakuntala etc. having an everlasting charismatic quality reflect towards immense amount of poetic skill inherent in Indian history of literature. According to the Book of Genesis, "So God created man in his own image, in the image of God created he him; male and female created he them", And God blessed them, and God said to them, "Be fruitful, and multiply, and replenish the earth, and

subdue it, and have dominion over the fish of the sea, and over the fowl of the air, and over every living thing that move upon the earth” and according to the Upanishads God created a couple out of his Tapa. He gave to the couple the name of ‘Prana’ and ‘Rayee’ and he thought that he would fill the earth with off springs born out of ‘prana’ and ‘rayee’, and he did so. In God’s plan both man and woman are equal participants in generation, operation and destruction of the universe. No one is inferior to or less than the other. But how come that man enjoys every right to act freely in the universe keeping woman under his subordination. This disparity has given birth to disparity between male female relationships, which is the root cause of all social problems today. Woman has been bearing with patience her secondary fate in the society since time immemorial, but now when she has recognized her importance as an equal participant in the scheme of life, she has opened her mind and soul to be treated by man and society at large on a par with man. She is piloting aeroplanes, driving trucks, buses and locomotives; she has joined army and police to provide internal and external security to her nation. She has become a public servant, a politician, a statesman. There is hardly any job she cannot do justice with. But, with all this why should she suffer a feeling of inferiority in the male world around. The tradition of feminism remained invisible and never mushroomed as a different and independent genre in India and elsewhere, being always shadowed by patriarchal supremacy. The meaning of feminism has been deconstructed several times and is still contradictory. A French novelist and Philosopher Simone de Beauvoir, in her book *The Second Sex* said, “One is not born, but rather becomes, a woman”, which propelled many minds and instigated the 5 wave of feminism. India marked the presence of the flame of feminism in the postindependence era. The pioneers of this tradition were notably Virginia Woolf (*A Room of One’s Own*, 1929), Mary Wollstonecraft (*A Vindication of the rights of woman*), Simone de Beauvoir (*The Second Sex*, 1949) and Elaine Showalter (*Towards a feminist poetics*, 1979). Surprisingly, Feminist writings in India were started by men. Rabindranath Tagore’s bold female characters in his novels ‘Choker Bali’ and ‘Ghare Bhaire’ prove the same. Kamala Das is the first feminist writer to write in English. Chitra Divakar is another name known for her strong feminist ideologies. She wrote *Mahabharata* in her book *Palace of Illusions* from the perspective of Draupadi. Many more women writers came into light that broke the shackles of society and showed best of their skills freely. Although feminism has become the heartfelt desire of every woman in the male-

dominated world, yet it finds its expression in the poetry of Indo-English women poets, especially in the poetry of Imtiaz Dharker. She can be seen making a search for their identity in the fast progressing social life of Indian democracy. In fact, this is the basic cause for their being creative poets. The present study aims to locate and point out the aesthetics of feminism in the poetry of modern Indo-English women poets.

Imtiaz Dharker was born in Lahore, Pakistan in 1954. She was brought up in Glasgow, Scotland and then married Anil Dharker and moved to India. She is an M.A. in Philosophy and English Literature. After the death of her first husband, she married Simon Powell and is presently in London. She is a poet, an artist and also a documentary filmmaker. Her documentaries are based on shelter for women, women health and education, and child welfare. For one of her documentary short films, Dharker was awarded the Silver Lotus Award by the President of India in 1990. Other award-winning documentaries were 'CRY' and 'Impact India'. She was also awarded with Balraj Sahni Award by All India Artists' Association. In December 2014, she has been announced as the winner of Her Majesty's Gold Medal for poetry, which will be presented to her in spring 2015.

Dharker's poetry seems to be a reflection of her own life. Her exposure is very much visible in her multi-faceted poetry. Recurrent themes found in her works make her a global poet. Her poetry delivers expression of freedom, geographical and cultural displacement, journeying, search for identity, diaspora, religious strife and feminism. A Muslim girl's desire for freedom and her helplessness to break the chains of boundaries of religion, customs and patriarchal supremacy are prominently present in her unpolished words in *Purdah* (1988). Her art gathers a momentum, which is activated by the oscillation of a woman's two facets i.e., her inner real self and the outer masked self. She has boldly expressed her own experience which is indicated in her use of first person narrative. Dharker has implemented her artistic side in her poetry to make it even more vivid. She has presented poetry in a pictorial way with her sketches which run parallel to the themes of the poems. She also had ten solo exhibitions of her drawings in pen-and-ink. Dharker, unlimiting her sense, reveals her perception of 'Purdah' by using cut-throat sharp and piercing words. She has strip-teased the fake and fancy picturisation painted by society and has depicted the naked, excruciating and hardcore reality behind the purdah. Her

second book, *Postcards from God* (1997) represents the inner turmoil of an individual when exposed to different cultures. Dharker has expressed the experienced dilemma in domestic settings. In this book, Dharker shows God's contemplation on His own creation. Each verse in this book is framed like a scene which is complimented with her powerful drawings, which will be interpreted in this thesis in a new light. Dharker not only speaks as a muslim woman, but she represents womanhood as a whole. She intends to cross the boundaries of name, religion and nationality. Feeling of rootlessness, lack of freedom in speech, identity crisis, religious anomalies etc. are sensed in her poems in her third book *I speak for the devil* (2001). This book explores the condition of women irrespective of geographical boundaries. She has pointed out towards the need to discard the 'purdah' or the 'mangalsutra', not to disobey any religion, but to rise above her inner darkness and subjugated dominance by the society and male counterparts. The very first poem 'Honour killing', criticizes the modified culture imposed on women in the name of God. Her poems expose the fake masks to reveal the real face of society.

In her fourth book *The terrorist at my table* (2009), Dharker not only unveils the plight of women but also reveals the growing desire to fight for their rights. This book asks its readers very thoughtful questions pertaining to life and identity in a very bold way. Through her poetry, Dharker imagines a world where terrorist attacks are common and the plight of women is bleak. In well-structured poems of Dharker's fifth book *Leaving Fingerprints* (2009) she explores various areas like photography, a recipe, dancing girl Anarkali, Bombay tiffin-boxes – all in the context of women. Her latest book *Over the Moon* (2014), which was published just recently in 2014, is mostly set in London. This consists of a collection of poems presenting love and loss, mourning and celebration, music, church bells, language etc. This book is written after the loss of poet's husband Simon Powell. It talks about both love and loss, and finally attains peace in the form of language which she finds a route to celebration. In form and content this book is maturer than her other books.

Dharker started a company of video films called 'SOLO' in 1980. These videos were based on architecture, child relief, diseases like leprosy, cancer etc. Till now, she has made more than 300 audio-visuals and films which include 'The Festivals of India', 'Vistara', 'Shelter', 'Sadhana', 'UNICEF', 'CRY', 'Tata cancer Hospital', 'Impact India', etc. Dharker's

creative output has been extraordinary and that is visible through her drawings, which she showcases through her exhibitions. She started her solo exhibitions in 1982 and the latest one was showcased in 2007.

1. "Purdah" Mumbai (1982)
2. "Borderlines" Mumbai and Delhi (1989)
3. "Living spaces" Mumbai (1992)
4. "Postcards from God" Mumbai, Delhi, Madras, Bangalore (1994)
5. "Random Blue, a parallel life" Mumbai (1996)
6. "Freefall" Mumbai (1999)
7. Solo exhibition, Hong Kong (2007)

Dharker's inclination towards feminism is quite clear and prominent in all her artistic outputs and acts as a vent to let her thoughts reveal to the world. Dharker, indeed is a connoisseur in the field of feminism as her writings, films and drawings too point towards her immense and intense interest towards a woman's feelings, apprehensions and emotions.

Feminism is a way which endeavors to analyze literature from the point of view of a woman. How does she view and observe objects around her; how she makes an effort to analyze different things which justify her ego in a medium which is dissimilar from the expression of menfolk. The aesthetics of feminism undoubtedly, is an art which includes a woman's effort to give shape to her experience in a literary and pleasant form. In order to understand her, we have to empathize with her and try to look things from her perspective. Thus, aesthetics of feminism is not a simple affair; it has its own subtleties and complexities which call for a full-fledged study. The purpose of the dissertation is to locate feminism in Indian literary context, develop a hypothesis, and to study its ramifications on modern Indo-English women poets. Effort will be made in this thesis to highlight all those points which are aesthetically important. The most important aesthetic manifestation of the Indo-English women poets is woman's sense of freedom, as an 'Independent woman'. This sense of freedom and emancipation is twofold: the freedom of the body and freedom of the soul. In order to give expression to this freedom she makes use of certain themes. Some of her themes of concern are: treatment of love, humanism, reaction against the sexist attitude, question of existence in

life, sense of loneliness, question of identity, questions involving death, pain, suffering, her attitude to nature, compromise. From the stylistic point of view, her central concern is use of language, diction and treatment of all concerns in terms of symbolism and imagery.

Modern Indo-English writers occupy a special domain and form a distinct literary form. Writers displaying strong feelings of cultural misplacement, hopelessness, rootlessness, faithlessness, disintegration, alienation through their writings fall in the category of modern Indo-English Writers. A special place has been taken up by the modern women writers who have willingly picked up poetry as a medium of self-expression, a kind of a window for their pent-up feelings to go out. In this modern hectic life, full of hurries and worries, the analysis of the poetry of Imtiaz Dharker will help in interpreting and evaluating latest dimensions of feminism in India.

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AUDIOBOOK APPLICATIONS: A REVOLUTION IN READING LITERATURE

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Abstract

The digital humanities are the one of the emerging trends in humanities. The synergy between humanities and computing is evidently seen in the era of technological innovations and literature is one of the humanities which gains a lot from the coming togetherness of the both, thereby it remains the most benefitted and influenced by it. The digitizations of books, digital libraries, online libraries, etc. are the result of the advancement in technology as an effect literature is accessible for almost everyone across the globe. The digital humanities further have gone one step ahead with applications like Audible, Cuckoo, LibriVox, Spotify, Google Play Books, Audiobooks, Hoopla Digital, Serial Box, Loyal Books, e-Stories etc. which provide Audio-books have revolutionized the way literature is read and understood. These applications are providing most advanced features with help of technology, which is making reading of literature an easy task. The way novels, poetry, short stories, dramas are presented through these applications is hugely different and attracts readers in the busy life of the modern world. This article tries to throw a light on the way audiobook apps work, the way they are revolutionizing reading habit, the changes they are putting in the field of reading literature and pros and cons of the same. The paper also tries to adopt survey methodology for data collection and analysis.

Keywords: Audio-books, Listening, Reading, Android Applications, Books, Storytelling.

As George H. Williams defines “The digital humanities is whatever we make it to be” (Thomson Klien, 37). To define digital humanities is a difficult endeavor to do, as it encompasses lot of fields. However one can give a partial picture of it through the task of

defining it. The field of digital humanities is an area that is quickly expanding at the intersection of computing and humanities, arts, as well as the interdisciplinary fields of culture and communication, education, and library and library science. It includes the systematic use of digital resources in the humanities, as well as the analysis of their application. The terms which are often associated with digital humanities are computational linguistics and language processing, electronic text production and editing, digital collections, archives, and libraries, computing practices in disciplines of the humanities and arts, computing practices in related interdisciplinary field, computing practices in related professions and digital tools and methodologies.

The development of Digital Humanities is gradual and evolving. In the opening chapter of *The History of Humanities Computing* Susan Hockey divides the history of the field into four stages: Beginnings (1949–early 1970s), Consolidation (1970s–mid-1980s), New Developments (mid-1980s–early 1990s), and the Era of the Internet (1990s forward) (Hockey, 2004). The field has a strong historical identity with linguistics and computer-aided study of texts, signified by the early names computational linguistics and humanities computing. Typical activities included textual informatics, miniaturization, and stylometric analysis of encoded textual material that aided studies of authorship and dating. Vocabulary studies generated by concordance programs were prominent in publications and, during the period of Consolidation, literary and linguistic computing in conference presentations.

The period of New Developments was marked by several advances. By the late 1980s, powerful workstations were affording greater memory, screen resolution, color capacity, and graphical user interface, facilitating display of not only musical notation software but also non-standard characters in Old English, Greek, Cyrillic, and other alphabets. Both textual and visual elements could be incorporated and improved. The expectations for the quality in graphics grew as the result multimedia forms of humanistic research in digital environments emerged. Further the advent of personal computers and email in the “Era of the Internet” strengthened a new relationship between humanities and technology.

Nancy Ide describes the period from the 1990s forward as a “golden era” in linguistic corpora. Prior to the Internet, the body of literature for stylistic analysis, authorship studies, and corpora for general language in lexicography was typically created and processed at single locations. Increased computer speed and capacity facilitated sharing more and larger texts while expanding possibilities for gathering statistics about patterns of language, and new language-processing software stimulated renewed interest in corpus composition in computational linguistics. Even with continuing limits, Hockey adds, by the early 1990s new projects in electronic scholarly editions were under way, libraries were putting the content of collections on the Internet, and the Text Encoding Initiative published the first full version of guidelines for representing texts in digital form (Hockey, 2004). And, early multimedia combinations of text with images, audio and video were appearing as well.

For the most part, though, tools were created by experts or commercial interests. “Humanities 2.0” was characterized by new tools and relationships between producers and consumers of tools, fostering a “many-to-many” model marked by greater interactivity, user participation, and user-generated content. This shift was apparent in the corporate and social networking of Google and MySpace, collaborative knowledge building of Wikipedia, user-generated photo-sharing of Flickr, video-posting on YouTube, and blogs, wikis, and virtual environments.

Now digital technologies have gone one step forward and developed an interface where literature is read through audio-books (‘read’-researcher means knowing through Listening). The stored digital books in the database are accessed with someone is reading the text. The Applications are build in such a way that a sense of real time interaction experience with the author or the book is given.

What is an Audiobook?

An audio-book (or a talking book) is a recording of a book or other work being read out loud. According to *Matthew Rubery* the term "talking book" came into being in the 1930s with government programs designed for blind readers, while the term "audiobook" came into use

during the 1970s when audiocassettes began to replace phonograph records. In 1994, the Audio Publishers Association established the term "audiobook" as the industry standard (Rubery, 21).

Due to technological advancements numerous books are available in audio-form with added features in a single application which replaces audiocassettes of a particular book reducing the cost and handling expenses. The applications like Audible, Cuckoo, LibriVox, Spotify, Google Play Books, Audiobooks, Hoopla Digital, Serial Box, Loyal Books, e-Stories etc. have played a very important role in spreading stories through audio features. The book is read by a professional voice artist with added intonations which are intoned with the highs and lows of the story, which attract readers to switch to listening form. There are numerous benefits out of audio-books apps which hold reader attracted.

Listening is the communication skill we often neglect to use. Most studies stress the importance of listening as a communication skill and an effective communication includes listening to the receiver if not communication remains ineffective. According to Dick Lee, A typical study points out that many of us spend 70 to 80 percent of our time in some form of communication. Of that time, we spend about 9 percent writing, 16 percent reading, 30 percent speaking, and 45 percent listening (Lee Dick, 1). These applications tap this energy and help people read the literature of their interest.

Because of their format, audiobooks are regarded as useful resources. An audiobook can be listened to while carrying out other chores, in contrast to traditional books or a television programme. These include chores like laundry, exercise, weeding, and other such jobs. Adults most frequently listen to audiobooks as a general substitute for radio or music while they commute by car or take public transportation. Many people also listen to music to unwind or to help them fall asleep.

Another stated reason for choosing audiobooks over other formats is that an audio performance makes some books more interesting. According to the survey by Audio Publishers Association, "the overwhelming majority of audiobook users listen in the car, and more than two-thirds of audiobook buyers described audiobooks as relaxing and a good way to multitask". Common practices that an Audio-book application provides:

- **Replaying:** Depending on one's level of interest and concentration, it is frequently required to listen to certain sections of an audiobook more than once in order to fully comprehend and recall the information. Replaying can be done right away or after waiting a while.
- **Learning:** While reading a physical book, people can listen to an audiobook (often an unabridged one). When they do this, they are able to learn vocabulary that they might not have otherwise if they had merely read the book. This can be a very successful method of learning a new language.
- **Multitasking:** Because it enables multitasking while performing otherwise boring or monotonous jobs like exercising, creating, or cooking, audiobooks are popular among readers.
- **Entertainment:** Audiobooks have become a popular form of travel entertainment for families or commuters.

The audiobooks help brain to better imagine the story. Vivid imagines and characters in books create a sort of magic. Listener will be more able to imagine meaningful imagery when he is listening rather than reading. Audio form helps the learner to attach a deep meaning to the phrases used in the story. When one reads the phrases brain picks up the literal meaning instead of deeper meaning but one hears the same phrase on Audio-books as if someone narrating the story.

Listening rather than watching can spark a more emotional response to the story. "According to a new study by Joseph Devlin, head of experimental psychology at University College London, listening to audiobooks is more emotionally engaging than watching film or TV" (Cadden, 1). The listener will be able to have greater emotional and psychological engagement with the text.

Audiobooks have benefits from improved reading comprehension to expanding vocabulary. Hearing new words increases vocabulary and enhances word recognition ability especially for those who are learning second language and children.

Audiobooks have been used to teach children to read and to increase reading comprehension. The story telling feature of Audiobook attracts children with vivid sound effects. It increases their listening comprehension, improves pronunciation and fluency as children listen to the audios with an impression of real time speaker. The familiarity with language also increases due to listening regularly. The imagination ability also accelerates due to no-visual effects thereby leading to more effective imagination. They are also useful for the blind.

The Audio-books applications are the cost effective compared to physical books, with a small monthly of yearly subscription a listener can have access to number of books. In addition they are available freely on many websites and android applications. There are many books available on You Tube for free. Android Applications like Loyal Books, Hoopla, LibriVox, Libby and others provide access to free audio-books. Although it is commercially growing field remains cost effective compared to reading books physically.

The researcher has done a survey on users of the audio-book applications and has taken responses through Google form. The users are using variety of applications for listening Audio-books. The researcher has gotten eighteen responses. The figure 1 shows the features attracting the Audio-book apps. ‘Audio effects’ and ‘storytelling’ remain as the top attracting features of the Applications s show in the figure 1.

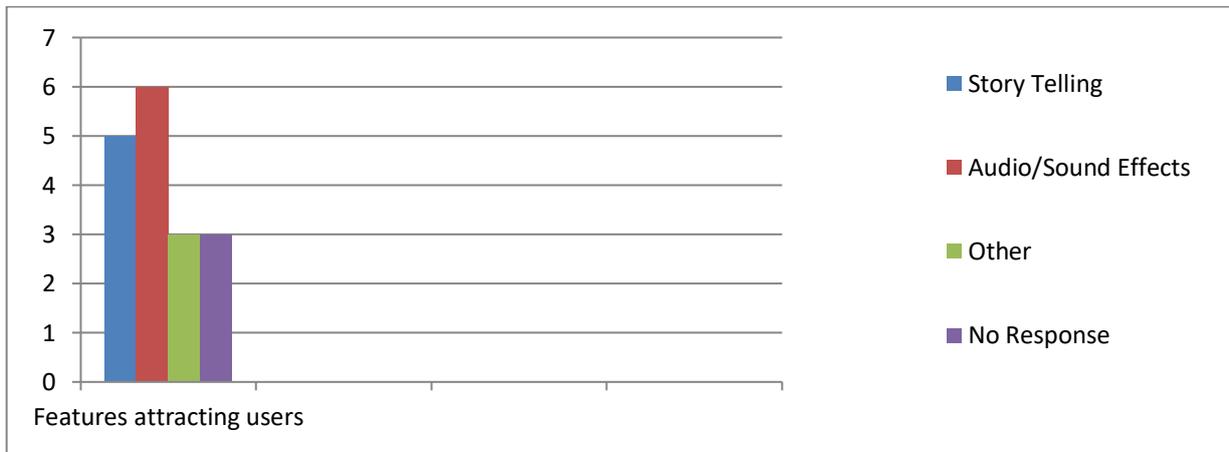


Figure 1- Features attracting users

Figure 2 showcases the time of using the applications. Audiobook Applications are used mostly in free time indicating entertainment part. Although most readers prefer listening audiobooks during travel but responses show a little preference for it. As users use applications in free time, it is rare that they give particular time for the audio-listening.

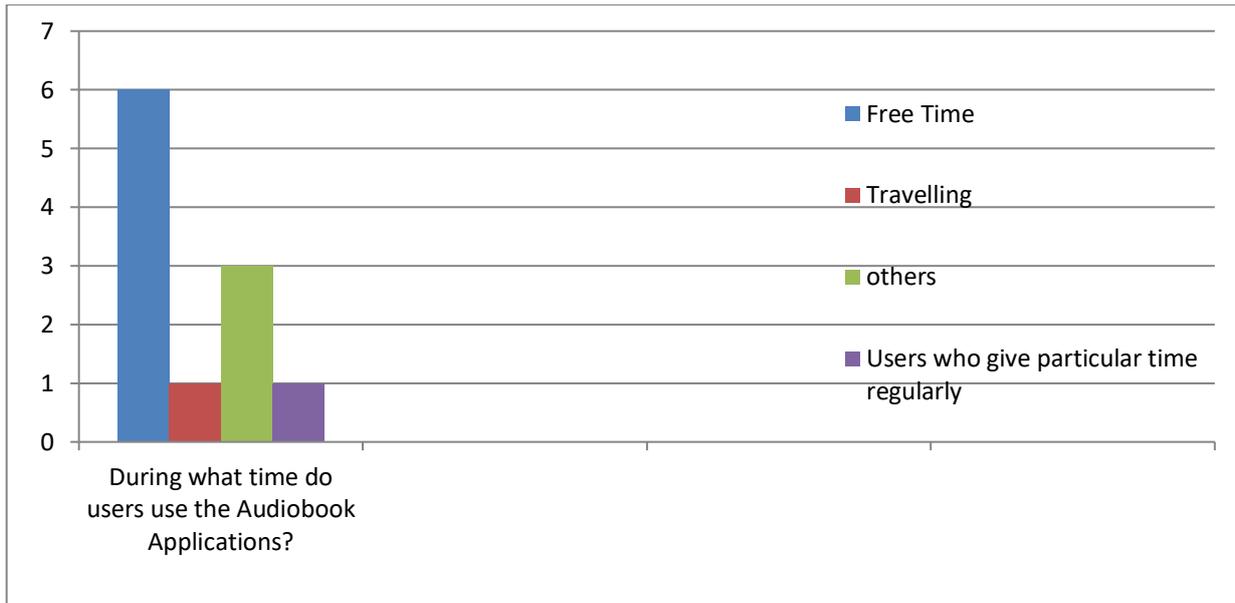


Figure 2-During what time users do use Audiobook Applications?

Audiobooks are one of the great advancements in reading literature, but some people opine that the audiobooks lack in giving aesthetic pleasure of reading books. Although many features of audio-book applications attract the users, reading books remains top priority of the people. Listening to audiobooks remains as a tool to remain connected to books in the busy schedule as lot of people use it during mundane activities like workouts, eating, walking etc. It is emerging as an alternative for reading books.

Audiobooks are the feeders of reading-urge of the people those who could not sit and read books in busy and have hectic schedule. It is more convenient to handle as it is available on our android smart phones. Physical books have to be carried wherever we go but it is not the case with Audiobooks, at click we can have access to them.

The Audiobook applications are creating a big change in the reading habits of the people. As many people are preferring audio-books to read books faster as applications provide option of listening at multiple speed. Audiobooks have revolutionized the way of reading books. Young generations are finding it useful and time saving.

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**AWARENESS ABOUT FLIPPED CLASSROOM AMONG PROFESSIONAL
COLLEGE TEACHERS AND STUDENTS**

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Abstract

The said paper is related to the awareness about flipped classroom among professional colleges teacher and students. For the study, researchers have selected 6 colleges and 14 teachers and 1330 students with a convenient sampling method. Researchers try to study positivity through a questionnaire given to the students and teachers and analyzed through a Likert scale, and the paper concludes there is high positivity among both entities.

Keywords: Flipped classroom, students, teachers, emerging teaching method, learners-centred method

Introduction- Introduction- For any teacher to teach and students to learn one thing is very important that is the teaching method. Old teaching methods are somewhat teacher-centred methods which presented teachers as one of the main entities in the process of the teaching-learning process. In ancient times a person was not able to learn everything on their own even with no materials and exposure available to the students so one person learns from their teachers. But time passed and with new generations, everything is changed. The needs of new generations are different. The new century lead the globe to the development of science and technology and the speed of progress is fastest than ever. So students have more tools to get information and they are good with the technology. So teaching methods should also change from teacher-centred to learner-centred teaching methods.

In the current few decades, we can see some learner-centred methods such as desuggestopedia, Computer Based Learning, Communication method, blended learning, inverted learning and so on. One of the emerging learner-centred teaching methods is flipped classrooms. The concept of flipped classroom was first brought up by Jonathan Bergmann and Aaron Sams, who were both high school chemistry teachers in their book: *Flip your classroom: Reach every student in every class every day* (2012). The flipped classroom is a "pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter." (The Flipped Learning Network, 2014). So in this paper, researchers tried to analyse how professional college teachers and students know about the flipped classroom and their approach towards it.

Literary reviews-

In foreign countries, many teachers are working on the effective integration of flipped classrooms. However, in India, except for the attempts made by IIT Bombay in their workshops viz. Pedagogy for Online and Blended Teaching-Learning Process During 2016-2019 under their programme T10TK (Train 10 thousand Teachers), there were very few national attempts made to train the teachers to effectively use ICT in higher education.

Turan and Birgul (2019), in their study, analyzed forty-three articles on flipped classrooms by systematic review and concluded that FC increases student's engagement and decreases learner's cognitive load. This is a student-centric method which gives higher motivation to students. Hung (2015) compared three classroom types, those are structured FC, semi-structured FC and non-flipped classroom and concluded that structured and semi-structured flipped classrooms are more effective than regular or non-flipped classrooms. Ilgu, Cherrez and Jahren (2018), worked on the FC method in engineering education and reviewed sixty-two articles. They assert some benefits of FC as flexibility towards the process of learning, improvement in interaction, increase in professional skills and student's engagement.

Parida and Mohanty (2018) studied the impact of flipped teaching on students' performance at the school level in India in the context of different mediums of instruction. Science subject was taken for teaching through different medium of instruction. As a result, they concluded that the medium of instruction does not make any change in learning but flipped learning makes the difference to improve the performance of the students.

In India, very few works had done on the flipped classroom approach. Priyadharshini M (2019), in her project, analyzed the competency skills and performance of the learners using a cloud-based flipped classroom. She took samples from undergraduate engineering students and studied their VARK learning- visual, auditory, reading and kinesthetic. Hajari B. (2016) in her study studied the effectiveness of the FC strategy for enhancing achievement in science among secondary school students. Pravin Gholap (2019) in his study studied the role of FC in the teaching process and its effect on Nursing students' knowledge attitude and satisfaction. Ligi B. (2019) in his study studied the effectiveness of flipped teaching in physics among high school students. Gayathri H (2019) in her project worked on the effectiveness of FC strategies in enhancing the learning performance of chemistry and in certain selected variables among the student of standard eleven. D souza M.D. (2018) in his study investigates FC with extreme practice in introductory programming courses. All these studies are from different disciplines but their conclusion is quite common that FC is a very useful method for the teaching-learning process which helps students to learn every subject with greater performance than the traditional classroom method.

In India, few works have been done on English subjects specifically. Gafur (2017), in his work studied flipped learning as learner centred approach to teaching English at the tertiary level, in which he studied the listening and reading skills of science, social science and humanities students. Sophia (2017) in her work studied teaching big writing using regular and flipped English classes. In this comparative study, she studied BBA and B.Com. students and took the opinions of engineering, art, and science teachers. Essay writing and self-assessment questionnaires were the tools used in this study. The third study is by R. Preethi (2019), and in her project, she worked on techno-pedagogy, flipped learning and mobile learning to teach writing skills at the tertiary level.

Aims and objective - Study the approach of teachers and students of professional colleges about the flipped classroom.

Hypothesis- Teachers and students are highly positive about the concept of the flipped classroom and its integration or implementation.

Methodology-

Participants- For the said study, researchers have selected 1330 students and 14 teachers from six engineering colleges by convenient sampling method. Researchers have taken basic information from students and teachers. These six colleges codified as C1, C2, C3, C4, C5 and C6. Researchers stated that 14% of students and 7% of teachers are from C1, 6% of students and 7% of teachers are from C2, 11% students and 21% of teachers are from C3, 36% students and 29% of teachers are from C4, 18% students and 21% teachers are from C5, whereas 15% students and 14% teachers are from C6. Among all students, 64% of students are male, whereas 36% of students are female. In the case of teachers, 79% of teachers are male and 21% of teachers are female. C4 has the most number of teachers and students and C2 has the lowest number of teachers and students.

	College	Number of teachers	Percentage	Number of students	Percentage
	C1	1	7%	191	14%
	C2	1	7%	83	6%
	C3	3	21%	144	11%
	C4	4	29%	484	36%
	C5	3	21%	226	18%
	C6	2	15%	202	15%
Total	6	14	100%	1330	100%

Table no 1. Profile of ESP Learners and Teachers

Instruments- For data collection questionnaire is used, which is provided in the form on Google form, which consists of 13 questions for students and 18 questions for teachers with a Likert scale. The questionnaire has answers divided into five responses as Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA). 1 to 5 numbers are given to the above responses. The questionnaire is made up of two parts A and B. In the part 'A', personal data like name, gender, institute and medium of instruction is taken into account for students. In the part 'B' researchers put some questions about awareness about the flipped classroom and the perception and approach to it.

Data collection and analysis- Students' questionnaire consist of 13 questions which talks about approach to flipped classroom. 93% students understood the concept of flipped classroom, whereas 3% students are did not understood the concept of flipped classroom, and 4% students are neutral for the said question. So most number of the students is aware about the concept and this will be helpful to implement flipped classroom. 93% students feel that they can interact better with their classmates, ask their doubts to peers, they can ask to repeat the content, it will also help them to learn English language and communication skills and it will make them more creative person. So as a conclusion, 91% students feel that flipped classroom will help to build confidence and to grasp more knowledge. 92% Students feel that this teaching method will be more useful because teacher will be available more than traditional classroom. 94% students motivated to learn through this flipped classroom method, also 92% students want to watch educational videos for it. Mere 1 or 2 % students are not understood the concept and does not want to flip their classroom. Total 92% students have highly positive attitude towards this approach, 7% students are neutral about this approach, whereas 1% students have negative approach towards flipped classroom.

Total number of Items	Strongly Disagree & Disagree	Neutral	Strongly Agree & Agree
1	37	55	1238
2	20	67	1243
3	24	93	1213
4	17	69	1244
5	18	75	1237
6	26	105	1199
7	14	75	1241
8	38	138	1154
9	27	114	1189
10	22	96	1212
11	20	84	1226
12	16	90	1224
13	15	66	1249
Total	294	1127	15869
Percentage	1%	7%	92%

Table number 2. Students' approach towards flipped classroom

Total number of Items	Strongly Disagree & Disagree	Neutral	Strongly Agree & Agree
1	0	1	13
2	1	2	11
3	0	1	13
4	0	2	12
5	0	0	14
6	0	2	12
7	0	2	12
8	6	2	6
9	1	1	12
10	2	1	11
11	0	3	11
12	1	1	12
13	0	0	14
14	2	1	11
15	0	2	12
16	0	2	12
17	0	1	13
18	0	2	12
Total	13	26	213

Percentage	0	7%	93%
Table number 3. Teachers' approach toward flipped classroom			

The teachers' questionnaire consists of 18 questions, it talks about teachers' approach towards the flipped classroom. Here researcher tried to see the awareness of the teacher about the new teaching method. 93% of teachers are aware of the flipped classroom, out of a total of 79% of teachers have completed a course on the same teaching method. 7% of teachers are not well familiar with the concept but they know few things about its implementation, whereas 14% of teachers had not completed any course regarding the teaching method. Here researchers have asked questions related to the question asked to the students. All 100% of teachers believe that students will become more confident and active learners with this method through different application-oriented activities. Out of these 79% of teachers feel that this method will benefit them to grow professionally, and 14% of teachers are not sure that it will be beneficial to them professionally. Here Researchers stated that 93% of teachers feel that this method will help them to interact more with the students, they can provide a better learning experience to the students to become active learners and creative thinkers also it eventually leads to the enhancement of English communication skills and academic excellence in the students. Because of this reason, 86% of teachers feel motivated to teach through this teaching method and 79% want to flip their English classes as they feel this is a very effective teaching method. In a conclusion, 86% of teachers want to suggest their colleagues flip their classes as it provides opportunities for students to analyze and evaluate different things and will make students more creative in terms of productive skills like speaking and writing. Researchers stated that 93% of teachers have highly positive attitudes and approaches towards flipped classrooms, whereas only 7% of teachers are yet not decided whether they want to flip or not their classes.

Conclusion - Conclusion - In this research study, researchers tried to analyze the approach of professional college teachers and students towards the flipped classroom teaching method. This method is comparatively new teaching method to other teaching methods. Researchers have selected 6 colleges, 14 teachers and 1330 students, and have collected all data through a

questionnaire which consists of 18 questions for teachers and 13 questions for students. The questions' content includes an understanding of the concept and perception of both entities towards the method. As a result, researchers stated that both entities have very good knowledge about the concept of flipped classrooms and they feel it will be beneficial for both of them.

But there is a scope for research, these both questionnaires are about concept and perception, still, it will be good to know about the challenges that will be faced by both teachers and students and how to overcome them. This will happen with the integration part, even in the New Education Policy, 2020 gives weightage to the blended teaching method. So the flipped classroom method can also be one of the important methods in upcoming years.

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CHALLENGES IN TEACHING ENGLISH LANGUAGE AND LITERATURE IN CLASSROOMS

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Abstract

English is taught from the primary to higher secondary classes as a compulsory subject. However, majority of Indian learners view English as Milk of tigriss. They become nervous as soon as they hear something said in English. As a result, English tutors struggle with enormous challenges. The study of English for ten to twelve years in school does not guarantee fluency. The majority of the learners come from rural areas, hence bilingual method is adopted in the English language classrooms. The teaching of English in India has been text-oriented since the beginning. The learners do not have enough opportunities to acquire English from the outside world. For Maharashtrians, English is L2 or L3. Most of the students are first learners of English in their family, hence it becomes a challenging to acquire a foreign language without the guidance from their teachers, parents and guardians. In order to survive in the today's competitive world of 21st century, learning English becomes an unavoidable phenomenon. And for this one must practice. Some advance teaching techniques can be helpful in the language acquisition such as think pair share, group discussions, role playing, etc. Note- making, note-taking, and information transfer, language teaching aids like video lectures, audio tapes, and quizzes can be used for the language learning by the language teacher. Language laboratories can definitely assist the learners in the language acquisition.

Keywords: Fluency, Challenges, Foreign language, Opportunities, Phenomenon, Language acquisition, Language laboratories,

English is an international language, used widespread around the globe to communicate. The necessity of learning English has increased at this times. Since both the state and the central

governments have emphasized the significance of learning English, English lessons have been offered early in LKG and UKG. English is taught from the primary to higher secondary classes as a compulsory subject. Moreover, Most of the Indian universities have prescribed English as a compulsory course along with the first language (such as Marathi or Hindi) of the learner. However, majority of Indian learners, especially those from rural areas, view this seven-letter word: English as *Milk of tigress* meaning the most difficult task. They become nervous as soon as they hear something said in English. As a result, English tutors struggle with enormous challenges.

The study of English for ten to twelve years in school does not guarantee fluency. Why does this happen? Can we raise questions on the primary teachers or the methods used by them to teach English? The most probable answer is NO. The majority of the learners come from rural areas, hence bilingual method is adopted in the English language classrooms. Grasping and comprehension of the concept taught in the classes by the student is the primary aim of these teachers. This approach only partially helps slow learners to acquire English lessons but it weakens the entire true learning process. A student will request an explanation in L1, or in his or her mother tongue, if they do not comprehend something in English. As a result, the English teacher is prepared to use a bilingual approach.

In spite of the introduction of English course in school curriculum, the medium of instruction in schools and colleges is L1 that is Marathi. English remains a foreign tongue to the most of the students in rural Maharashtra. They peculiarly emphasize on memorising spellings of English words and their meanings in L1. For them, English is just a subject and not a means of communication in their daily lives. There is no doubt that English is an international language and for Maharashtrians it is L2 or L3. Most of the students are first learners of English in their family, hence it becomes a challenging to acquire a foreign language without the guidance from their teachers, parents and guardians.

The people living in rural Maharashtra do not communicate through English. Big malls in metro cities, elite pubs and clubs, a few English-medium schools and colleges, and top level government offices only speak and utilise English. A few status-conscious administrators and

technocrats speak English to show off their prestige. As a result, the learners don't have enough opportunities to acquire English from the outside world. Hence, use of English is limited to classroom interactions only. Therefore, there is no room for the learners to practice English communication skills in their surrounding among the people. Even though, students are learning English, most of them struggle to write a single grammatically correct sentence. Most of the students learn English subject from the examination point of view. They recite and memorise the concepts and expressions in English but do not attempt to answer the questions on their own. As a result, despite spending years learning the language in school and college, learners still struggle to master it. They frequently struggle to follow discussions in English and are unable to write or speak in acceptable English. What causes this to occur? Does this imply that the English teachers in India are ineffective? Or does it imply that the issue is elsewhere—in the curriculum, the texts, the instructional methods, or the evaluation?

The only language in which text materials on the domains of Science, Medicine, Engineering and Technology, are available is English. Moreover, there is no common language that unites all of India. Some people are reluctant to learn and spread English as one common language in India, as it reminds them of the colonization. However, they fail to understand the need of time. As -Dr. Jaydeep Sarangi in an article named, “Teaching of English in India : Problems and prospects” states:

English as a potent vehicle of communication serves a link language in a multicultural and multilingual society like India, and also as a global Linguistic mediator. The (un)fortunate historical accident in the form of India’s encounter with the British brought English in our country, and its continued presence in our classroom eco-socio-political and cultural discourse for different reasons demands rethinking of its role and its significations.

In order to survive in the today’s competitive world of 21st century, learning English becomes an unavoidable phenomenon. And for this one must practice and practice. Students should be patiently practicing on their vocabulary development and understanding the English expressions used in different situations. Only reciting the spellings, words or expressions will

not help them. Unless and until, they start speaking, they cannot enhance their communication skills. The fear in their minds should be lessened and they must be motivated to speak in English although incorrect.

When students admit for higher education in colleges, their grades and percentage vary from 35% to around 95%. Bridging the gap of slow learners and advance learners becomes really a tough challenge for the teacher. In such situations, the language skills developed among the students varies. The slow learners cannot express in good English. A teacher, hence, has to bring them in the flow of learning. In Indian classrooms students come from various socio-linguistic and socio-cultural backgrounds. The overcrowded classroom is one of the features of Indian education system. With the insufficient number of teachers, it is not possible and practical all the time to divide the students in small groups or teams. However some advance teaching techniques can be helpful in the language acquisition such as think pair share, group discussions, role playing, etc.

Indian classroom has a biggest flaw of all time, that is, a teacher lectures the students who listen passively. The teaching of English in India has been text-oriented since the beginning (colonial times). British Government's objective was to develop a class of Indians who would function as a buffer between the British and the Indians. This hinders the students' development in language acquisition. How many teachers encourage their students to ask questions or raise doubts? The lectures should be interactive and in the form of discussions instead of one way delivery. In this connection, R. Krishnaveni, in his booklet *Some Aspects of Teaching-Learning English as a Second Language*, views it as:

Learning and teaching languages effectively is a major concern to many teachers throughout the world. Several practices are in use and there are continuous efforts underway to improve the effectiveness of language learning and teaching. There are many languages used across the globe. In India too, there are hundreds of languages used. According to the Constitution of India, every language is assured of some place in the school curriculum. So, it is always good for the

teachers to learn more about the problems of language teaching in order to improve their own ways and means of teaching languages successfully. (133)

Even after sixty or seventy years of independence, nothing has changed. Bookish knowledge of English is of no assistance to the learners. English can be taught through literature. The teaching of literature shouldn't be done solely for aesthetic reasons. The universities in India should provide a comprehensive paper on language or applied linguistics at post graduate level. Teaching second language is a highly skilled profession. Traditional classrooms are benefitted from the advantages of advanced educational technology. Indian English teachers should enhance the study skills of learners through note- making, note- taking, and information transfer. The language teaching aids like video lectures, audio tapes, and quizzes can be used for the language learning by the language teacher. Language laboratories can definitely assist the learners in the language acquisition. The basic skills required in any language acquisition are Listening, Speaking, Reading, and Writing should be focused considerably. Hence, an appropriate focus should be given on these skills at the right level of learning the language. There is no doubt that a learner should know the language grammar, however, merely giving importance to the grammar is useless. The most effective way of learning a language like English is practice speaking without any fear.

The role of teacher in teaching English language is significant and major in bilingual classrooms. Teachers should be well trained and updated as well as prepared to meet the changing needs of the learners. Interactions in English between teachers and students is a must for the better language learning. As proficiency in English is mandatory in today's world, one must acquire it by practice and lessening the English phobia. The challenges surrounding the teaching and learning of English may be resolved by curriculum revision, efficiency in the learning process, and the use of multimedia tools with language laboratories. One of the most crucial elements of language enrichment is inspiring teachers and students to meet their demands of language acquisition. Ultimately, enhancing one's communicative abilities is a biggest must in rapidly growing world.

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**Changing Paradigm in Classroom Teaching-Learning with the Blended Learning
Approach in View of NEP 2020**

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ABSTRACT

The Indian education system is changing according to time and situation. The 'Gurukul' system was used in ancient India. During British Empire 'School' system was launched and implemented in India and it continues till today. But due to technology revolution, many sectors got radically affected including education system too. Now a days, apart from traditional teaching methods teachers are using various other teaching methods such as audio-lingual method, audio-visual method, etc., with the help of various ICT tools. Learning is a dynamic process that changes with time, keeping pace with technological developments. With the passage of time schools, colleges and present-day universities were established where education is provided conventionally in chalk-talk, face-to-face interaction mode. Today, technology is revolutionizing educational system too. Since independence, the government of India has been trying to develop/ improve Indian education system. We all recognize how important education is in determining how our lives will turn out, yet there has been a serious issue with it in our nation. The Indian educational system is battling a number of problems. We cannot dispute the efforts made by the Indian government and institutions to change the current system of education. Unfortunately, there are still a variety of challenges that need to be resolved. One of the revolutionary step towards overcoming these problems is National Education Policy 2020 being implemented by the Central Government of India.

The present paper focuses on the concept of 'Blended Learning' focused in the NEP 2020. As per the NEP 2020, it is mandatory to all the Universities and Institutions to implement Blended Approach in teaching and learning. Blended learning involves a combination of classroom and online teaching and learning. (UGC 2021 Concept Note). The present paper discusses various models of blended learning, focusing only on Rotational model in detail.

Key Words: NEP2020, Blended learning, Rotational Model

Introduction

In the early 20th century, teachers were using some teaching methods in classroom for the better understanding of the students such as, Grammar Translation method, Direct method, Situational Language Teaching, Total Physical Response, Silent Way, audio lingual etc. But by the end of the 20th century, teachers are using some technology based methods for better comprehension of students. During the recent global pandemic, the teaching-learning of the entire world was totally depended on technology. We used some mobile applications for teaching and learning. Some experts criticized the online teaching; whereas some others appreciated it. We invented new teaching techniques and methods. In the last few years, 'Blended Learning' is the new concept emerged in education and now a days it is widely used for teaching.

A big step towards revolutionizing the entire education system in India to make it globally compatible as well as locally accessible is the NEP 2020. Along with making many changes in the layers of education system, the NEP 2020 also aims at making education easily available for all with the help of available ICT tools and digital pedagogical practices. As online education in India has got mixed responses and as traditional four-walled classroom education has many limitations and challenges, the NEP 2020 recommends balanced use of both traditional and online forms through blended learning mode. Such modifications to modern education policy have been greatly influenced by technology. Internet is the primary cause of this transformation. With its great penetration and speed, the internet has reached every room in the house, opening up a wealth of educational opportunities. Blended learning is also one such significant result of this technology innovation. As per the NEP 2020, it is mandatory to all the Universities and Institutions to implement Blended Approach in teaching and learning.

Blended Learning

Blended learning involves a combination of classroom and online teaching and learning. It is now possible to create student-centric quality teaching materials involving modern multimedia tools and it will be helpful in better understanding of concepts. Blended learning is the term given to the educational practice of combining digital learning tools with more traditional classroom face to face teaching. In a true blended learning environment, both the student and the teacher should be physically located in the same space (UGC, 2021) with some elements of student control over time, place, path, or pace. The things like E-lectures, Websites, PPTs, audios-videos, group activities, individual activities and task-based home works are included in the blended learning.

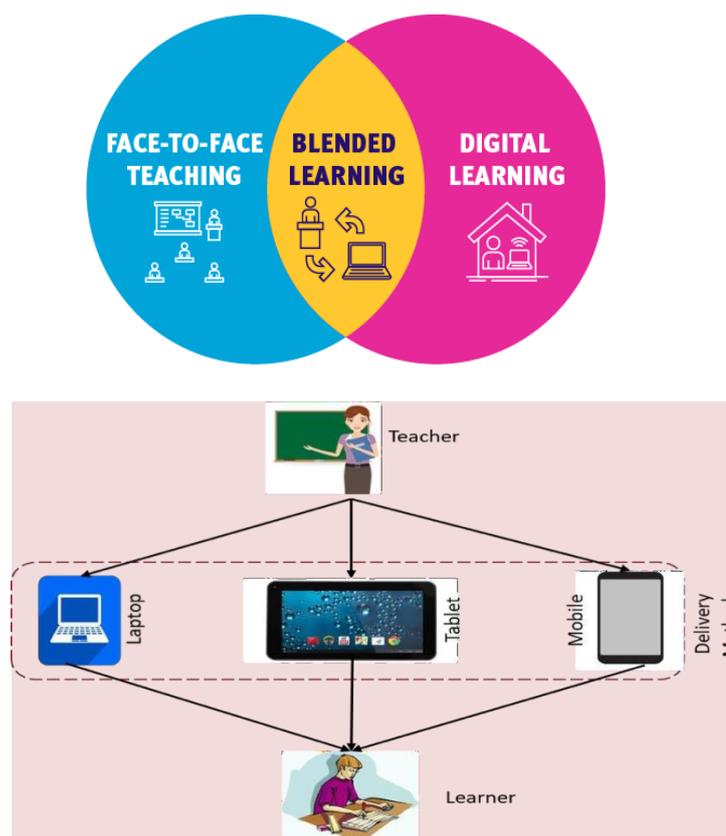


Image Source: BLENDED LEARNING IN NEP -CHALLENGESANDOPPORTUNITIES

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UGC Concept Note on Blended Learning (BL)

UGC has given all the details of BL approach. According to UGC, BL is an instructional methodology, a teaching and learning approach that combines face-to-face classroom methods with computer mediated activities to deliver instruction. This pedagogical approach means a mixture of face-to-face and online activities and the integration of synchronous and asynchronous learning tools, thus providing an optimal possibility for the arrangement of effective learning processes. Blended learning is the term given to the educational practice of combining digital learning tools with more traditional classroom face to face teaching. (UGC NEP 2020)

Also, UGC has given some BL models in detail. 'Given the emergence of digital technologies and the emerging importance of leveraging technology for teaching-learning at all levels from school to higher education, the NEP 2020 recommends for use of blended models of learning. The NEP-2020 states that while promoting digital learning and education, the importance of face-to-face in-person learning is fully recognized. Accordingly, different effective models of blended learning will be identified for appropriate replication for different subjects. (UGC NEP 2020). Therefore, understanding the BL mode, its nature, varieties, and applications is much needed for all the teachers today.

Horn and Staker (2011) proposed six models of blended learning which are face-to-face driver, online lab, flex, self-blend, rotation and enriched virtual model. However, they removed two from the six blended learning models which are face-to face and online lab because they believed that these were copies of other models. Thus, there are four different models of blended approach:

1. Rotation Model,
2. Flex Model,
3. Self-Blend Model and
4. Enriched Virtual Model.

The present research paper focuses only on Rotation Model and its types.

Rotation Model

According to the UGC, The Rotation Model is the one that classroom teachers in particular tend towards first. This category comprises any course or subject where students alternate between different learning modalities, at least one of which is online learning, either according to a set timetable or at the teacher's discretion. Students frequently alternate between desk-based assignments with pencil and paper, small-group instruction, and online learning. Alternatively, they might alternate between in-person instruction and a project or conversation with the entire class. The important thing is that everyone changes to their next scheduled activity in the class when the clock or the teacher signals that it is time to rotate.

Rotational Model is further divided into four types:

- A) Station rotation model,
- B) Lab rotation model,
- C) Flipped classroom model and
- D) Individual rotation model

A) Station Rotation Model

Unlike other blended learning models, the Station Rotation model takes place within the physical classroom or training room. During the classroom, students rotate on a fixed schedule among various modalities, which usually include 3 learning stations: 1) online learning; 2) face-to-face instruction; 3) group projects. For example, a learner may complete an assignment online, then participate in a group activity, and, finally, engage in teacher-led instruction. Students tend to be grouped by learning styles, skills, or needs.

B) Lab Rotation model

The only difference between lab rotation and station rotation is that with lab rotation, students complete the online learning component of their coursework in a computer lab as opposed to a classroom. Utilizing the lab frees up classroom space for other rotation-based activities, which is one advantage of this strategy. For this paradigm, having easy access to a computer lab is crucial. In certain schools, lab time could be limited to particular days or hours.

C) Flipped Classroom

In a flipped classroom, the lesson material is learned off-site via a computer, and active learning is substituted for passive learning during class time. For instance, students can finish software classes outside of class and then complete their homework in class, where a teacher is present to help. This technique is favoured by secondary schools since it ensures that students are actively involved in learning while in the classroom.

D) Individual Rotation

In an individual rotation, students switch between a range of learning modalities, but the rotation can be customized to each student's requirements rather than being dictated by a teacher or schedule. This paradigm is flexible, allowing students to work in modalities that better suit their needs at any given time rather than forcing them to switch between them at every stage of their classwork. Teachers are ready to support students and provide clarification or expansion on the material acquired online.

Conclusion

As NEP 2020 and UGC recommends blended mode of teaching-learning, it has become a necessity for all teachers to understand the BL and start implementing it in their respective classes. However, a teacher needs to be fully aware of the right tool to use, when and to use it as per the level and understanding is the students. Since a teacher has a comprehensive understanding of each student's degree of learning curve, he or she cannot be entirely replaced by technology. How much direction each pupil needs, what pace to employ, how to facilitate it, and how to integrate the same with different elements can only be understood by the respective teacher. Learning should not only be imparted; in order to have an impact, it should also engage learners and challenge them to overcome their limitations and for this use of recent advancements in educational technology are very useful. From various BL modes, the rotation strategy is extremely adaptable because teachers can have their pupils rotate to different stations. The station rotation approach is thought to be built in blended learning for future research. The station rotation model was employed in this paper's reporting of earlier studies

that looked at teaching and learning in colleges and universities. The effectiveness of this model on student success was favorable.

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NATIONAL EDUCATIONAL POLICY AND DIKSHA PLATFORM

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Abstract

India is a global leader in information and communication technology and in other cutting-edge domains, such as space. The digital India campaign is helping to transform the entire nation into a digitally empowered society and knowledge economy. While education will play an important role in the improvement of educational processes and outcomes; thus, the relationship between technology and education at all levels is bi-directional. National Educational Policy 2020 emphasize on use of digital technology in teaching and learning process. The thrust of technological inventions will be for the purposes of improving teaching, learning, evaluation processes, supporting teacher preparation, professional development, enhancing educational access, educational planning, management and administration including processes related to admission, attendance, assessment etc.

New circumstances and realities require new initiatives. The recent rise in epidemics and pandemics necessitates that we are ready with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible. In this regard, the National Education Policy 2020 recognizes the importance of leveraging and advantages of technology while acknowledging its potential risk and dangers. It calls carefully designed and appropriately scaled pilot studies to determine how the benefits of online/digital education can be reaped while addressing or mitigating the downsides. In the meantime, the existing digital platforms and ongoing ICT-based educational initiatives must be optimized and expanded to meet the current and future challenges in providing quality education for all. Giving the emergence of digital technologies and emerging importance of leveraging technology for teaching-learning at all levels from school to higher education, this policy

recommends the following key initiatives: Pilot studies for online education, Digital Infrastructure, Online teaching platform and tools, Content, creation, digital repository and dissemination, Addressing the digital divide, Virtual labs, Training and incentives for teachers, Online assessment and examination, Blended models of learning and Laying down standards.

Digital Technologies are electronic tools, systems and resources that generate, store or process data. Well known examples include social media, online games, multimedia and mobile phones. Digital learning is any type of learning that uses technology. It can happen across all curriculum learning areas. English is universal language. Pandit Jawaharlal Neharu says, “English is the window of modern world.” During second half of the 20th century, modern digital technology was used to support English language teaching and learning in the classroom of higher classes. There should be sustainable development in English language teaching and learning. Now a day, it is necessity of using digital technology in English language teaching and learning. The tools of Digital technology such as ICT- based teaching and learning including LED projector, computer, laptop, Android Mobiles, language laboratory, Notebook, Digital videos, LAN, various Websites, Email, E- Libraries, Computer mediated conferencing, Audio-visual conferencing, Blogs, Facebook, YouTube, Twitter, Skype, Satellite, Podcast, CD-ROM, DVD, Whiteboard, Epidiascope, Over Head Projector, Film strips, Shodhganga, e-Sindhu and now recently Chat GPT.

A rich variety of educational software, for all above the purposes, will be developed and made available for students and teachers at all levels. All such software will be available in all major Indian languages and will be accessible to a wide range of users including students in remote areas and regional languages, as well as by the NCERT, CIET, CBSE, NIOS and other bodies or institutions and will be uploaded onto the DIKSHA platform. This platform may also be utilized for teacher’s professional development through e-content. CIET will be strengthened to promote and expand DIKSHA as well as other educational technology initiatives. Suitable equipment will be made available to teachers at schools so that teachers can suitably integrate e-contents into teaching –learning practices. Technology based educational platforms such as Diksha/Swayam will be better integrated across school and higher education and will include rating/reviews by users, so as to enable content developers create user friendly and qualitative

content. The present paper focuses on Diksha Platform and its various uses in teaching-learning process.

Key Words: Diksha, Digital technology, ICT, Online education etc.

India is a huge populated country. It has a big, diverse and complex structure in population and so as in Indian classrooms in school. There are more than 1.5 million schools in India. More than 248 million students are taking education in schools. More than 156 million people are taking education in government and aided schools. 92 million and more than it are taking education in private and other schools. There are more than 60 educational boards of instruction across country that is central and states. The medium of instruction is in regional languages. There are more than 20 languages through which the instruction is done. The core goals of National Educational Policy-2020 are 1. To enhance education system that contributes to an equitable and vibrant knowledge society, by providing education to all. 2. To develop a deep sense of respect towards the fundamental rights, duties and constitutional values, with one's country and a conscious awareness of one's role and responsibilities in a changing world. 3. Instils skills, values and dispositions that support responsible commitment to human rights, sustainable development and living and global well-being, thereby reflecting a truly global citizen. National Educational Policy emphasize upon unique capabilities of recognizing and identifying them in each student. It emphasize upon conceptual understanding, critical thinking and creativity, respect for diversity and local context, Equity and inclusion, continuous review, community participation and use of technology.

To implement these policies, we want digital innovations that can work at our scale, diversity and complexity. National Educational Policy-2020 has multiple provisions for inculcating and promoting digital innovations. For content creation, digital repository and dissemination, there are provisions of coursework, learning games, item banks, TPD, virtual labs, augmented reality and virtual reality apps and gratification of Indian art and culture. For addressing the digital divide and equity, there is the provision of use of television, radio and community radio, removing language barriers-content in Indian languages and e-content for disabled students. For training of teachers, the provisions of ICT integrated pedagogy and to make teachers high

quality content creators themselves. To promote digital learning through different effective models of blended learning. To lay down standards in content, technology, pedagogy for online/digital teaching-learning and guidelines for e-learning by states, boards and schools for inculcating and promoting digital innovations. There is the provision of online learning for vocational courses. Teaching of languages and knowledge of India, rich e-content for gifted children, open school, adult education and e-libraries and virtual museums etc.

We want digital infrastructure for all over in India in various service sectors such as learning services, collaboration services, content services, registry services, credentialing services, and language services. DIKSHA platform is an excellent option to fulfil all these service requirements. DIKSHA means Digital Infrastructure for Knowledge Sharing. It is a national platform for school education, an initiative of National Education for Educational Research and Training (NCERT), under the aegis of the Minister of Education (MoE), launched in 2017 by honorable Vice President of India, Mr. M. Venkaiah Naidu. DIKSHA has been adopted by almost all the states, Union Territories, central autonomous bodies/boards including CBSE. DIKSHA was developed on the basis of the strategy and approach paper for the national teacher platform released by honorable minister for Human resource Development in September 2017. DIKSHA can be accessed by learners and teachers across the country and currently supports 36 Indian languages. Each state and Union Territory leverages the DIKSHA platform in its own way, as it has the freedom and choice to use the varied capabilities and solutions of the platform to design and run programs for teachers, learners and administrators. DIKSHA policies and tools make it possible for the education system (educationist, experts, organizations, institutions- government, autonomous institutions, non-govt and private organizations) to participate, contribute and leverage a common platform to achieve learning goals at scale for the country. NCERT Textbooks are licensed under CC by NC-ND and all the resources under CC by NC-SA. Under the PM eVidya initiative of the GoI which was declared as part of the Atma Nirbhar Bharat, DIKSHA has been declared as ‘One Nation, One Digital Platform’.

Diksha provides us various services such as content and learning services, taxonomy and tagging, contribution and curation, practice, sensing and assessment, learning telemetry and analytics, credentialing and badging, language and translation and learning infra services. There

are various uses of Diksha in teaching-learning process. They are- 1. Energized Textbooks 2. Online Courses, 3. Question Bank Tools, 4. Content Sourcing Tools, 5. Content Authorizing Tool, 6. Quiz 7. Content Consumption Tools, 8. Data Tools and Dashboards, 9. Chatbots, 10. Digital Credentials etc. Learning partners are- teachers, students, parents, administrators and community members. Multiple programs are available on Diksha to continue learning and training. The instruction material for learning and training process is available in more than 30 languages. Programs available on Diksha are:

- ✚ **Energized Textbooks (ETB):** Physical textbooks to phygital textbooks are available on it.
- ✚ **Content Sourcing:** Sourcing high quality content in a controlled manner.
- ✚ **National Quizzes:** Interactive and competitive learning quizzes are available.
- ✚ **PM eVidya:** It aims to unify all efforts related to digital/online/on-air education to enable equitable multi-mode access to education.
- ✚ **Digital Teacher Training:** A nationwide capacity building programme for “Improving Quality of School Education through Integrated Teacher Training”.

PM evidya program:

Coherent access under PM evidya program ensures inclusive, equitable access to education for all. To enable coherence, the broadcast content is to be uploaded on DIKSHA, where this content is accessible any time even after the live broadcast, along with additional resources. Explanation resources and learning resources are available for content created and curated for broadcast on television and radio. Teacher Focused resources are available for Online Live Classroom. Recorded live sessions are available on Online Live Classroom. Interactive online resources, courses and E-books, Physical learning resources are available on DIKSHA by most of the states and Union Territories.

Energized Textbooks with QR Codes:

Energized Textbooks with QR Codes are available on DIKDA. There are more than 3500 million Energized Textbooks with QR Codes. Among them 600 plus million textbooks have been printed and distributed across the country. More than 180 million students and 7 million

teachers are beneficiaries of these Energized Textbooks. These Energized Textbooks lead an easy access to relevant digital content across the nation and enable continuity of learning. The instruction material for learning and training process is available in more than 30 languages. Programs available on Diksha. These languages are English, Hindi, Marathi, Sanskrit, Konkani, Awadhi, Urdu, Bhutia, Khasi, Chhatisgarhi, Asamese, Arabi, Telgu, Mizo, Gondi-Dantewada, Manipuri, Gujarati, Maithili, Bhojpuri, Sargujia, Malyalam, Lepcha, Halbi, Oriya, Punjabi, Kudukh, Bangla, Gondi-Kanker, Bundelkhandi and Tamil.

Digital Teacher Training:

Digital Teacher Training has enabled continuity in training in training of teachers during COVID. 18 modules are contextualized and translated in ten regional languages for NISHATA on DIKSHA. Three months programme of Digital Teacher Training was organized for the whole year in the pandemic. 2.5+ teachers trained at primary and upper primary level (grade 1-8). Teachers play a crucial role in the content development. Experienced teachers are the expert to create and develop the digital content.

Leading to variety and diversity in content:

DIKSHA leads variety and diversity in content. It is a journey from content to competence. It facilitates various activities such as: Read-Along stories and poems, Fun/Interactive Assessment, Games for Learning, Immersive AR/VR/3D content, Simulation Exercises, Virtual Labs, Robots/Toys for Learning, PPTs/PDFs/ePubs, Videos, Worksheets and Quizzes/Assignments, Critical Thinking Questions and Mind Mapping. There is the inclusion of the content for children with special needs. The content is available for hearing impaired in sign language. The content for visually impaired in digital accessible information system (DAISY). The programmes follow a well-defined decentralized model of content contribution and review governed by central and state institutional structures to ensure quality.

Organization of a variety of assessment:

Five questions are shared every week to enhance higher order five competencies of learners and content learning with real life solutions. There are various quizzes on joyful mathematics, science, reading comprehension, constitution of India, Yoga etc. have been launched on DIKSHA. Quizzes promote interactive, engaging and competitive learning.

Conclusion:

DIKSHA Platform facilitates Energized Textbooks (ETB), content Sourcing, National Quizzes PM eVidya and Digital Teacher Training. Diksha provides us various services such as content and learning services, taxonomy and tagging, contribution and curation, practice, sensing and assessment, learning telemetry and analytics, credentialing and badging, language and translation and learning infra services. There are various uses of Diksha in teaching-learning process. They are- 1. Energized Textbooks 2. Online Courses, 3. Question Bank Tools, 4. Content Sourcing Tools, 5. Content Authorizing Tool, 6. Quiz 7. Content Consumption Tools, 8. Data Tools and Dashboards, 9. Chatbots, 10. Digital Credentials etc. Learning partners are- teachers, students, parents, administrators and community members. Multiple programs are available on DIKSHA to continue learning and training. Indeed it is the fulfilment of use of digital technology in teaching-learning process of school education which one of the most policy in National Education Policy-2020.

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EMERGENCE OF DIGITAL LITERATURE IN THE ERA OF DIGITAL TECHNOLOGY

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Abstract

In the today's world of technology, literacy does not mean to acquire only four basic language skills. Today's learner is living in the digital technology web 2.0 hence such learners must be given more access to digital literacy to enable them in all matters like social, intellectual etc. Digital literacy and technology enable pupils to create, collaborate and communicate their views and ideas in a better way to reach to the world effectively. After all digital technology really contributes in these matters. The task of literary writers has become easier now as they can improve, mould and reform society with the digital literature.

Key words- digital technology, digital literacy, communication etc.

Digital literature is similarly known as electronic literature that is a genre of literature which consists of literary works created on and for Digital devices. Digital oriented literature cannot be printed at all and to be read on digital computer as those includes hypertext fiction, animated poetry also known as kinetic poetry, literary chat bots, interactive fiction, computer generated narrative or poetry etc. Tracing the history of of virtual literature, it has started from 1950, in which the primary literary works were written by computer scientists.It is a style of creating literary works on digital platform and can only be experienced on an electronic device. Electronic tools promote virtual literacy talents which use and create information online in a productive and beneficial way.

Advantages of Digital Literature-

It is up-to-date and environment friendly. It saves huge quantity of wasted paper, virtual content material can be updated effortlessly. In recent times, all textual content is in digital form almost texts are on computer first, there are writers who take full amplification digital literacy in creation of their literary texts. In digital literature, the textual content is infused with many animations .There is an emphasis on experimentation, there are numerous digital literature created by means of experimental authors. you may print e-books however you cannot print digital literature as these can not be published because those are filled with animations and videos. The distinctive digital literature texts which are the outcomes of experimentation.when writers take full advantage of computer possibilities in creation of literature, it can be said as digital literature.

Here are some advantages:

1. More Engaging Reading Experience-

Due to digital literature, it is possible to engage and interact with the text with many possible ways.This engagement and involvement of readers allows for interactive experience.

2. Experimentation-

Digital literature creates the possibility of experimenting new possibilities for the text creation and in style which is some way impossible with the traditional print literature.

3. Accessibility- Digital literature is accessible anywhere in the world. Literature on digital platform easier for people to get access of it and share across different locations.

4. Cost-effective-

Digital literature is less expensive and eco-friendly to produce and distribute than traditional print literature.

Disadvantages-

Although there are some advantages of digital literature there are some disadvantages too. Those are as follows:

- 1 Digital literature can be more prone to distractions such as notifications, some ads interrupt while reading.
2. Preservation- Vulnerable to loss due to technical failures which can lead to the loss of critical texts.
- 3 technical barriers- To access the digital literature, people need certain technical skills.
4. Limiting availability- All literary works are not in digital format so that it limit the range of literature available to readers.

Difference between Digital literature and e-books-

Digital literature is born virtual it is created on computer and need to be study on computer. E-books which can be in written form and made available on virtual devices generally not taken into consideration as digital literature.

Is virtual literature higher than Print literature-?

Research has proven that when human beings study or analyse on display screen, they do not apprehend the matters what they see in print. In case, you want to examine some thing lengthy book it is more understandable with print and no longer on display screen. But electronic documents have a few massive gain as it is encrypted and Secure. Printed texts are preferred for basic cognitive process and comprehension. Digital texts do not improve studying time or critical thinking.

In this era of skyrocketed technology, literature is expanding and reaching to more people and persuading the lives of people effectively. The purpose of digital literature like print literature is to deliver universally important ideas. literature enhances understanding and deepens outlook. The traits of good literature ought to be mixed with well evolved technology

to create a text that extends limitless possibilities. literature too has become virtual literature being powerful tool of social reformation. Now it is digitally broaden and assisting to create a informed society. It is a technology that connects us throughout space and time, literature convince us to think and alternate our perspectives .it has the energy to change the world. literature facilitates to show and identify social realities. Most of the works in literature deals with the social problems in detail which helps human beings to understand the fact and speculate it in a different view. it has a unique feature of shaping and teaching Society at larger level. One of the foremost traits of literature is it's Universality. It is a powerful technology which connects human beings across area and time.

Summing –Up

As this world is empowered with the aid of technology so how literature may be faraway from it because technology has around us so extensively that writers and readers are engaged in virtual literature advent and access of those. Due to which we can see several alteration in Literature in recent times because it is created and presented digitally. Literature has emerged as virtual platform hence it's scope has widened that is why it is now more simple than before reaching to greater people and make them benefited. Digital literature is greatly effective and simply serves the function of literature this is to beautify the life and exposing social facts.

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DIGITAL PROFICIENCY: THE NEW WORLD ORDER OF THE 21ST CENTURY

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ABSTRACT

The 1990s heralded a new era, after centuries of the great Industrial Revolution. Scientific research has made quantum leaps since then, redefining not only the Scientific world but the world of the common man. Technology has entered into the lives of ordinary people, thanks to the Liberalisation, Privatisation and Globalisation policy (LPG). It has transformed the existence of the people dramatically. The new age or otherwise, the 'Digital Age' has set in, initiating an unprecedented stride in technological revolution. It is pertinent to recall Darwin's Theory of the 'Survival of the Fittest'.

Key-Words:Industrial Revolution, Quantum leap, Liberalisation, Privatisation, Globalisation, Darwin's theory

The 21st century is evolving into an era of transformation of human thought and life. It seems that human history gets revolutionized periodically with pivotal interventions that put the whole life on earth at a different unprecedented level. Human evolution has adapted to new changes in the environments, climates and habitats in its course. Having recognized the fact that it is an evolutionary process, there are certain milestones in its history that have been marked by phenomenal transformation of the whole existence of human life on earth dramatically. The renaissance period of the 16th century signalled the spurt of massive creative narratives in art, literature and music and immediately followed by scientific revelations that altered human thinking for ever. The inventions of the time have been a solid ground work for the industrial revolution of the 19th century. The period ushered in remarkable insights and revelations that

have put humanity on the track of modernity. The seeds sown during the time of the renaissance led to significant developments in science, political endeavors and massive trade missions.

The three major influences that have been instrumental in shaping and creating paradigm shifts in our understanding of the universe and human life in the 19th century are:

- a) Darwin's Theory of Evolution
- b) Karl Marx's theory of Communism
- c) Sigmund Freud's Psycho-analysis

These were tremendous impacts on the path of human civilizations that catapulted the whole logic and structure of human society. The world is still grasping the import of the significance of such potential game-changers. While Darwin's theory has settled the dust as a major scientific triumph that has put to rest all the queer beliefs and practices about the origin of the human species, the economic theory and the psycho-analytical theories have pointed out that it is just the tip of the ice-berg and much ground is to be dug yet. Karl Marx's economic principles have eventually set off ideological negotiations and refutations among countries. The economic and commercial pacts and policies implemented by nations have resulted in a political and economic turmoil at present. History has witnessed the rise of the two super-powers in the latter half of the 20th century that has symbolically been the clash of ideologies. The dissolution of the U.S.S.R has left the USA unparalleled and the rise of capitalism as the ultimate decisive power in the world.

Notwithstanding this huge reality, the other systems of government have either acknowledged the role of the USA as a super-power or have run into opposition, inviting its reaction. This has been augmented by another reality where in all the technical advancements are concentrated and operated by the corporate world with its centre in the USA. The recent decades have seen the phenomenal unabated rise in the number of software companies, corporate banks, commercial establishments that cater to almost every human need. The major break-through that signalled the breakdown of the old -world order and heralding the new world order was the implementation of the policies of Liberalisation, Privatisation and Globalisation (LPG). The old world that had structured itself on nationalistic goals and principles crumbled in

the wake of the technological explosion that hit the world in the last decade of the 20th century. And from there-on, there is no looking back. Technology and particularly, digital technology has been in quantum leaps. The emergence of the digital era is a world unseen, bringing in its wake, huge shifts in all spheres of human existence.

The digital world is a world apart from the old wherein technology to an ordinary person meant a tool that assisted or made life more entertaining. Machinery and tool-making were regarded just as tools and nothing beyond that. It is this state of mind and situation that has gone for a mighty transformation. Life is being reshaped from the roots. What was held as solid and established have begun to be viewed as obsolete and dysfunctional and irrelevant. Human history, which was on a continuum has broken the line and entered a new dimension that is way above the previous world. This new world order demands the present generation to be equipped with an inbuilt ability to keep pace with its accelerated innovations.

The prevalence and the ubiquitous software companies have reversed the age-old beliefs and conventions, persuading people to learn the trade soon, the failure of which, in Darwin's observation would be the extinction of those who do not adapt to change. The change is here, and is here for good. The digital era expects a new breed of humans who strategize themselves to be relevant to the needed times. This is the age of digital proficiency and not mere digital literacy.

What then do we understand by 'digital fluency'? Digital literacy meant our working with the internet on the basics of Computer Technology. The age is no more about emails or documents or files. It is about 'BIG DATA' and 'Apps'. Artificial Intelligence has crept in every aspect of our lives without any loud announcement. It is here to almost replace human beings. The debate persists between the genuineness of AI and Human Intelligence. But at the moment, it is AI which is ruling the roost. It is declared that AI will decide our lives even with more vigour till the 1950s. The intensity of change that AI has brought in is hundred times faster than the changes brought by Industrial Revolution. It is all about how well we are equipped to train ourselves and be digitally competent and proficient. Does it signify that we should rewire ourselves to suit the emerging trends in the digital age? Obviously, every

individual needs to go through a complete transition of the skills that we hitherto had felt was for a life time. The digital age has no time bounds and every day brings in its wake a new set of applications, leaving the old ones behind with no relevance.

It is in this scenario that we need to question if we are equipped with the following skills:

- a) Computer and software skills
- b) Social-media literacy
- c) Information and Communication Technology literacy
- d) Web applications and mobile fluency
- e) Inter-personal and social net-working skills

The above skills clarify that at the base of this is the requirement of a mobile network. Internet network is the most fundamental requirement. The ambit of network determines our social interaction skills. Digital proficiency is understood to be the measurement of the skills that are possessed to live in the digital era. Possessing digital competency means a mastery or a hold on technology. It also involves the honing of inter-personal skills the fluency with social networks. Besides, it is the professional operational skills of the computers and the understanding of computer applications. As already mentioned, big data and its interpretation forms a formidable forte. Individuals are always expected to be aware of the popularity and the rankings of the apps. Life intertwined with a mobile network is the vision of the world in the next two or three decades.

Digital proficiency also extends to the operation of the various apps related to all areas of life. Social media, for instance, at present is operated only by a very few and has not been a compelling presence in the life of an ordinary individual. However, this will be a significant factor soon where apps like Instagram, twitter and face-book permeate into the fabric of the natural course of life. An individual not fluent in such apps will be rejected as out-dated and 'irrelevant'. Latest researches have also shown that generation Z and Generation A (the current young population and the next generation) will be naturally ready with the skills for the digital world. There are no specified skills to master digital proficiency. Yet, with the fear of not

meeting up to the challenges posed by technology, it is pertinent that the youth be trained and helped to organize them for every new change that unfolds in the future years.

Theories in psychology have asserted that the brain has the potential to unlearn the traces of the past and rewire itself to respond and interact with robots. Interaction with machines will emerge even more challenging when they are operated with AI. The distinguishing characteristic of AI is its incredible ability to think and act like humans. This was one area which had stood human beings on a strong foothold in the evolutionary ladder. But AI has been evidently forging ahead that it has potential enough to think and perform without human interference. Decision-taking ability was presumed to be the forte of humans. However, with the concept of self-driving cars and other automated machines, human intelligence seems dwarfed in comparison with the precision and speed executed by AI-borne technology. Programming is the key-word and algorithms shall play a major role in deciding human behaviour and functions, even in matters very personal to the individual like food, friends, entertainment and the person who we marry or the school that a child has to be admitted in.

This, therefore is a new world that works only when humans are ready to have open mind-sets, willing to learn, unlearn and relearn to keep pace with the tremendous speed of technology. It requires a mind for innovations and expansive thinking. The old order that was structured on human intelligence had in it prejudiced layers of caste, religion, race and various other hierarchies. Success or acceptance was an inherited status of heredity and lineage. The age of digital proficiency is far ahead and way beyond the constructions and narratives of the human world. It is a world of machines wherein humans would survive if they shape themselves in the mould of machines in order to be safe from becoming extinct, or outdated or rejected. The world of the future is coming up as the age of huge robots that are here to question the relevance of humans. The present and the future generations have a new, unseen world order to stabilise and strategize their existence in the next few decades.

Digital proficiency is the greatest need of the hour. It is still being worked out what proficiency skills are required to be in the field of digitization. Organizations ought to have more capable leaders in this new environment. The need for collaborative efforts within and

without the organization, social marketing strategies and effective web operations will be more pronounced. It is apt to quote Marshall McLuhan here who says, “We shape our tools and thereafter our tools shape us.” (Web article: Shework.in)

Digital proficiency, therefore, can be like any other skill which can be learnt. It is the ability to learn new tasks with technology and software. Individuals must orient themselves to a life-long learning and training experience, keeping an open mind. The world of technology transforms rapidly adding new features to its form and it is expected that individuals fit themselves into this ever-growing mould. Technology does not prescribe limits. This indicates that each day is a new learning period. The days of basic operational skills on the computer with its google forms and spread sheets have now paved way for unimaginable apps on limitless areas, Life has transformed significantly, changing our outlook for ever. The psycho-physiological abilities that are required here play a major role to ensure that individuals do not become extinct and irrelevant due to lack of digital proficiency. It is all a task of social network, collaborations and team enterprises that determines the proficiency of the digital era.

Nations with a great digital generation are the investments for the future. A nation that falls in its digital competence will be signalling its own doom. It is not to demystify the great achievements of generations till now. The 21st century is a game-changer and a great leveller that works on the merit of digital merit and innovations and not on any power politics that have shaped our history so far. That nation whose youth are well-equipped with digital proficiency skills naturally shape their destinies to the top. The youth ought to analyse the need for such a transformation and step into the future with more armour of digital skills. The key word is ‘smart’. Smart technology and a smart generation that operates it are the take-aways of the digital era,

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EFFECT OF CODE SWITCHING ON BANJARA LANGUAGE DUE TO SOCIAL MEDIA

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Abstract

The present research article has attempted to conduct a Social study of the Banjara Language through Code Switching research. In this research article the Effect of Code Switching Due to Social Media in Banjara Language. The purpose of this study is to discuss the Code Switching activities done by Banjara speakers in their Facebook, What's app interaction using Marathi, Hindi, English language. Research data for this study was collected from status updates posted by bilingual users on their Facebook and what's app wall, chat messages. They were classified and analysed according to their functions in Facebook, What's app. Finding suggests that code switching in online interactions addresses clarification, checking free switching functions. It is hoped that the study will force Banjara speakers and others to consider the impact of social media on changing their communication practices and provide insight into the code-switching phenomenon. Additionally, the findings of this study will be valuable for the development of code-switching studies in the sociolinguistic field.

Keywords: Code Switching, Sociolinguistics, Facebook, What's app, Bilingualism, Banjara language.

1.1 Introduction:

Banjara language is being affected in many ways due to use of excessive use of social media. Due to this, the researcher intends that the said research paper should be a light guide so that we do not sit by taking the role of a spectator when the original Banjara language gradually disappears in the future. Since its conception, the concept of code-switching has influenced and encouraged the emergence of various research areas highly relevant to the field of bilingualism. Types of code-switching and it's a social role among common people, academicians, teachers

and other workers different patterns of code-switching among boys, girls, and adults as well as different reasons promoting the occurrence of code-switching in speech have been explored.

All these different studies and researchers have also suggested different definitions for what can be referred to as code-switching can be defined as a term used to refer to the act of communicating in a language other than the mother tongue. On the other hand code-switching is defined as combinations of words, phrases, and sentences that occur due to sentence constraints in the same speech context. Based on this defines, it can be inferred that code-switching in general can be considered the act of speaking to each other in different languages as an important step towards overcoming language barriers, delivering speeches effectively and most importantly towards successful communication.

1.2 Theoretical Background:

A person who is competent in more than one language is called multilingual. Multilingualism is usually the result of several factors, such as colonization, intercultural marriage, cultural interaction, education, migration, and many other causes. It is reality that no one acquires the ability to speak with whom, when, where, and in what manner-Hymes- 1979. Thus a person who is able to use two or more languages effectively is said to be multilingual. Usually, bilingualism and multilingualism switch languages in the same utterance, a phenomenon called code-switching. Bokamba, a professor of second language acquisition at the University, defines code-switching as “the mixing of words, phrases, and sentences from two different grammatical subsystems across sentence boundaries in a single speech event” Bokamba; 1989:12. Multilingualism is a phenomenon arising from this. Sociolinguistics are always interested in studying this phenomenon and the reasons behind it. There are many factors behind this, Code-switching, such as solidarity, social status, topics, affiliation, and persuasion. The main part of the said research paper is divided into three parts. The first part of the research paper definition of code-switching. The second paragraph highlights five reasons that lead to code-switching while the third paragraph concludes the paper.

1.3 Objectives:

1 The main objective of the study is to investigate the effects of social media usages of code-switching among Banjara speaking people.

2 The primary objective of this study is to examine the phenomenon of code-switching in Social media.

1.4 Significance of the study:

This research paper will make Banjara bilinguals aware of code-switching during online communication through social networking. Consequently, code-switching can be used by bilinguals to achieve Positive effects in social media communication such as expressing group solidarity, establishing goodwill, and emphasizing a point as noted by Muthusamy, 2009. The information gain from this study will help provide insights not only into speech, but also into how and why code-switching occurs and its implications for language.

1.4.1 Literature Review:

The advent of the internet and the web has brought about a new medium for information sharing and communication known as Social networking communication. Crystal 2006, used the term internet linguistics to refer to the study of new styles, forms and the development of language emerging from new electric media such as what's app, Facebook. According to Thurlow, legal and Tomic 2004, communication basically refers to any human communication achieved through or with the help of technology. This area includes all types of internet activities such as e-mail, instant messaging, games interaction and bulletin boards.

Crystal, 2006, elaborates what's app, Facebook as an emerging medium of communication, a hybrid between traditional speech and writing where some attributes are shared and others are not. The trending use of what's app, Facebook is indeed imposing different conditions for using language than other traditional modes of communication. Studies have shown conflicting results on how language is used in what's app and Facebook. Hence, changes in code-switching can also be traced through the language of the rapidly evolving medium of communication.

1.4.2 Code-switching definition:

Swan and Sink, 2007, in many situations a speaker may intentionally or unintentionally switch from one code to another. These changes can be from one language to another, from one dialect to another for many different reasons. Bilingual classroom teachers may shift their language to illustrate a particular point they are making, a shift sociolinguistics refer to as "code-switching in the book Discourse strategy, John J Gumperz, 1982, defines conversational code-switching a matching in the exchange of the same syllables of passages of speech

belongs to two different grammatical systems or subsystems when a speaker uses another language either to reiterate his message or to respond to another's statement.

Woolai, 2004, examines a person's uses of two or more language types in a single speech event or exchange. Thus, as I discussed earlier in the introduction, code-switching equals a single utterance. The term code-switching is distinct from other language interaction phenomenon, such as verbal borrowing when code-switching results from the lack of lexical borrowing, Holmes, say a real choice for speakers. Code-switching the concept of code-switching refers to any system of signals, such as numbers, words, signals, which has a concrete meaning.

The word code is neutral as opposed to words like dialect, language, style, which tend to evoke emotions. A code can be used to refer to any type of system that two or more people use to communicate. Once a particular code is decided, it need not be adhered to constantly. People can and do switch from one code to another as per as need. In the study of code-switching, the term code-switching has various definitions. Gumperz, refers, to it as harmony in the exchange of the same syllable between syllables belonging to two different grammatical systems or subsystems. Cook, introduced the concept of code-switching. The process of switching from one language to another in mid-speech when both speakers are exposed to the same language is the systematic alternating use of two language types in the same conversation or utterance. In short, code-switching is the change from one language of conversation or speech to another. In the context of the classroom, it refers to the alternatives use of the first language and the target audience, a means of communication by language teachers when needed.

1.4.3 Framework:

In this research paper, researcher tries to focus on code-switching in social networking among Banjara language speakers. The view of Malik, 1994, will be used to discuss these phenomenon, reasons for code-switching. The framework used is explained below. Speakers may switch from one code to another to distinguish themselves in order to show solidarity with a social group, to participate in social encounters, to express feelings and affections to discuss a particular topic, or to influence and persuade an audience. Janet Holmes, in her book *Introduction to Sociolinguistics*, notes that, a speaker may switch to another language.

Implication of the phenomenon of code-switching among Banjara bilinguals due to use of social media:

- 1) Code-switching can create a discussion between superior and inferior speakers.
- 2) An educated and uneducated gap occurs and an educated person is proficient in two languages or more.
- 3) To reflect social status sometimes, speakers use different language to indicate a particular social status or to distinguish themselves from other social classes.
- 4) Code-switching is used to reflect social status or to distinguish themselves from other social classes.
- 5) Code-switching changes the original language and thus there is a fear of extinction of real language. The original language is slowly changing due to code-switching. So, the coming generation will know what was the original Banjara language only through books. Due to code-switching words of original Banjara language is getting extinct and replaced by words of other languages. Therefore, it is hazard that the identity of Banjara culture will gradually disappear. Banjara language seems to be affected the most due to excessive use of social media that provides a wide range of features to its users to share information. Thus social media become the leading social networking platform on the internet and an important means of communication globally.

1.4.4 Conclusion:

In this research paper, the phenomenon of code-switching in statuses and messages posted by Banjara bilinguals on social media sites was analysed in terms of Maliks reasons for code-switching. Code-switching used as a strategy to effectively communicate and negotiate meaning in their social media. This study shows why users use code-switching as a tool to increase their interaction in what's app and Facebook communication. So present study also, lack of convenience, lack of competence and habitual expression are the main reasons for code-switching.

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ROLE OF ICT IN THE ACQUISITION OF ENGLISH LANGUAGE: A CRITICAL SURVEY

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Abstract

It is an established fact that in the wake of globalization, Information and Communication Technology (ICT) is playing a vital and significant role. ICT, today, covers diverse fields of life including education. Today the concept of ICT is important as it has been prescribed as one of the curriculums in the field of education. The use and the utilisation of information and Communication technology have given full potential in the process of language learning. Right from the pre-school to university level, ICT has become the chief concern in the educational world. It is vital as it can facilitate students and academicians in teaching and learning process. It is also beyond out that in the absence of ICT the language learning is almost impossible in the contemporary scenario.

Key-words: ICT, technology, process, academic, learning, curriculums.

It is a worldwide fact that English has acquired the level of a global language, and to learn and understand it has become an imperative need. Not only for the purpose of education, but also for the business and communication point of view, it is playing a significant and vital role. The need of the hour is that for improving the whole experience of English language acquisition, there is the need of integrating information and communication technology with the present learning methodology. In order to bring changes and reforms in education, ICT has been recognized as a powerful tool.

There is no doubt in denying the fact that the facilities we find in conducting the classes in a convenient and easy manner, it is all because of ICT that has enabled students to deal with learning of the English language. ICT, these days, is playing a significant and vital role in enriching the knowledge of English language in classrooms.

In other words, it has emerged as fruitful and meaningful for enhancing the teaching and learning process. In this wake of technology, even toddler is familiar with the use of computers and laptops. This is the chief reason why the technology has come up with the idea of ICT enabled learning methodology which can be very instrumental in enhancing the skill of today's generation in a better way.

Without any shadow of doubts, ICT enabled language learning to ameliorate the efficiency and effectiveness of their learning process. It is a rich, interactive and flexible platform that would provide the user an entirely new experience. The use of ICT in classroom as a tool for language learning has numerous benefits.

Information and communication technology (ICT) has been playing a significant role in our daily lives. The way we spend our spare time and the way we work, ICT changes the way we live. Without the use of technology, we cannot imagine the modern facilities. In this regard, education process also could not remain untouched by these inventions. In the present day digital world, the new generation students are fascinated by technology, technology based on learning and lecture base learning. In the contemporary education system, technology is playing a vital and significant role.

It is a fact that one way cannot prove significant in teaching English language. The reason is that learners will vary both in how they learn and what they need and want to learn. It is because of this fact that no in single magic bullet offer to support language learning of ESL students across all ages. Keeping in view the present provision of language teaching as well as future strategies, we come across a number of key roles that ICTs have the capability to fulfill in English teaching and learning. There are number of tools that exist to help learners work on their writing/publishing collaborate linked in local area network. Language learners use ICT to help them publish their works by means of DTP, word processors and PowerPoint presentations.

Between the peer learners, ICT proves very helpful as by means of it, they can exchange information in real time, participate in blog discussion, work in teams on different projects, and search for information and exchange emails. They can have a better insight and understanding of the culture of country by using the authentic material from internet. The most frequently and

common used technology comprise audio devices, internet, radio, television and interactive media.

Interactive media is generally called as the integration of digital media including electronic text, graphics, audio, moving images, games and animation sounds into a structured digital Computer based atmosphere by means of which people can communicate with the data for appropriate purposes. It includes the interactive digital television, telecom services, and internet.

In imparting the knowledge of English language, radio and television also play a vital role. Radio and television are the boons for those students who fail to get admission in the colleges and universities and want to pursuit their studies through open or correspondence mode. In the present scenario, distant education has become the order of the day. All India radio is constantly engaged in broadcasting several education programmes. It helps in providing material to the students of different Universities- IGNOU, CIFEL, Hyderabad, ELTIS and BAOU.

Through radio, we can hear only and it plays an important role in improving the pronunciation of the candidates. On the other hand, television appeals both to the ear and the eyes that can bring the experience of the real world. It also makes the teaching interesting. TV as a companion, teacher, instructor and entertainer helps in enriching the knowledge of English language among the masses. It is also a fact that the quantity of information provided by TV, radio and film is more influential and significant than conveyed through institutions. As far as TVs and radios as the forms of ICT are concerned, various programmes related to education can be recorded in advanced and played in the class.

In facilitating the information and communication, internet is playing a very instrumental role these days. Turned out to be a giant repository of knowledge, internet has accelerated the accessibility of education far and wide. Internet helps in collecting lectures online, refer to encyclopedia and study material in multimedia format. Teachers can make lessons interesting by integrating online based project in their study plans. In this regard, the educational institute can also reach out to a wider audience with the quality education imparted through online mode. For the retired teachers, who are continuously engaged in research work, and imparting knowledge, internet is a boon as it helps them in reaching out children in poor countries and educate them.

In the wake of technology and multimedia in the present scenario, internet has turned out to be better than libraries when someone intent to collect information and pursue research work. The Sashes portal of e-books launched by IGNOU and MHRD help in facilitating more and more to avail the study material. IGNOU has been playing vital and important role in ICT as its Gyankosh is another achievement in this field.

Another significant development in the field of ICT is called as CALL Lab or language lab. It is a laboratory set up to provide better teaching and learning of English language. It helps in enhancing the atmosphere for language learning by providing the students computer facilities as the means of learning as well as interaction where the listening and speaking are the areas of focus for them. In these language labs, we use certain softwares of language to impart and facilitate more and more facilities to the students for learning English. Among the most important and recent softwares, we can include KVAN solution, globirina, and magnetic InfoTech. In the recent development, we also come across some language labs connected to internet which is generally termed as web assisted language laboratory (WALL). It helps in enhancing the proficiency and skills of the students by providing them the course material within a second .IGNOU is providing the students course material offline as well as online. In the online access of course material, both the students and teachers are involved effortlessly.

In these days, the blogs as serving an important and significant means to provide the information about English language and teaching. Generally, a blog is a type of website where the posts and entries appear in reverse chronological order. In the field of education, blog is serving as an important source providing knowledge in the writing process. It becomes communicative and interactive to share each other views on blog. When someone writes on blog, he or she receives reviews of his or her articles which, further, provide the scope of improvement for the writer.

So, blog as a part of ICT today, is also making convenient for us to share information and knowledge all over the world. Blogs are preferred today to the conventional means sharing knowledge–textbooks. This is the new technique to teach the students which enables them to gain experience through their various forms of social media. The writing skills are also sharpened by means of blogs.

Like some digital devices, including laptops, the mobiles, iPods tablets and smart phones are also continues to make English language easier. Many apps present in the mobile phones today help the students on various topics and subjects-quizzes, games, dictionaries, podcasts and other tests. By constituting the gasification element in teaching, the teachers can inculcate interest in the students on various topics and subjects of their syllabus. Mobile apps are a constant source of learning English language 24/7 for the English learner worldwide. English language learning and teaching can be done through some mobile apps-dictionary.com. hangman mobile air mouse, Akhi flashcards, grammar quiz master and English idioms illustrated.

In this way, in the present age of globalization twenty-first century, the frequent use of Audio Visual Aids has also enriched learning English skills among the students. It is a new milestone in the field of learning and teaching English language. If the traditional teaching methods are replaced by the audio-visual aids, it can improve the quality of English learning among the students. It will help in making the students active, to get rid them of boredom and dullness in the class, provide attentiveness and enthusiasm, will nurture the power of surveillance and independent judgement as well as will clarify the content.

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IMPORTANCE OF KINESICS IN TEACHING LANGUAGES

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Abstract

The use of kinesics, or body language, in language teaching has been a topic of interest among language teachers. This research paper aims to explore the role of kinesics in language teaching and its impact on language learners. The paper will review kinesics in language teaching, highlighting the various nonverbal cues that can be used in language instruction, such as facial expressions, gestures, posture, eye contact, and body movement. It will also examine how kinesics can be used to convey meaning and reinforce key concepts in language learning.

Key words: *Kinesics, teaching, body language, nonverbal cues*

Language teaching has traditionally focused on verbal communication, with little attention paid to nonverbal cues. However, research has shown that nonverbal communication, such as kinesics or body language, can play a crucial role in language instruction. Kinesics can help teachers convey meaning, reinforce key concepts, and engage students in the learning process.

In the study of Kinesics, the article by Shakeri and Karimnia (2016) examines the use of kinesics by Iranian English as a Foreign Language (EFL) teachers in classroom interaction. The study employed a qualitative research design, specifically, a case study approach, and analysed the nonverbal behaviours of four EFL teachers in a university setting. The data were collected through audio recordings and observations of the teachers' nonverbal behaviours during classroom interaction. The findings of the study reveal that the EFL teachers used a range of kinesics behaviours, such as facial expressions, gestures, posture, and eye contact, during classroom interaction. The teachers' use of these nonverbal behaviours was found to have both

positive and negative effects on classroom interaction. Positive effects included the promotion of student engagement and the creation of a positive learning environment, while negative effects included the creation of tension and anxiety among students.

The authors also note that cultural differences may influence the interpretation of nonverbal cues in different contexts, and that teachers need to be aware of these differences in order to use kinesics effectively in the classroom.

Another article by Kaur and Gill (2019) explores the role of nonverbal communication in language teaching. The authors discuss the importance of nonverbal cues in creating an effective learning environment and promoting student engagement. They also highlight the cultural and individual differences in the interpretation of nonverbal cues, emphasizing the need for teachers to be aware of these differences in order to use nonverbal communication effectively in the classroom.

The article reviews previous research on nonverbal communication in language teaching and provides examples of nonverbal cues that can be used by teachers, such as facial expressions, gestures, eye contact, and body posture. The authors argue that nonverbal communication can enhance the effectiveness of language instruction by conveying meaning, establishing rapport, and regulating classroom behaviour. The article also discusses the challenges of using nonverbal communication in the classroom, including the potential for misinterpretation and the need for teachers to be sensitive to cultural and individual differences. The authors suggest that teacher training programs should include instruction on the use of nonverbal communication in language teaching and provide opportunities for teachers to practice and develop their skills in this area.

The use of kinesics, or body language, in language teaching has received increasing attention in recent years. While there is evidence to suggest that kinesics can be a powerful tool for language instruction, a critical analysis of the research reveals several limitations and challenges associated with its use.

The major limitation is the potential for cultural differences to impact the effectiveness of kinesics. Different cultures may have different interpretations of nonverbal cues, which can lead to misunderstandings and miscommunications. For example, a gesture that is considered

positive in one culture may be interpreted as negative in another culture. Language teachers need to be aware of these cultural differences and adjust their use of kinesics accordingly.

Another challenge is the potential for overreliance on kinesics at the expense of verbal communication. While kinesics can enhance communication, they should not be used as a substitute for verbal communication. Language teachers need to strike a balance between verbal and nonverbal communication, and use kinesics to supplement and reinforce verbal communication.

Additionally, the effectiveness of kinesics in language teaching may depend on factors such as the teacher's skill and experience, the level and age of the students, and the context of the learning environment. For example, young learners may respond more positively to animated and exaggerated gestures, while adult learners may prefer more subtle and restrained use of kinesics. Language teachers need to consider these factors when using kinesics in their teaching practice.

The use of kinesics, or body language, by a teacher during language instruction can have a significant impact on student engagement and learning outcomes. Here are some examples of kinesics that a teacher might use while teaching a language:

Facial expressions: A teacher's facial expressions can convey a range of emotions and attitudes, from enthusiasm and encouragement to frustration and disapproval. For example, a smile can signal approval and encouragement, while a frown can indicate disapproval or confusion.

Gestures: Gestures are movements of the hands and arms that can help to convey meaning and emphasize key concepts. For example, a teacher might use a hand gesture to indicate the size or shape of an object or to show the direction of movement.

Posture: Posture refers to the way a person holds their body, and it can convey a range of attitudes and emotions. For example, standing up straight can indicate confidence and authority, while slouching can suggest disinterest or boredom.

Eye contact: Eye contact is a powerful nonverbal cue that can convey a sense of connection and engagement. A teacher who makes eye contact with their students can help to establish trust and build rapport.

Body movement: Body movement refers to the way a person moves their body, and it can be used to convey energy and enthusiasm. For example, a teacher might use exaggerated body movements to capture students' attention and create a sense of excitement and enthusiasm.

In addition to these specific kinesics, a teacher's overall outward behaviour and presence in the classroom can also impact student engagement and learning outcomes. For example, a teacher who is calm and patient can help to create a relaxed and supportive learning environment, while a teacher who is anxious or rushed can create a sense of tension and stress.

Finally, while some studies have shown positive effects of kinesics on student engagement and learning outcomes, the research in this area is still relatively limited. More research is needed to fully understand the potential benefits and limitations of using kinesics in language teaching, and to identify the most effective ways to incorporate kinesics into language instruction.

In conclusion, while kinesics can be a valuable tool for language teaching, language teachers need to be aware of the potential limitations and challenges associated with their use. A critical analysis of the research in this area highlights the importance of considering cultural differences, balancing verbal and nonverbal communication, and tailoring kinesics to the specific needs and characteristics of learners. Further research is needed to fully understand the potential of kinesics in language teaching and to identify best practices for their use.

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INNOVATIVE WAYS OF TEACHING LITERATURE IN CLASSROOMS

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Abstract

Literature serves as an access point to the outside world. It helps students to enhance their life skills including reading, writing, speaking, etc. Teaching literature is not only concerned with lecturing students how to perform literary interpretation and analysis but also helps students develop sensitivity, self-awareness, and a greater understanding of the world and other people. By utilising digital resources in the explanation and analysis of numerous literary courses, teachers must assist in developing their abilities to appreciate literature. A study of literature enhances the language proficiency of students. It builds their vocabulary. It engages the reader in its aesthetic pleasure. It has been claimed that innovative techniques and various active learning strategies employed by the teacher have been beneficial to the learners and increased the active participation of the students. Teachers has to focus on developing literary competence of their students by enhancing their teaching techniques. Only lecture method is not enough for the teaching of literary works in the literature classrooms. It lessens the interest of the students in literature learning wholeheartedly. Teachers should bring creativity and innovativeness in their classrooms to teach literature. In order to build students' interest in reading and analyzing the authentic literary texts, the role of teacher is very significant.

Keywords: Literature, life skills, reading, writing, speaking, language proficiency, literary competence, innovative techniques, digital resources, etc.

Literature is a mirror of society and life. It serves as an access point to the outside world. We are able to discover, comprehend, and appreciate the world. Studying literature is the best

way to learn and understand the world in a better way. English is taught as a compulsory subject to the students right from the first standard along with the first language and other subjects to the students in India. No doubt, the course consists of English essays, short stories, poems some lessons from grammar and comprehension. However, studying literature is not compulsory course for all students. Study of literature is mandatory to the students who opt for specialization in English language and literature at higher education. Literature helps students to enhance their life skills including reading, writing, speaking, etc. Teaching literature is not only concerned with lecturing students how to perform literary interpretation and analysis but also helps students develop sensitivity, self-awareness, and a greater understanding of the world and other people. Teachers can enhance their classroom teaching through a variety of interactive and integrative methods in teaching literature. By utilising digital resources in the explanation and analysis of numerous literary courses, teachers must assist in developing their abilities to appreciate literature. In this connection, Gilbert Cabilangan Magulod Jr. in his article “Innovative Learning Tasks in Enhancing the Literary Appreciation Skills of Students”, states that:

Literature requires different skills from plain reading comprehension text. One of the skills of literary competence is literary appreciation... Developing literary competence is one of the most important outcomes of teaching literature. This refers to students’ internalizing the grammar of literature, which allows them to convert linguistic sequences into literary structures and meanings. The essence of literature offers students an opportunity to perceive and evaluate their own worth as individuals. (2)

A study of literature enhances the language proficiency of students. It builds their vocabulary. It engages the reader in its aesthetic pleasure. Moreover literature offers enjoyment and entertainment. The readers indulge in the ideas and themes of the literary work. They can relate the story they are reading with their lives very aptly. It is the greatest power of the literature that it betters the imagination power of the readers. Literature gives us an insight from the slices of life represented in it. Reading literary works enables students to identify with various events, people, cultures and their own lives besides introducing them to excellent writing samples. In

this regard, Siti Salina Mustakim, et al in their article, “Teacher’s Approaches in Teaching Literature: Observations of ESL Classroom” points out as:

Literature in Education is aimed at developing the potential of students in a holistic, balanced and integrated manner encompassing the intellectual, spiritual, emotional and physical aspects in order to create a balanced and harmonious human being with high social standards. It is therefore, the primary aim of incorporating literature into the English Language syllabus is to improve students’ language ability. (35)

Language and literature are two sides of the same coin. A pedagogical instrument for language acquisition is literature. Literature serves as both a backdrop and an illustration of language use. Thus, studying literary texts as language in action may be understood as improving learners’ understanding of various systems of linguistic organisation. Teacher has to develop the interest of the students in reading and comprehending the literary texts chosen by the students. Teresa R. Bell, in her article “Innovative approaches to teaching literature in the world language classroom” notes as:

The ways of continuing students’ interest while reading a text at home will be presented. Finally, a number of ways of working with a text once students have finished reading it will be explained. To this end, the following five topics will be presented and described: (1) the importance of using literary texts as part of the FL curriculum, (2) the significance of first encounters with literary texts, (3) maintaining momentum while reading and studying literary texts, (4) developing the highlights in literary texts, and (5) working with the endings of literary texts. Overall, a number of different activity ideas will be introduced and explained, and several examples will be presented. These activities are of interest to teachers of all languages and all levels in preparing activities to use while working with literary texts and in making them more accessible to their students. (128-129)

Thus, studying literary texts as language in action may be understood as improving learners’ understanding of various systems of linguistic structure. Because of this, teaching language via literature contributes to cultural enrichment and helps students understand how to communicate

in the context of their own culture. It engages students both cognitively and physically and makes learning a language more engaging and entertaining. It has been claimed that innovative techniques and various active learning strategies employed by the teacher have been beneficial to the learners and increased the active participation of the students. An effective instructors take into consideration student variations, foster collaborative learning, communicate openly with parents, provide feedback to students, and employ techniques that encourage students to take initiative in their own learning education. A well-designed educational system is determined by parameters such as effective teaching and learning, which are markers of outstanding teachers and educational performance. In this view, Gilbert Cabilangan Magulod Jr. in his abovementioned article mentions as:

Teaching literature can become motivating and interesting when appropriate teaching strategies are employed by the teacher in the classroom. Very often, teachers either lecture or use question-and-answer or recitation methods. Recitation is often not appropriate because the question remains at the level of who-what-when-where, but hardly ever how and why. (2)

In conventional classrooms, teacher only focuses on the linguistic competence such as, reading, recalling and reciting during the lectures. Teachers have to focus on developing literary competence of their students by enhancing their teaching techniques. Only lecture method is not enough for the teaching of literary works in the literature classrooms. It lessens the interest of the students in literature learning wholeheartedly. They just study the literary texts from the exam point of view by depending on the notes provided by their instructor to just pass the examinations. They do not read the authentic literary texts. Teachers should bring creativity and innovativeness in their classrooms to teach literature. In order to build students' interest in reading and analyzing the authentic literary texts, the role of teacher is very significant. The teachers should devise helpful and effective tasks to students which will be beneficial for them in order to learn literary texts.

Teacher has to adopt innovative ways of teaching literature in order to develop students' interest in literary studies. He has to enhance both linguistic and literary competence of his or her students. Since literature can be used as a tool to develop literacy and language ability, literature is designed to be enjoyed. It helps learners deal with issues that are social, cultural,

racial, or have to do with real-world living. If students participate enthusiastically in the literary studies, it definitely will enhance understanding of themselves and the world around them. Literary studies fosters the imagination of learner. It helps readers get a deeper knowledge of word meanings, exposes them to novel language usages that bridge the gap between written and spoken language, and introduces them to the narrative form.

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**TEACHING ENGLISH FOR RURAL STUDENTS TO COMPETE IN THE JOB
MARKET**

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Abstract

English is a magical term which denotes a mind-blowing international language undoubtedly. The transformation among the rural students has a wonderful role in making new India. In this paper, I would like to discuss about the struggles of the rural students who are trying to get jobs in reputed concerns with good remuneration.

The rural students are studying English in their course work as a subject like other subjects. When they are trying to speak in English, they find lot of difficulties. We could not say that urban students are good at communication. In this modern world, it is necessary for a student to be fluent in English. The lack of communication skills in English makes them to loose their personality and spoils their hope about life. We are taking so many steps in our institutions to change the life style of the student but we could not succeed in it completely. Many students who have completed their post graduations could not be placed in esteemed organizations because they are very much aware that there will be a tough competition for them and they are sure that it is difficult to overcome the communication barriers. This paper intends to say the rural students can get self-confidence and boldness to face their interviews.

Key words: English, Rural students, job, computer, skills, interviews

English is a magical term which denotes a mind-blowing international language undoubtedly. The transformation among the rural students has a wonderful role in making new India. In this paper, I would like to discuss about the struggles of the rural students who are trying to get jobs in reputed concerns with good remuneration.

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In this competitive world, if a student is able to be placed in a big company with good salary, it will be the achievement among students. How the rural students can get job in this moving and growing competitive scenario? How can we develop their mental and physical ability to cope up with this technical computerized world?

CREATING A DESIRE

The students should get the training in talking in English at the time of course of study in college even if they make mistakes. The teacher should spend more time to know about their personal life and trying to bring out their dreams. We expect the students to speak in English by using different ways like listening conversation audios, by watching news channels and English educational channels and audio files containing language fluency training modules and by providing an opportunity to learn English through additional classes. Eventhough some students cannot communicate well. What will be the reason? According to me, the student should prepare mentally to change their life. They should seek inner transformation. when we feel thirsty we will drink water without anybody's advise. In the same way, the heart of the students should get thirst to learn English. Then only we can see the efforts of the teacher will become fruitful. How can we create such thirst? We have to take the rural students to the popular companies and organizations for an educational visit and should show that without language they could not enter into such type of concerns.

When we are in a force to live in foreign place where our language people are not available, we learn that particular regional language to survive in new place automatically, and we feel that it is necessary to learn that language. In the same manner, when educational visits occur, the student will get an involvement to communicate in English and he will find the necessity of the language in the workplace. By hitting our head to speak in English will not workout but the man of conscience in each student will say to communicate in English while they are in an enforcement to acquire their dream job.

KNOWLEDGE OF TOP MOST COMPANIES

The rural students will always have backlog in the knowledge of various companies which are providing good payment. Generally, at the time of campus interview, they used to learn about them. My suggestion is that the institutions should provide the job market details and the changing scenario as a seminar to the students by six months once. So each student will be aware what company is about what? And how? As teachers, we are all needed that our students should become more than us in all aspects. By reading the academic subjects and by participating in extra-curricular activities alone, a student cannot get a perfect standard and status in society.

There are many great personalities who came from villages and achieved many things. We have to take our rural students to converse with them to learn life skills from them. This practical exercise will make them to face the obstacles with confidence and will increase their energy level. This may help them to become future journalists and reporters too. The rural students can become business magnets when they acquire the English language skills from their educational institutions.

INTERVIEW SKILLS

In many institutions, the campus interview is organized for the benefit of the students. We can observe that the urban students are highly recognized by the companies and getting placements. This is creating lack of confidence among rural candidates. We have to teach the students, they are not supposed to expect the positive result in the interview and they are just

the things which are moulding them. The interview skills are important to gain a good job. It is the responsibility of an English teacher to train the rural students to get the knowledge of interview skills to developing them to get a good job. Some interviews will become stepping stones to reach the peak of success.

POSITIVE ATTITUDE

It is our duty to build the positive attitude among the students. We have to appreciate both the winner and the runner in same altitude and let them know where they are lacking behind. So, the candidate will get a hope to go for next attempt without hesitation. We have to make arrangements send the runner for other interviews without making delay. This will help to feel that he is not lesser than his classmate.

BODY LANGUAGE

In most of the interviews, the body language will be noticed very particularly along with communication. The eye contact, gestures and postures, personality management, behavioural approach are dealt for selecting them for the jobs. We know that in MBBS after their course of study, they will have practice for short period of time. In the same way, I suggest that in all our Indian higher educational institutions, we should give a short term course to learn job skills and ethics for all engineering and science students. It is helpful for rural students effectively.

COMPUTING SKILLS

Many students, when they are studying in lower classes itself are having the habit of going for short hand and typewriting classes. For such pupils the computer typing is not a difficult work but the students who cannot type or cannot operate computers will learn from study.i.e. for a short duration. Why don't we give them a chance to learn computer skills in our institutions in full fledge? Some rural students cannot afford to study computer education additionally after the completion of their academic studies.

PERSONAL GROOMING

When a student enters into college, he is becoming a part of the institution. We have to teach how to groom themselves according to the modern trend of job needs. The rural students should be prepared personally as well as mentally to work in urban places. The qualities such as punctuality, decision-making, positive attitude, friendliness, adjusting with the atmosphere etc., will help to receive the positive and the negative feedback in same manner.

STOP ENDING – LEARNING

There is no end for learning. The teachers should plant the mindset among students that even if they are placed in good jobs they should develop their skills and knowledge further. They have to update their knowledge through various sources without laziness. They should not feel that they have achieved something and should realize that there is no end for learning. Finally, we have to enlighten them that the earth is revolving around the knowledge of science, technology and those become the two sides of a coin. If they are the two sides, the metal which is used to make a coin is English.i.e.the basic element. In conclusion, I am saying that,

Everything in English, everywhere English

This is the world of breathing English

Though learning English

To show that I am educated

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LANGUAGE LABORATORY AND ENGLISH SKILLS

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Abstract

Language Laboratory and English Skills is one of the major processes for the development of language skills. Recently learning the language is the essential for all fields of life, especially, the corporate sector has gained major role. In the era of globalization without skill of spoken English the person is unfit to survive, therefore the language learning is the fundamental factor. In this regard Language Laboratory is the tool for developing this skill.

Language Laboratory and English Skills on the title I am presenting my paper, in this paper I will try to attempt to present the origin, its development, its importance, its advantages and some of the well-known Language Laboratory institutions in India. The concept of Language Laboratory originated in United States of America in 1960's and first it spread around European countries and very soon it became worldwide. In India its journey begin in 2000, Hyderabad is the center of Language Laboratory then it spread around India, in Bangalore the Regional Institute of English Language the Laboratory providing greater scope for teaching learning process.

Modern India is the Digital India in every walk of life there is digitalization in the process of teaching learning it has become the greater value in order to fulfill this need the digital Language Laboratory plays vital role.

The Language Laboratory focuses on language skills like LSRW through advanced software which is easy to access skills for communicative process. The teachers or trainer emphasis on spoken English to develop their pronouncing skills, intonation accent and style. The students or the learners will learn with this tool very easily.

Introduction

Language Laboratory and English Skills is one of the major processes for the development of language skills. Recently learning the language is the essential for all fields of life, especially, the corporate sector has gained major role. In the era of globalization without skill of spoken English the person is unfit to survive, therefore the language learning is the fundamental factor. In this regard Language Laboratory is the tool for developing this skill.

Language Laboratory is the software designed to acquire language skills especially L.S.R.W (Listening, Speaking, Reading and Writing). This is mainly used in educational intuitions for students to learn and understand the basics of languages in respect of pronunciations, intonation, accent and style. It is more practical than rhetorical. Language Laboratory is the advance development software which helps to learn fast and easy. Now let us focus on the origin and its recent development.

The origin and its recent development

The first Language Laboratory was established at the university of Grenoble in France in 1908. The concept of Language Laboratory was expanded to United States of America in 1960's and first it spread around European countries and very soon it became worldwide. In India its journey begins in 2000, Hyderabad is the center of Language Laboratory then it spread around India, In Bangalore the Regional Institute of English Language. The Laboratory providing greater scope for teaching learning process. The Language Laboratory provides ample opportunities to develop and enhance the skills of listening (understanding) and speaking, the other two reading and writing may be developed later. While speaking, it aims at the development of correct pronunciation, intonation and accent. In writing it helps to develop vocabulary and the ability to use the words, idioms and phrases and grammatical construction of sentences

Objective of Language Laboratory:-

The following are the primary objectives of language lab

- ❖ To introduce and enhance the listening and speaking skills in additions to reading and writing.
- ❖ To listen the model pronunciation.
- ❖ To practice and asses speech in a language.

- ❖ To involve students to actively participate and get more practice.
- ❖ To assist for self evaluation to record and replay students pronunciation skills.

The components of Language Laboratory

In the era of globalization learning the foreign language is very essential, the need to learn the language has become the integral part of modern world therefore many of the educational institutions are establishing and installing Language Laboratory. In the upcoming days it may be one of the parts of curriculum. The English Language Laboratory will advance the career of the student, as they will be clear with the concept of English Language skills with the help of Language Lab software. It also boosts their confidence. The components of Language Laboratory as follows:-

- ❖ A server computer is installed to store all the information about the software.
- ❖ Software works on the local area network.
- ❖ Students have audio and video facility.
- ❖ The master computer to control all the activates.
- ❖ The teacher can monitor and control the students.
- ❖ Students and teachers are provided with headset for conversation.

The features Language Laboratory

Language Laboratory plays a vital role in language learning process. It facilities the students to learn the language in an effective way. The following are some worthy mention features of Language Laboratory

- ❖ Motivates to self learning
- ❖ Provides supplementary materials.
- ❖ Self monitoring and self evaluation.
- ❖ Best tool for teaching- learning process.
- ❖ An effective communicative programme.
- ❖ Courses are online and paperless.
- ❖ Courses are both short term and long term.
- ❖ Software documentation and other technical documentations.
- ❖ Learner can record their own voice and play back the recording of their any reference.
- ❖ Self access for independent leaning.

- ❖ Audio-video aids for learning and teaching.
- ❖ Makes an easy step for the preparation of competitive examination.

Advantages and Disadvantages of Language Laboratory:-

English Language Laboratory software helps in learning process in an effective way. Its technical tools like software, headphone, audio video aids provides and enchases the students' skills of learning English in essay method. It also consists some disadvantages for some it has tuned as a boom and for some it is the curse.

The following are some of the advantages:-

- ❖ **It has overcome from the traditional speech sound:-**

In the traditional method using the chalk was the primary source, but now through the software it has become more effective. The learner can recognize the organs of speech sounds, the way of articulation and rise of pitch according to the pronunciations.

- ❖ **The software is friendly:-**

The software which has installed is highly components of modern technical tools which are very friendly to access. The trainer or teacher can explain its usages in effective manner. The learners feel and become perfect in short term period.

- ❖ **It removes the fears frustration and hesitation:-**

Usually learning the foreign language is the big task for those who are through in their mother tongue and it becomes the great challenge for such students. Language Laboratory makes its way very easy. Hence the learner who has under this impression they over come with the fear, frustration and hesitation and they achieve their goal in the very befitting manner.

- ❖ **It is the more practical than theoretical:-**

Language Laboratory makes learning more interesting by providing an interactive way to acquire the four skills of LSRW. In the practical session the student take active involvement as they go through with speech organs.

❖ **Faster learning process:-**

Language Laboratory facilitates faster learning compared to the regular classroom or traditional method. Its components are advanced software which is progressive. The teacher teaches their pupil easily so it has become fastest learning process

❖ **Time saving.**

Language Laboratory saves the time in the traditional method it required long term process, but in modern world it consume less time. The course can be learnt in short term or long term and may be online of offline mode. Once the teacher explains the students can practice on their own which saves time.

Disadvantages of Language Laboratory:-

❖ **It is very expensive:-**

Language Laboratory requires lot of resources and materials. It must need computer server and internet. It has to be installed software and needed frequently up gradation. There must be a separate room with well equipped technical methods, considering all these points it may be very expensive.

❖ **Technical issues:-**

Technical issues are the major disadvantage of learning English. Issues like equipment failure, software corrupt internet failure, irregular supply of electric power, failure in frequent up gradation etc.

❖ **No scope for reading and Writing:-**

The primary duty of the Language lab is to provide skills in listening and speaking, Reading and writing have less importance because it is technical base device where the students concentrate on pronunciation, intonation and accent. Hence, reading and writing part is less in this regard.

Language Laboratory has both advantages and disadvantages although it has overcome with the traditional base method, it may concentrate on individual, it removes the fear and frustration of the learner but it is expensive and related with technical device has become the difficult task for the common man who is not in the position to

bear the expenditure. Therefore Language Laboratories should be used as a supplementary to the classroom instruction rather than replacement.

Role of language laboratory in Enhancing English Skills:-

Language laboratory plays an important role in molding the professional and personal life of the student. It is an audio video base system the learner can easily access the spoken English. Language lab tools are specially designed to enhance the communicative skill and the four skills like L.S.R.W are the base of the career. The interactive method in the lab boosts motivation among the students, the materials that provides in the lab stimulates the desire to learn. The components of the lab help to self evolution. The learners are able to practice at the most suitable to their ability, this most not be possible in their regular classes.

It is beneficial to the teachers as well in order to create learning environment. The teachers are able to ensure the teaching of language skills. The individual attention that a learner gets, with the teacher being able to monitor and manage their learning-growth, increases the efficiency of the learners. The role of a teacher is enhanced to that of a motivator and facilitator in the learning of a language. The teaching objectives of the teacher are met well, positive results of a lesson being assured.

Thus, language labs are ideal systems for learning language. They are complete tools for the teachers and students that completely blend together technology and language content to facilitate teaching delivery and language learning.

Conclusion:-

The language laboratory is a helpful method for practicing and developing one's spoken skill. It provides a facility which allows the learner to listen their pronunciation. Thus the language laboratory gives learner of any language freedom to learn at their own pace, it is flexible and not necessarily require a trainer or teacher all the time, it is the self centric method of modern education. According to the change of life style the learning method and its way has to change. Unless the new technology is adopted in this we cannot impart language skills in our learners at the rate of growing competition.

In my opinion the need of the learning is the essential and we must develop, change and upgrade our self, because in the era of globalization we must compete as Charles Darwin rightly said “Survival of the fittest” so, we must fit to survive therefore it the need of the hour too.

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LEARNER CENTERED METHODS OF ENGLISH LEARNING

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Abstract

English is a global language in today's era. Now we are the citizens of global world. So we must have the knowledge of English language. English learning is essential for human being to survive in the globalization. English is the language of science, aviation, computers, diplomacy, and tourism. Knowing English increases chances of getting a good job in a multinational company within your home country or of finding work abroad. So the learning English is necessary in today's world. The concept of learner centered method focuses on student's intellectual ability. It gives importance to the student's learning ability. In learner centered method; the teacher focuses on the individual learner and each of his or her needs, instead of the curriculum as a whole, and where the teaching shifts from a focus on the teacher to that of the student. Learners find the learning process more meaningful when topics are relevant to their lives, needs, and interests, and when they are actively engaged in creating, understanding, and connecting to knowledge. Learner centered methods of English learning plays vital role in learning English. So the present paper focuses on Learner centered methods of English learning. It studies the concept of learner centered method, the importance of English learning, various methods of learner centered methods of English learning. And the merits of Learner centered methods of English learning.

Key words: Learner centered method, English learning, merits of Learner centered methods

Introduction

English plays vital role in today's modern world. English learning is essential for human being for the survive in the globalization. English is the language of science, aviation, computers, diplomacy, and tourism. Knowing English increases chances of getting a good job

in a multinational company within your home country or of finding work abroad. So the learning English is necessary in today's world. Learner centered methods of English learning plays vital role in learning English.

Objectives

- To study the concept of learner centered method
- To study the importance of English learning
- To study the Learner centered methods of English learning
- To study the merits of Learner centered methods of English learning

The concept of learner centered method

The concept of learner centered method focuses on student's intellectual ability. It gives importance to the student's learning ability. In learner centered method, the teacher focuses on the individual learner and each of his or her needs, instead of the curriculum as a whole, and where the teaching shifts from a focus on the teacher to that of the student. Learners find the learning process more meaningful when topics are relevant to their lives, needs, and interests, and when they are actively engaged in creating, understanding, and connecting to knowledge

The importance of English learning

It is aptly said that 'English is the milk of tigress'. In this modern era, English is the most important language in the world. Now we are the citizens of global world. So we must have the knowledge of English language. English learning is essential for human being for the survive in the globalization. English is the language of science, aviation, computers, diplomacy, and tourism. Knowing English increases chances of getting a good job in a multinational company within your home country or of finding work abroad.

Learner centered methods of English learning

There is various learner centered method of English learning. Which plays vital role in teaching and learning process? These are as follows:

Inquiry-based learning:

Inquiry-based learning is a learner centered method of English learning. It motivates for active learning. It encourages students to ask questions, conduct research, and explore new

ideas. This method helps students to develop critical thinking in English. It gives chance for developing research skills.

Concept mapping:

Concept mapping helps students for meaningful learning of English concepts. It is very important in studying new concepts relates with English language. Concept maps are visual representations of information. They can take the form of charts, graphic organizers, tables, flowcharts, Venn Diagrams, timelines, or T-charts. Concept maps are useful for all types of students. It is very interesting method for learning English language.

Problem-based learning:

Problem-based learning is one of the best method of English learning. It is a student-centered method in which students learn about a subject through the experience. The students try to solve an open-ended problem found during English language learning. It develops other desirable skills and attributes. This includes knowledge acquisition, enhanced group collaboration and communication.

Cooperative learning:

Cooperative learning is an activity which helps students to work in groups. It enhances English language with collaborative approach. The success of each member depends on the group's success. It arranges and mixes students of different level of ability and learning into groups. Also, it focuses on group success rather than individual success. Through this method the individual confidence of each student increases. So learning of English language becomes more interesting.

Role playing:

This method is very helpful for the unit which relates with conversation. It develops the students ability of speaking skill in English language. The student tries to speak dialogue in English. It enhances student's pronunciation of English language. Role play exercises give students the opportunity to assume the role of a person or act out a given situation. These roles can be performed by individual students, in pairs, or in groups which can play out a more complex scenario. It is a very interesting method for English learning.

The merits of Learner centered methods of English learning

- Learner centered methods of English learning motivates students for self study.

- It is useful for all types of students.
- It enhances the thinking ability of students in English language.
- It increases student's creativity during learning various units.
- Collaborative approach develops through learner centered methods of English learning
- It creates interest among learners while learning.
- Students actively participate in learner centered methods of English learning.
- It improves Students English speaking ability which is very essential in today's era.

Conclusions:

The concept of learner centered method focuses on student's intellectual ability. It gives importance to the student's learning ability. In learner centered method, the teacher focuses on the individual learner and each of his or her needs, instead of the curriculum as a whole, and where the teaching shifts from a focus on the teacher to that of the student. Learners find the learning process more meaningful when topics are relevant to their lives, needs, and interests, and when they are actively engaged in creating, understanding, and connecting to knowledge. Learner centered methods of English learning plays vital role in learning English.

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**LEARNING PROCESS THROUGH TEACHING MADE EASY IN EDUCATION
DEVELOPMENT USING LATEST TECHNOLOGIES**

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Abstract

The educational system is moving away from conventional teaching methods and towards the use of technological systems. This transition began to take place in India in the 19th century and is still being fully implemented. The issue for the instructor is to employ English as the primary language of instruction given the diversity and multilingualism of this country. In order to compete worldwide with the high standards that have long been established throughout the world, this paper focuses on the techniques and resources used in the modern Indian educational system. Additionally, emphasis is placed on teaching methods that facilitate speedy learning. Some ICT tools are resulting in better exhibitions; this paper discusses usage and implementations of those tools.

Key words: Learning, Teaching, ICT, Literacy, Multi Linguistic

1. INTRODUCTION

India is one of the historically wealthy nations when it comes to the dissemination of information and education, with universities like Nalanda having the world's oldest university system. The Indian educational system has undergone some significant transformations, from Gurukuls to contemporary schools to online institutions. The facts of the Indian educational system are as follows:

1. 26% of those aged 0 to 14 are enrolled in primary school of the population of India,.
2. 18% of Indians between the ages of 15 and 24 are enrolled in secondary and higher education.
3. Adult (15 years and up) India has a literacy rate of 69.3%.

Both imparting information to others and absorbing it from someone else are acts of education. Education also covers the institution of teaching as a whole as well as the information acquired via formal education or instruction [4]. Education is the field that examines how to educate and learn in classrooms or surroundings that are similar to classrooms, as opposed to using different informal and informal socialization approaches.

2. CHALLENGES IN EDUCATION SECTOR FACED IN 2022

- Language Barrier
- Lack of personalized learning
- Learning gap
- Addiction to technology
- Challenges of assessments
- Curriculum up gradation
- Mental health challenges of students
- Up skilling and reskilling of teachers

The following are the main problems faced in the progress of education:

a. Neglect of Indian languages:

The medium of instruction particularly in science subjects is English. So rural students who are not well acquainted in English, cannot learn science correctly in English[6]. They suffer a lot; Indian languages are still under developed. Standard publications are not available in Indian language.

b. Expensive higher education:

University, professional and technical education has become costly in India. Fee structure of technical and professional institutes like IIM's is quite high IIM's charge Rs.2 lakh per semester for MBA classes. It is beyond the reach of common man. Privatization of higher education has

led to the growth of profit hungry entrepreneurs. Now a day's higher education is much costly affair

c. Lack of funds:

The biggest issue preventing education from progressing is a lack of enough funding. Education spending in five-year plans has been falling. Due to insufficient funds most educational institutions lack infrastructure, science equipment and libraries etc. Due to this reason, desired results cannot be achieved.

Above all the problems Language Barrier is the biggest issue that the remote located children are facing in continuing their higher education. Speaking English & Writing English skills are lacked in the weaker section of the Society.

It's the fact that we need to understand that the teaching fraternity also some where lag in teaching in English language[1]. The Well-educated bachelors are not opting the teaching job and the people who opt the teaching profession are no to the standard, that's the reason were we are encountering a marginal gap in the teaching learning Process.

Teaching and learning process can be defined as a transformation process of knowledge from teachers to students. It is referred as the combination of various elements within the process where an educator identifies and establish the learning objectives and develop teaching resources and implement the teaching and learning strategy[5]. On the other hand, learning is a cardinal factor that a teacher must consider while teaching students. The paper evaluated various academic journals, pedagogy, and inclusive practices to assess the teaching effectiveness.

3. OBJECTIVES:

- To educate the trainees using ICT Tools
- To improve the usage of English language in teaching process
- To constantly improve the trainers quality through continuous learning process
- To reach the student's level thoughts and train them as a student centric approach

ICT in education management is not only meant to educate students but also teachers. ICT provides the flexibility and availability of learning materials in English to all students. While all resources are available in classrooms, students can also access them outside schools. This especially benefits students who are slow learners or have learning disabilities.

4. ICT TOOLS FOR TEACHING AND LEARNING

The ICT tools means to digital infrastructures like computers, laptops, printers, scanners, software programs, data projectors, and interactive teaching box. Following are the list of tools

- Google Classroom
- Trello
- Microsoft Teams
- Online Coding Websites such as DataCamp, HackerRank, Coderbyte
- Subject Specific Tools

To make ICT teaching and learning more interactive, various platforms and tools have been created and updated over the period of time. Innovative ICT tools used in classroom teaching which helps teachers to integrate in their subject, for teaching-learning and assessment. There are numerous subject specific free/ no cost ICT tools available on online and offline platforms which can be used for teaching, learning and assessment.

5. WHAT ARE THE KEY ADVANTAGES OF ICT IN EDUCATION?

- Enhances interaction and increases student engagement Learning is accessible any time, any place
- Offers new learning techniques as classroom tools are constantly evolving
- Decreases teacher paperwork improving work-life balance
- Improves parent-teacher interaction.

Disadvantages of technology in the classroom

- Requires Management and Training.
- Leads to Tech Disparity

- Cost Money

Less Face Time

- Distracting Students. ...

The Quality of the education in India has dramatically increased due to the use of ICT Tools. The awareness of the usage of the IT Tools has influenced the students and the ease in exploring the content by the faculty has impacted the quality education. The teaching and learning process in today's education system resulted the student centric and much focused on the conceptualization.

The content to be delivered for an hour requires for the faculty to learn by himself investing minimum three hours. The survey reveals that the usage of the ICT tools by the Faculty, and preparation for the delivery by him or her, getting updated and in turn the learning and teaching process is getting improved, resulting overall quality education[4]. The future days are with ICT Tools, the classrooms are with latest gadgets and education is with transformation from traditional teaching to Modern technological teachings.

6. RESULTS IN USAGE OF ENGLISH LANGUAGE AND ICT TOOLS

As per the Survey and results observed in the performance of the students, on comparison with earlier traditional methods of teaching/Learning the students are expressing that English language is must & to be standardized. It is under the opinion that to compete with the global standards the common language will help in understanding and in relative communication. To work in any part of the universe a universally accepted language is required to explore themselves and relocate any part of the globe and in various sectors

The ICT tools is not only meant for advance learning but it creates a standard in learning and teaching process. The student centric approach is followed in using this latest technologies.

7. CONCLUSION

As said by George Couros "Technology will never replace great teachers, but in the hands of great teachers, it's transformational."

The Transformation is by the use of latest ICT tools, using this ICT tools needs a standard common language, hence this paper focused on the usage of the English language. English language in teaching and learning process improved the standards of education and

geographically work at diverse locations. Also the ICT tools remained the reason for learning very complex studies in simple ways. Off course transition is necessary but it leads to proper knowledge imparting procedures.

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FIVE POINTS SOMEONE TO '3 IDIOTS': FROM NOVEL TO CINEMA

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Abstract

The relationship between cinema and literature is undeniable, since literature has produced many memorable movies across the global film industries. Bollywood has been known for various epoch-making movies, and '3 Idiots' shall undoubtedly be placed in this list, as a very popular film from the Indian film industry. The film was inspired and adapted from a popular novel 'Five Point Someone' written by a popular novelist, Chetan Bhagat. Although the film is based on an already 'popular' novel, one can easily find ample significant changes in the adaptation process. This paper sheds light on the process of adaptation or cinematization, and will try to explain the changes. The paper aims to show that in the adaptation process not only Bollywood's noted 'tradition versus modernity' conflict plays a vital role, but also, influence of classical Indian epics along with India's past and its present socio-economic challenges play vital roles to decide the final shape of the film. Thus the paper wants to prove that though a film like '3 Idiots' apparently speaks about some anti-establishment ideology of breaking away from stereotyped thinking regarding the education system of India; it also covertly surrenders and re-imposes many other dominant ideologies which try to reassure stereotyped thinking in other fields of everyday life. The adaptation process for a Bollywood film, or to put it in a more elaborate framework, the making of a 'popular' Bollywood film is a very complex process where different long established and new ideological stands intermingle to create a final product which finally tries to serve 'everything to everyone'.

Key Words: cinema, literature, film, ideologies etc.

It is now known to all that the movie '3 Idiots' is directly or indirectly an adaptation of Chetan Bhagat's novel *Five Points Someone*, about the life in IIT that came into circulation for

reading in 2004. Therefore, to know the journey from the novel to the movie, one should have knowledge of both the book and the cinema. To make it easy to understand the process of adaptation, let me put the stories of both side by side. To begin with, let us know the novel first.

Hari Kumarnarrates *Five Point Someone* as a story of three friends studying mechanical engineering at the Indian Institute of Technology at te Elite Indian University, New Delhi, and the bond of four years there. The IIT entrance exam is incredibly competitive, and these three are among the cream of Indian high school students. Of course, colleges are a different matter, and they don't perform very well there. In fact, they find themselves "in the high 200s in a class of 300 students" in their first semester, with a five-point-something grade (on a scale where ten is a perfect score) and once average. Identified as K students, there is little chance of improving their standing.

The three are quite different characters, with Alok desperate to get a high-paying job to help his family, including his illegitimate father and his sister, who are to be married (a costly proposition), while Ryan arrives as a privileged homemaker but has rarely seen his parents since childhood as they have been busy building their increasingly successful businesses. Hari describes much of the story, but there are chapters in the voice of some of the other characters embedded in his account—his two friends and the girl he joins—giving a little more insight into their characters and Hari's own (as he remains silent about his family and background).

Success at IITs comes with rote learning, and Ryan in particular pursues how college inhibits any creativity and how nothing of note has been produced at IITs, especially compared to American universities. In. Ryan constantly egged himself on to meet his friends in order to enjoy the college experience, but with any kind of half-baked real-life academic success (which requires crunching hours), it is difficult to crush. Hari meets a girl, but Neha is the daughter of one of the toughest professors on campus, and she rarely sees him.

Ryan plans to make it through the IITs and still has some fun "C2D plans," or "to collaborate," where they divide work among themselves, with only one-third participating in each class, But share your notes. Everything for those classes with others. It's unclear how much time and effort it takes and how things like in-class pop quizzes are frequently dealt with, but point five isn't so much about a person's details as it is about that big idea, like all-for-one camaraderie promoting such ideas. C2D already has a whole slew of cheats about it, but things

go haywire when they finally get around to taking a class by the notoriously tough Pro Cheria, in his IIT student days. Neha's father and a well-known ten-point-zero man Desperate, the three hatches an even more outrageous plan (and then blow it up in the most ridiculous way).

As in Bhagat's other novels, this one is almost entirely about friendship, as again (well, it was the first, but it was a formula he would repeat) a trio of young men is thrown together. is and, despite some sharp disagreements, strives to act all-for-one and one-for-all. Despite its often childish simplicity, complete with highly unlikely and melodramatic incidents, the story is fairly entertaining and exhilarating: a buddy movie or soap opera version of the campus novel (with a heavy emphasis on academics). This is aided by the fact that even the most significant turns are quickly forgotten — four years of college, after all, are quickly reduced to under three hundred pages — five points to someone with a steady and fast enough pace. provides drama and entertainment).

And now, '3 Idiot': Farhan Qureshi (R. Madhavan), Raju Rastogi (Sharman Joshi), and Rancchoddas "Rancho" Shyamaldas Chanchad (Aamir Khan) are three engineering students who share a room in a hostel at the Imperial College of Engineering, one of the best colleges in India. While Farhan and Raju are average students from modest backgrounds, Rancho is from a rich family. Farhan wants to become a wildlife photographer, but has joined engineering college to fulfil his father's wish. Raju on the other hand wants to uplift his family fortunes. Rancho is a wealthy genius who studies for the sheer joy of it. However, Rancho's passion is for knowledge and taking apart and building machines rather than the conventional obsession of the other students with exam ranks. With his different approach Rancho incurs the wrath of dean of college, Professor Viru Sahastrabudhhe (Virus) (Boman Irani). Rancho irritates his lecturers by giving creative and unorthodox answers, and confronts Virus after fellow student Joy Lobo hangs himself in his dormitory room. Joy had requested an extension on his major project on compassionate grounds his father had suffered a stroke but Virus refused, saying that he himself was completely unmoved by his own son's accidental death after being hit by a train. Rancho denounces the rat race, dog-eat-dog, mindless rote learning mentality of the institution, blaming it for Lobo's death.

Threatened by Rancho's talent and free spirit, Virus labels him an "idiot" and attempts on a number of occasions to destroy his friendship with Farhan and Raju, warning them and

their parents to steer clear of Rancho. In contrast, Virus model student is Chatur Ramalingam or "Silencer", (Omi Vaidya) who sees a high rank at the prestigious college as his ticket to higher social status, corporate power, and therefore wealth. Chatur conforms to the expectations of the system. Rancho humiliates Chatur, who is awarded the honour of making a speech at an award ceremony, by substituting obscenities into the text, which has been written by the librarian. As expected, Chatur mindlessly memorises the speech, without noticing that anything is amiss, partly aided by his lack of knowledge on Hindi. His speech becomes the laughing stock of the audience, infuriating the authorities in the process.

Meanwhile, Rancho also falls in love with Virus' medical student daughter Pia (Kareena Kapoor) when he, Raju and Farhan crash her sister's wedding banquet in order to get a free meal, in the process further infuriating Virus. Meanwhile, the three students continue to anger Virus, although Rancho continues to come first in every exam, while Chatur is always second, and Farhan and Raju are inevitably in the last two positions. The tensions come to a head when the three friends, who are already drunk, break into Virus' house at night to allow Rancho to propose to Pia, and then urinate on a door inside the compound before running away when Virus senses intruders. The next day, Virus threatens to expel Raju lest he talks on the other two. Unable to choose between betraying his friend or letting down his family, Raju jumps out of the 3rd floor window and lands on a courtyard, but after extensive care from Pia and his roommates, awakes from a coma.

The experience has changed Farhan and Raju, and they adopt Rancho's outlook. Farhan decides to pursue his love of photography, while Raju takes an unexpected approach for an interview for a corporate job. He attends in plaster and a wheelchair and gives a series of non-conformal and frank answers. However, Virus is unsympathetic and vows to make the final exam as hard as possible so that Raju is unable to graduate. Pia hears him and angrily confronts him, and when Virus gives the same ruthless reply he gives to his students, she denounces him in the same way that Rancho did over the suicide of Lobo. Pia reveals that Virus's son and her brother was not killed in an accident but committed suicide in front of a train and left a letter because Virus had forced him to pursue a career in engineering over his love for literature; Virus always mentioned that he unsympathetically failed his son on the ICE entrance exams over and over to every new intake of ICE students. After this, Pia walks out on the family

home, and takes Virus' spare keys with her. She tells Rancho of the exam, and he and Farhan break into Virus' office and steal the exam and give it to Raju, who with his new-found attitude, is unconcerned with the prospect of failing, and refuses to cheat and throws the paper away. However, Virus catches the trio and expels them on the spot. However, they earn a reprieve when Virus' pregnant elder daughter Mona (Mona Singh) goes into labour at the same time. A heavy storm cuts all power and traffic, and Pia is still in self-imposed exile, so she instructs Rancho to deliver the baby in the college common room via VOIP, after Rancho restores power using car batteries and a power inverter that Rancho had dreamed up and Virus had mocked. Rancho then delivers the baby with the help of a cobbled-together Vacuum extractor.

After the baby is apparently stillborn, Rancho resuscitates it. Virus reconciles with Rancho and his friends and allows them to take their final exams and they graduate. Rancho comes first and is awarded Virus' pen, which the professor had been keeping for decades before finding a brilliant enough student to gift it to.

Their story is framed as intermittent flashbacks from the present day, ten years after Chatur vowed revenge on Rancho for embarrassing him at the speech night and promised to become more successful than Rancho a decade later. Having lost contact with Rancho, who disappeared during the graduation party and went into seclusion, Raju and Farhan begin a journey to find him. They are joined by Chatur, now a wealthy and successful businessman, who joins them, brazenly confident that he has surpassed Rancho. Chatur is also looking to seal a deal with a famous scientist and prospective business associate named Phunsukh Wangdu. Chatur sees Wangdu, who has hundreds of patents, as his ticket to further social prestige. When they find Rancho's house, they walk into his father's funeral, and find a completely different Rancho Jaaved Jaffrey. After accusing the new man of stealing their friend's identity and profiting from his intellect, the host pulls a gun on them, but Farhan and Raju turn the tables by seizing the father's ashes and threatening to flush them down the toilet. The householder capitulates and says that their friend was a destitute servant boy who loved learning, while he, the real Rancho, was a lazy wealthy child who disliked study, so the family agreed to let the servant boy study in Rancho's place instead of labouring. In return, the real Rancho would pocket the qualifications and the benefits thereof, while the impersonator would sever all

contact with the world and start a new life. The real Rancho reveals that his impersonator is now a schoolteacher in Ladakh.

Raju and Farhan then find Pia, and take her from her wedding day to Suhas by performing the same tricks with his material possessions, and having Raju turn up to the ceremony disguised as the groom and eloping with Pia in public. When they arrive in Ladakh, they see a group of enthusiastic Ladakhi children who are motivated by love of knowledge. Pia and the fake Rancho rekindle their love, while Chatur mocks and abuses Rancho the schoolteacher before walking away. When his friends ask what his real name is, he reveals that it Phunsukh Wangdu and phones Chatur, who has turned his back, to turn around and meet his prospective business partner. Chatur is horrified and falls to his knees, accepts his defeat and continues to plead his case with Phunsukh to establish the business relationship he was after.

Fiction to Film: Adaptation

There are different ways of creating a story or plot in a film. Sometimes the idea can be original by the director or s/he borrows and adopts from some existing literature. John Harrington, in his book *Film And/As Literature* estimated that a third of all films ever made have been adapted from novels, and, if you included other literary forms, such as dramas or short stories, that estimate might well be 65 percent or more. Almost all of the works of classic literature studied in high school have been adapted into a film. So, adaptation has always been central to filmmaking. This is a relationship that we live with and it compliments each other and changes our way of reading, seeing, and storytelling. But while someone adapts from existing literature then a comparison surely happens. The film adaptation is generally subjected to intense scrutiny.

Film adaptations from literary texts receive fatal criticism in a moralistic way as cinema has done a great disservice to literature. According to Welsh, the most basic and banal focus in evaluating adaptations is the issue of “fidelity,” usually leading to the notion that “the book was better” (14). Adaptations are like re-telling. So, the semiotic adaptation and the visual presentation of the same should be looked at from different perspectives. Sometimes adaptation is like replication and it stands on its own as an independent work close or far from the ‘source’. It creates a new story and thus, claims cultural validity. Moreover, adaptation can be seen as a hybrid construction mingling different media and discourses, and collaborations (Stam, 2005).

In 2004, the novel was published and created hype. It set up a new era and form of writing. Almost every student in the country read it like a compulsory text. Initially, the producer and the director bought the copyright from the writer and people were eagerly waiting for the film to release. Before the release of the film, the controversy came regarding the copyright issue as the film claimed its own storyline rather than a simple adaptation of the text. Though it mentions Chetan's work as a source but refused to give the original credits that the writer was seeking. So, these can be regarded as independent bodies too. Sometimes adaptation and remake are translation that renews art through creative 'mistranslation'. It sometimes enhances fictional elements. It is like multiple repetitions of the same story and every layer adding to another one. Discarding the notion of 'original' and 'copy', Derrida described that a film adaptation is not simply a faded imitation of a superior authentic original; it is a 'citation' grafted into a new context and therefore 're-functioned.' Far from destroying the literary source's meaning adaptations 'disseminate it in a process that is democratizing (185).

The language of books and films is radically different. The length of a novel and a film is a problematic factor too. But one might get a maximum of three hours to cover a huge novel. The films seem somewhat humorous but it touches people and conveys a few messages. Importantly the films just do not restrict to the campus, they move outside of it like family, hospitals, shopping malls, wedding ceremonies, etc. The final parts have almost shown outside situations and the locations and sequences have strengthened a lot, which is somewhat different from the novel. The film, along with friendship, also shows rivalry among students. The character Chatur represents a type of student class who are worried about good grades, a job in foreign countries, etc. At the same time, it advocates a learning process focusing on the competitive world.

Films are representations of events, ideas, and sentiments in an attractive manner of exhibition, which are attractive and entertaining. Both the fiction and the films have ragging scenes (s) which were important practices in campus life. Whereas Bhagat was closely presenting the ragging episode in the book but the films make it intensely dramatic and lively. It gives much space to the main character. Other than the major characters the helping boy or Millimeter grabs our attention. One can easily find this type of small kids on or around any campus. Sometimes they connect between the old and the new. The use of physical space varies

in the novel and films. It is small and limited, just running within some blocks of campus, classroom, hostel, water tank, etc. There is hardly any in between the campus offices, quarters, hostels, or the classrooms and academic block. The bathrooms are quite representative, though in reality, hardly anyone dances or sings 'All is well. It is not important whether the films are 'faithful or not to the 'source', but rather how they convey the message or appropriate meaning.

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LANGUAGE LABORATORY AND ENGLISH SKILLS

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Abstract

A language laboratory recognizes the existence and prevalence of wide-spread individual differences in language aptitude even among the average and superior intelligence. Language laboratory is very essential. Language lab is to provide students a platform to enhance English language skills, communication skills and to practice soft skills. The main objectives of the Language Laboratory are: To equip the students with good communication skills and to emphasize the need of English in the technical world. This study aims to determine the relationship between language labs and the effective ways of mastering better performance of English language. The paper focuses on that using effective language laboratories in teaching English is essential and mastering better features of speaking.

Keywords: language lab, importance, need, technology, benefits.

I. Introduction:

According to Edward Sapir, "Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols". (B. Salim-P-1) So language laboratory is a classroom in which students learn a foreign language. The language laboratory or language lab is an audio or visual aid in modern language teaching. English language lab is based on the methodology of LSRW skills that are listening, speaking, reading and writing. The English language laboratory is one of the most remarkable infrastructural facilities for undergraduate students. English language lab focuses on language skills and efficiently develops the skills in students. Language lab is becoming highly valued because they offer students a structured eLearning environment that is successful and reliable.

Learning is a part and parcel of the human learning process. Yet our understanding of teaching and learning is still imperfect. For that purpose, to improve our skills language teachers have been making use of technological aids since the beginning of 20th century. Both sound and video are important elements of technology and teaching a language to the learner in the absence of these elements is unimaginable. Both are integral components in providing opportunities for enhancing the learner's experience. Language teaching helps in developing learning in the classroom through language laboratories.

Language Lab

Language laboratory is an audio-visual installation used in modern teaching methods to learn the foreign languages. Perhaps the first lab was at the University of Grenoble. In the 1950s up until the 1990s, they were tape based systems using reel to reel or (latterly) cassette. But the current installations are generally multimedia computers. The language lab is a technological break for imparting skills in English. The language lab offers an exclusive result oriented and efficient to enrich the English language learning process. The multimedia based language lab helps to learn and enhance the language proficiency by sharing the course materials with in a second where the teacher and the students involved effortlessly. The language lab is developed on the methodology of LSRW skills.

II. NEED OF LANGUAGE LABORATORIES

It is very crucial time that we need language laboratories in schools and colleges to promote innovative teaching-learning methods and technique. A major challenge is that urban students communicate in English with their mother tongue influence. Many colleges are equipped with language laboratories to meet the global standard in English proficiency. Still there need to be more such laboratories in academic institution to promote learning with innovation and interest.

There is need that each and every school and colleges to establish language lab. Language lab gives chance to work on individual needs. Through this language lab learner achieve fundamental key of grammar and sound system. Right from the very beginning language laboratories should be made mandatory part the school and college curriculum. English is a global language. So students should be made to practice in language lab to improve

their pronunciation skills and listening skill. Speaking exercises will enable them to master their accuracy in pronunciation. Although there are language labs prevalent in many academic setups, there is an urgent requirement for such labs in more quantities. Therefore set up must be introduced in schools and colleges to promote language development among learners. Classroom knowledge mingled with practical sessions will serve as a collaborative approach for language learners.

III. Importance

Dr Y.K. Singh in his book *Teaching of English* said that English should be taught as a language and not as literature. It is of paramount importance for an English teacher to know what he is trying to achieve by teaching English. Hence the main aim of teaching should be to help students acquire practical command of English. So language laboratory and English skill both are interconnected to each other. To improve our English skills there is need of language lab. Without language lab English could not easily way to learn. B.Salim said that, English is the world's most widely used language. It is useful to distinguish three primary categories of use: as a native language, as a second language and as a foreign language.(P-29) So improve our listening speaking, reading and writing skills there is need a language lab.

Now-a- days training in a language lab differs from the traditional classroom training. The students actively participate in language learning exercises. The practical session are conducted in the language lab. A good quality language laboratory should made and imperative part of an academic institution. A language lab plays a great role in making the institution's teaching method successful in a very novel way. In addition to audio-visual materials there can be study materials production which can be made a central activity among faculty staff. An effective language lab capable and resourcefully strengthens the language skills of the learners. It is very positive in assessing students' speech.

There has been a lot of technological support for learning languages, including software like PRAAT, which is a heavy source for studying acoustic properties of the speech of any variety for learners and more so for academicians. It is very easy to download PRAAT. If a language lab is equipped with such software, it will enable the students to avail lot of facilities related to speech. In addition, there are electronic dictionaries of pronunciation available now for learning pronunciation of words. Daniel Jones 'English Pronouncing Dictionary is now

available with compact discs for learning accurate pronunciations of English. The online version of such classic work is available too in British and American English. The learners can have such word learning exercises in the language lab itself.

Language lab has become an integral part in any language learning process for communication. Not only can one language be learned, but more than one language can be learned efficiently. Moreover, the learners learn the best samples of any language. This is primarily the basic and important task performed in the language laboratory. The material used in the present-day language lab is very rich. Not only are audio and videos being played, but also flash-based games and internet facilities are available. It is different from the traditional language labs, which lacked the modern facilities at language labs. Besides this, the delivery of information from the teacher to student and student to teacher is faster, and much more engagement is there. Further developments in language labs are presently noticeable as access moves from a fixed network and related Microsoft operating systems to online and browsers. Students can now access these new ‘cloud’ labs from their own devices anytime and anywhere. Students avail the facility to question and record audio and video files and be marked and assessed by their teachers little.

Some of the features of language lab software!

- It develops communication skills in students.
- It facilitates teachers with real-time monitoring.
- It builds confidence in learners.
- It is a user-friendly software
- It helps to improve pronunciation.
- It helps in grooming overall personality.
- It is an effective way of learning any language.
- It removes the fear and hesitation of students.

IV. BENEFITS

A lot of benefits can be acquired by the inclusion of these language laboratories. These include the following: The machinery of a language laboratory serves quite many benefits to both the sender and the recipients. New information and communication can be accessed quickly and easily with the advent of a lab.

Nowadays, digital language labs with fine audio quality enable teachers to interact with the whole class simultaneously. These offer students the prospect to enhance their language skills, especially the four LSRW skills that enhance the listening, speaking, reading, and writing aspects of communication.

Advantages and Benefits of Language Lab

1. Auditory Oriented: The direct sound transmission gives step by step guidance from the teacher to the heads of the students with crystal clear clarity.
2. Better Attention: The Lab software is more attention enthralling for the students, where they are engaged with individual systems.
3. Comprehensive quickly: The Lab increases the pace of comprehension as students coaching are purely based on the level of study.
4. Damper the idea: The Lab regulates the language through the different thoughts created in the mind of the students.
5. Effective learning: The lab provides to learn the foreign language practice in a focused setting that eliminates the feelings of self-consciousness.
6. Focus Veracity: By using text, audio and video can easily be integrated with actuality in everyday situations.
7. Guide the group: It is easy to guide the groups by monitoring each student independently without disturbing the others students.
8. Have the self-evaluation: the students can do a periodical self evaluation to measure the progress as well as evaluate his/her language with that of the expert.
9. Independent learning: access to resources beyond the timetable encourages independent learning.
10. Janitor for learners: It care takes the learners to become skilled at the language that they are learning.

11. Remove the fear: The automated learning environment removes one's fear and creates a happy learning situation. Learn the need: The lab fulfils the need of the learner that is learning the language skills in an effective way.

12. Medium of interactivity: The students can record their own voice and play back the recordings, interact with the each other and the teacher, and store the results.

Moreover, there is a language regulation through the various thoughts created with the students' intellect. Our present-day generation is connected to the World Wide Web to get access to information on a comprehensive basis. This leads to immediate access to information worldwide. The content of multimedia comprising text, images, sound, and video involves the language learners in the language learning process, no matter whatever is the learner's style. Lab is a phenomenal platform to overcome shyness among students and enhance their speaking skills. It serves as a high degree of a motivational factor among the students as it removes one's fear and brings joy within the learning atmosphere. The language lab allows the student to listen to the program. Now-a-days, language labs have evolved to become much more contemporary and realistic. They can fetch English students closer to native-level speech and heighten all their language skills by providing valuable exposure to the language in action. They can also read short stories and complete audio exercises that accompany them. Thus, a variety of activities can be associated with English language labs.

V. Conclusion

In this way a language lab aims to engage students in overcoming the mother tongue influence and developing their communication skills. It is different from a traditional classroom setup. The process of learning becomes more participatory and interesting. Language labs and multimedia enables learning to become fun and friendly. The outline of the lab must be constructive for developing the effective communication skills of the students. Effective communication skills are essential in all professional careers, and language lab can help acquire this important life skill. The language lab is a technological break for imparting skills in English. It is a breakthrough the conventional teaching method with the rich teaching material contents. The digital language lab motivates student's learning attitude, thereby providing interactive learning surroundings. Language lab represents one largest solo investment of audio resources in education. The computer presently fulfils all the needs of language educators and

gives existence to language for many learners. Today's modern language labs play an elemental role in language learning, in fact, for students who belong to the cell phone generation. Modern language labs play a primary role in grabbing students' concentration and motivating them to learn well.

Thus, we should be thankful to the present technology that has facilitated the language laboratories' existence to enhance their language skills with delight and full participation. It is needful for effective teaching of English skills.

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AN ANALYSIS OF CORPORATE DRESSING THROUGH THE LENS OF POST-COLONIAL THEORY

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Abstract:

Almost 76 years since India's independence from British rule, yet Postcolonial theorists still posit that the colonisers of the West exercise a form of control over the colonised, although in more subtle fashions. Though globalisation is credited to have replaced colonisation, neocolonialism believes that it has given way for the colonisers to exert control over the colonised in a manner that is not recognized as control, thus making it difficult for the colonised subjects to resist dominance. The tastes and fashions of the third world countries today seem increasingly imitative of the West, although it caters neither to their geographical weather conditions or cultural tastes. This is synonymous with the idea of 'corporate capitalism' which argues that corporate jobs today are a means for the West to enjoy invisible dominance on the commonwealth nations. Although corporate capitalism can be applied to various aspects of Indian work culture, this research aims to focus on the dressing practices of Indian corporates. This study, with the help of a survey, aims to shed light on their reason and choice of work wear. Having studied the notions of people with respect to corporate dressing, this paper will then move on to compare the corporate dressing practices in the light of post colonial theories like hybridity, mimicry and hegemony to check the extent to which corporate dressing is reflective of neocolonialism.

Keywords: Corporate Capitalism, Neocolonialism, Hegemony, Mimicry

1: Why Postcolonialism Can be Justly Applied to Fashion and Dressing

In its basic sense, Post colonial theory in general insists that colonisation is no longer a matter of the past, rather it is manifested in the culture, art and history of once colonised nations even today. Homi K. Bhabha and other theorists of the post-colonial school argue that the histories and cultures of the West constantly intrude on the present day third-world countries, thus demanding that we put to question our ideas of cross-cultural relations.

Owing to the expansion of globalisation that is known to have “replaced” colonisation, it became possible for the colonisers, i.e the West, to control the colonised/the East from afar. This is what Kwame Nkrumah meant when he coined the term ‘neo-colonialism’. Britannica.com defines Neo-colonialism as:

The control of less-developed countries by developed countries through indirect means...Neocolonialism has been broadly understood as a further development of capitalism that enables capitalist powers (both nations and corporations) to dominate subject nations through the operations of international capitalism rather than by means of direct rule. (Halperin)

In light of this, it is not hard to believe why the corporate market is now the biggest tool in neo-colonialism, and this explains why the term ‘**corporate capitalism**’ exists. Although one can draw a number of parallels between the working culture in the corporate sector and the old colonial working class, the focus of this paper is limited to the dressing etiquettes insisted upon by corporate companies, especially in India.

The connection between clothing and postcolonialism may seem far-fetched to some. However, as the stalwart of postcolonial criticism, Gayatri Chakravorty Spivak puts it, postcolonial studies is “a substantial subsidiary ghetto” (1) which means that it is an all-encompassing framework with which to analyse all forms of behaviour, culture and practice. Elke Gaugele and Monica Tilton in the introductory chapter of their book *Fashion and Postcolonial Critique : an Introduction*, comment on the epistemology of studying fashion as having postcolonial strains, in the following way:

When this heterogeneous, theoretical apparatus – characterised by an intellectual history with a dialectic between Marxism and post-structuralism/ postmodernism – is applied to the equally heterogeneous field of fashion research – a discipline that largely focuses on material, bodily, economic, social, cultural practices – postcolonial theory itself is challenged and eventually even revised. (11)

Gaugele and Titton’s work is devoted to a discourse on the conviction that imperialist and colonialist premises are woven into contemporary definitions of fashion. This critique was first made by Jennifer Craik in *The Face of Fashion: Cultural Studies in Fashion* (1993). Craik states that “consumer fashion simultaneously draws on discourse of exoticism, the primitive, orientalism and authenticity” (qtd. Guagele et al. 12)

Research scholars of fashion aim to reorient fashion to create new terms while studying it in a global, postcolonial framework. Thus, it is important to analyse seemingly common cultural phenomena, such as wearing Western formals to work in India, in its larger social reality takes into account globalisation and postcoloniality among others. Furthermore, the Encyclopedia of World Dress and Fashion covers the academic attention being given to global fashion and its revision. This justifies our attempts to analyse corporate dressing in light of postcolonial criticism. These studies have been informed by thinkers such as Spivak, W.E.B Du Bois, Homi Bhabha and Edward Said.

The present idea of a business formal or business casual wear was incidentally inspired by the American clothing brand Levi Strauss & Co.’s advertisement as a publicity stunt. They published a brochure by the title “A Guide to Casual Business Wear” in 1992, that advised employees on how they could style themselves to look smarter and more appropriate for work. They then sent this pamphlet to more than 25,000 HR executives across the country. It is no surprise then that these fashion tastes reached Indian employers as well.

Thus, the choice of western formals for Indian employees, seems to have begun not as a mandate by corporate companies, rather as an advertising gimmick by a US brand. Levi’s successfully found a way to turn corporates into consumers and thereby, consumers into conformists of western fashion.

The methodology used for this paper is survey and literature review. A randomised survey was distributed to 70 respondents, all belonging to the category of working professionals residing in India, from the age of 21 onwards. To compare the survey results to various Postcolonial theories, a literature review of relevant books, essays and websites was done

2: Understanding Indian mindset on corporate dressing through a survey.

Since this paper aims at analysing how deeply rooted the strains of postcolonialism is in the fashion preferences of Indian professionals, a survey was conducted among 70 respondents to gain insight on their opinions towards their choice of clothing. The respondents consisted of working professionals in India, of different age groups ranging from the age of 21 and upwards.

When the respondents were asked what picture comes to mind when hearing the word "formal wear at corporate jobs", 94.3% of the respondents answered - Formal shirt or suit for men and formal trousers and skirts for women. Only 5.7% said they picture Saree or churidar for women and kurta for men. When asked whether they agree that formal business wear has become synonymous with western wear, 71.7% of people agreed, while only a minority disagreed or were unsure. Thus the survey depicts how the Indian mindset adheres to the stereotypical notions regarding Western corporate attire. In India, without a second thought, formal implies a Western outfit is the major finding of the survey.

Most companies include dressing etiquettes as part of their company policy stating that employees must dress accordingly, as they reflect the work culture and the company's ethics.

As cited in Marketplace.org's podcast "The Marketplace Morning Report":

doing public relations for the Levi's brand 'Dockers' back 'We found when guys shed their coats and ties they really didn't know what to wear,' says Rick Miller, ... 'People were showing up in Hawaiian print shirts or sandals and shorts. Frankly, there were concerns on the part of management that work might become too much fun.'

Keeping this in mind, respondents were asked whether they agree or disagree with the idea that one's work attire reflects their company's/ founder's values. To this, 45.5% agreed, while 35.5% said "it depends" and only 18% of the respondents disagreed.

Denial of Indian formal attire due to the blind belief in westernisation and white man's burden shows the third world's intimacy towards its intimate enemy, who is swallowing the third world's self and identity. This Denial is in line with Ashish Nandy's postcolonial thinking on intimate enemy.

Chapter 3: Possible Effects of Choice of Western Clothing on Indians, According to Postcolonial Theorists

3.1: Otherness

Said, who published 'Orientalism' in 1978, was of the opinion that the early scholarship of Westerners was biased, putting forth a stereotyped vision of "otherness" on the Islamic world, thereby facilitating and supporting Western colonial policy. Since then, Orientalism has been applied to various domains apart from scholarship and various subjects in addition to the Islamic world. Said found these Western categories problematic not just because it affected the production of knowledge, but also because it was accepted by the colonized countries, thus preventing them from possessing a unique identity of their own.

Culture and fashion is a crucial tool with which the West infringes on the identity shaping process of the colonies.

Historically, fashion has been set up as a discourse in the cultural sciences with an expelling demarcation line that distinguished "the West and the rest" and substantiated the expansion of the European empires during the nineteenth century. The premise that fashion is a phenomenon that could only emerge in the "civilized" West is the epistemological basis of modern (sociological) fashion theories... (Gaugele et al. 16)

The first discussions of the Orient mimicking the clothing of the Occident, began when the French philosopher Henri Bergson in his book *Laughter* (1911), answered the question of why

the sight of a Negro dressed in European fashion would provoke laughter from a white man. He answers with the words: “Because the white man thinks the Negro is disguised.” (55) The Indian wearing Western clothing may not provoke laughter in the 21st century, as it is now quite an accepted work culture (as gathered through the survey). However, it ought to prompt us to question whether the act of mimicry or imitation causes the Indian to look disguised or look as though he’s pushing himself to look a certain way, a way that he’s not.

3.2: Double Consciousness

In discussing Adolf Loos’ writing on fashion, Gaugele and Titton state:

Pervaded with concepts of the “primitive” and a belief in the superiority of Western culture borrowed from orientalist and colonial discourse, Loos’ essays on fashion aimed at westernized model of British colonial society. In France in the early twentieth century, at a time when the colonies were at their most expansive, the construction of non-European cultures as “traditional” was an important element of the colonial enterprise and its support at home. (16)

It was owing to influential people like Loos in France and Lord Macaulay in India, that influenced colonies to accept the notion that the western education and culture (including fashion) was the model to follow. Everything else was therefore, “traditional” and thus, something outdated enough to do away with. Therefore, when corporate companies and MNCs insist on Western wear for work and meetings, it is bound to lead to the assumption that it is because they believe Western clothing to be superior to Indian clothing.

W.E.B. Du Bois in his work *The Souls of Black Folk* (1903) observes a “two-ness”, better known as “double consciousness” that exists between African American identities. He believes that it is their race and colour that serve as a veil, causing them to always look at one’s self through the eyes of others, i.e- through the revelation of the other world. Thus, this action of constantly comparing oneself and others to check how similar or different they are from their Western counterparts, with respect to fashion, causes them to have conflicting identities.

Knowing that they are Indian, and yet required to dress the Western way, gives them a double consciousness and an ambiguous relationship with themselves.

3.3: Hegemony

Hegemony, a concept coined by Antonio Gramsci and popularized by Luis Althusser, refers to the power of the dominant class (the West) to convince the masses that their interests are the interests of all, often through the control of education and media. Marx had further observed that “the ruling ideas of each age have ever been the ideas of its ruling class” (Feuer 26). This causes us to question that if Western wear for work is the rule of the Indian corporate sector, does that imply that the West is still the ruling class of India – if not in a literal sense, at least in the ideological sense?

As Victoria Rovine observes, the schism between fashion and traditional dress is comparable to the separation between “art” and “artifact”: artifacts stand for non-Western visual and material artworks prior to their recognition by the Western art system. Rovine argues that in this hierarchical division, “fashion serves as a measure of cultural attainment”, and, we might add, cultural superiority: “Who has, and who does not have fashion is politically determined, a function of power relations.” (qtd. Gaugele et al. 12)

Thus, fashion not only affects the identity of its subjects, but is also a measure of cultural attainment and superiority. If one is “privileged” enough to adhere to Western fashion, that implies that he/she has greater power relations than those not adhering to this “established” standard of fashion.

Conclusion:

Postcolonial studies of business management reveal that western management practices are often imported into developing countries without incorporating the culture or values of that country. Without cultural appropriation, the working class of developing countries will never fully be able to shake off the feeling of Otherness and Double-consciousness as they ought to, in order to fully grow as professional individuals.

The problem is not with the dress codes. After all, it is personal choice and comfort that matters. What is problematic is with the corporate policy of insisting on one style only – insisting that Western attire is more appropriate and professional, even when it caters to neither Indian culture nor climate. If the reason a dress code exists is because clothes reflect the company/founder’s values, then it should be sufficient to insist that employees dress in neat and decent clothing.

In their reading of Ruby Sircar’s essay on Indian nationalism and dress, Gaugele and Titton note that Sircar interprets Indian Prime Minister Narendra Modi’s choice of dress (which is typically a sherwani with a nehru jacket), as a “subaltern resistance to neo-imperialism and neo-colonialism through fashion” (28). This, Sircar views as the “political use of dress”.

Thus, if one’s dressing is indicative of political power, and if Indian attire has been successfully used by our PM to indicate indifference to western definitions of fashion, then what is stopping Indian professionals from wearing Indian attire to work?

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MODERN TECHNIQUES FOR TEACHING ENGLISH AND COMMUNICATION SKILLS

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Abstract

Among all living things that are born on the planet Earth, man is the most intelligent. It has been said that the expansion of the universe is like "the water of a never-drying river." We have direct experience of the progress which has been done in the world recently due to human "innovative skill." The era in which conventional teaching approaches dominated the classroom is over. We are the actual eyewitnesses and witnesses to the world's current progress, which was caused by humans. An era of invention and creativity has replaced the conventional teaching methods that previously dominated the classroom. People from the older generation of the 60s and the younger generation of 16s have very different mindsets from one another. What was praised in the past is now deemed ordinary. Earlier, getting 400 points in the SSC was a wonderful accomplishment, but now everyone is aware of the situation. It is not that the paper graders are doling out points like crazy for unanswered questions; rather, it is the reality that all pupils are now capable of learning thanks to advancements in teaching techniques. The creative teaching techniques of the 21st century have replaced the techniques used by teachers in the later 20th century. Today students' priority is to "Learn English," which includes its four skills listening, speaking, reading, and writing. We can observe students' never-ending desire to improve their English language and communication skills at the Intermediate level and, in particular, at the Graduate level. All language learners have benefited greatly from the English teachers' unique ideas that have given us new ways to learn this language. This paper's goal is to offer some helpful teaching strategies that might be tried to help pupils learn. Fundamentally, transmitting and receiving information must be the two main parts of education. In the end, a

teacher does his best to transmit the information as he has understood it. So, any communication strategies that do this without diluting the goal could be regarded as creative teaching strategies.

KEYWORDS: Multimedia, Education, Technology, Creative Approaches

Introduction:

There is a wide range of linguistic backgrounds in India, including numerous languages and numerous dialects. Several families still speak English daily; however, it differs from Standard English. The multilingual environment presents English teachers with a range of challenges. The world of today experiences quick technological transformation. Innovations are produced at an accelerating rate. The landscape of modern teaching methods has completely transformed as a result of the rapid advancement of information and communication technology. The classroom instructor of the twenty-first century should abandon conventional ideas and methods in favor of more modern and creative ones. To transform the socioeconomic position of the nation, English language teachers must be creative, resourceful, and innovative. They also need to be well-versed in the subject. The world is changing quickly as a result of globalization; thus, teachers must update their understanding of cutting-edge teaching methods to keep up with the needs of modern society. The improvement of students will be aided by a variety of cutting-edge tools and techniques. The employment of cutting-edge methods for teaching English to learners is explored in this essay. Innovative techniques including audio-video assistance, mimicry, group debates, dialogue construction, and dramatization would make it possible to learn the language and increase the learners' confidence.

This paper's goal is to assess both conventional and multimedia teaching strategies while also suggesting additional effective strategies that could be used to teach pupils new material. Fundamentally, transmitting and receiving information must be the two main parts of education. In the end, a teacher does his best to transmit the information as he has understood it. So, any communication strategies that do this without diluting the goal could be regarded as creative teaching strategies. Innovative educational practices can enhance instruction while

simultaneously empowering individuals, enhancing governance, and igniting national efforts to advance human development.

APPLICATION OF MULTIMEDIA IN TEACHING AND LEARNING:

To communicate information to an audience, multimedia refers to the integration of different digital media types, such as text, images, audio, and video, into a multi-sensory interactive application or presentation. What is taught to students and what the industry needs are out of alignment as a result of traditional educational techniques. As a result, a lot of institutions are turning to problem-based learning as a way to produce graduates who are imaginative, critical, and analytical thinkers who can solve challenges. In this study, we emphasize the use of multimedia technology as an inventive teaching and learning method in a problem-based learning environment by providing the students with a multimedia project to develop this skill set. Presently, a lot of institutions are reorienting their curricula towards problem-based learning as a means of generating graduates who are imaginative, capable of critical and analytical thought, and problem-solving. As information is now a means rather than an end, it helps develop stronger problem-solvers and promotes lifelong learning. To address the shortcomings of conventional teaching, problem-based learning is growing in popularity in educational institutions. Problem-based learning is viewed as an innovative strategy to assist students to understand how to learn through real-life situations because these traditional ways do not inspire students to challenge what they have learned or to associate with previously acquired knowledge. The instructor modifies the material's content using multimedia. Using various media components will enable the teacher to represent in a more relevant way. These media components can be digitally transformed, changed, and personalized for the presentation at hand. The students can learn more effectively by including digital media aspects in the project since they utilize a variety of sensory modalities. This will push them to pay closer attention to the information being delivered and retain it more effectively.

Applications with multimedia provide great teaching tools. Providing the pupils with the information can increase the effectiveness of the learning outcomes. By fusing the elements of texts, photos, audio, videos, animations, and user control, multimedia apps can be used to

provide information engagingly. The use of multimedia apps in the classroom has many benefits that can aid students in developing a deeper knowledge of particular concepts or information. Multimedia apps have certain screen designs, interaction and feedback mechanisms, navigational elements, and audio and video components. Without a doubt, teachers and lecturers may use multimedia programs as a tool to help them deliver excellent instruction. Nonetheless, there are drawbacks to using multimedia tools in teaching.

TEACHING WITH HUMOR:

"Humor is an effective teaching tool"

A teacher with a contagious sense of humor is adored by all. Not only does it help to create good relationships between teachers and students, but it also offers much-needed relief while trying to comprehend a challenging lecture on a challenging subject. There is potential for advancement in any subject when there is a willingness to change. Teaching is difficult. Learning is difficult. It can be difficult to efficiently combine the two. Being funny is difficult. But laughing is simple. We are persuaded by both personal experience and academic study that humor in the classroom is a very powerful tool for both teachers and students.

A course is made more engaging by humor, which also helps to decrease tension. If the humor is appropriate for the subject, it may even help students remember the content better. Comedy has the power to put people at ease, ease stress, and so foster an environment that is favorable to learning and communication. Humor is the most efficient tactic for boosting recall of adverts, according to numerous researches in the field of advertising. Reading joke books and listening to comics on the radio make it simple to still humor in the classroom. It is important to encourage kids to take notes so they may understand how professionals employ exaggeration, pauses, and pacing. Exaggerate what you see in reality because a lot of humor comes from observing true events and circumstances in real life. Moreover, it should be noted that humor is crucial for teaching as well as the healing process.

LEARNING A LANGUAGE WITH A MOBILE PHONE:

Due to their added features, such as messaging, gaming, emailing, and recording, mobile phones are viewed as little computers. PDAs, iPods, and wireless computing are all included in mobile phone-assisted language learning. The MPALL applications include short lessons on grammar points, games or quizzes that test discrete language concepts and are accessible via SMS, the internet, or downloads, vocabulary lessons, word definitions with usage examples, lectures that are recorded for better comprehension, a dictionary, and communicative language learning games.

Social interaction, context portability, sensitivity, connectedness, individuality, and immediacy are the key components of mobile phone-assisted language acquisition. More and more language learning is probably occurring outside of the classroom context as a result of the increased chances for computer-assisted language learning.

ROLE-PLAY:

Simulated interactions between people or other social processes in which players take on different roles. Role plays consist of brief, realistic scenes, such as pretending to interview a famous person. The class can be split up into groups of four to five people for group projects. Choose one individual to serve as the group leader, who will assume the role of a medical consultant, while the other participants will assume the roles of patients. To examine a problem that pertains to the organization, role-playing playing and scenario analysis are frequently employed in businesses. Management institutions also use these techniques. But, other specializations like science and engineering can also try the same kind of practice. Although science and engineering courses have practical components, if students are presented with a scenario and additional options to address a particular problem, they are exposed to decision-making in a realistic setting. Role-playing techniques, for instance, can be used to clarify a pharmacist's job duties when training future pharmacists. Students might be given medical prescriptions and medications while being expected to act like pharmacists. Here, students write their actual prescriptions for medications, making this a more hands-on method of instruction

where theory is supported by appropriate practical knowledge. In management, engineering, and other science courses, a similar method can be used.

Students have the chance to engage in activities that mimic events related to careers through role plays. Role plays should be content-focused, aligned with learning objectives, and applicable to real-world circumstances to assist students to comprehend the value of using them. Role-playing games help students think more critically about difficult and debatable issues and to view events from several angles. Role plays may engage and motivate pupils when they are used effectively.

BRAINSTORM:

In a brainstorming exercise, pupils are given a single stimulus that acts as a springboard for numerous answers. What do you do when...? or another question with several viable solutions could serve as the trigger. The benefits of this method include allowing students to construct utterances at a level that is comfortable for them and giving them a significant amount of productive language practice compared to the teacher's input. Participants have a wide range of options available to them, and the fact that many of them are creative and entertaining means that they are more likely to be encouraged to contribute, and activities typically go along quickly with a high density of learner interaction.

INTERNET USAGE:

Take a holistic view of communication, language, and culture English language instructors are always looking for more effective methods of getting their students access to real content that will raise their knowledge and proficiency levels in the desired fields. Given how the internet has changed global communication, it makes sense that it would be a key component of a multi-media language lab for improving English language proficiency. Today, e-mail is the online application that is utilized the most frequently. E-mail-based learning activities can be incorporated into the curriculum by English language teachers. Search engines like Google and Yahoo direct users to websites that let them communicate with English-speaking natives. Modern email programs can handle text in a wide range of languages and can attach word-

processing files. The software also enables us to send audio files and visual files as attachments, which improves the written communication's context. The British Broadcasting Corporation does a fantastic job of offering frequent online classes on learning the English language. Some websites offer online language laboratories with listening and speaking practice as well as recording capabilities for feedback due to technological advancements. When participating in online video conferences when native and non-native speakers are involved, a web camera can be a crucial tool. Internet relay Chat is one such program that permits synchronous communication between users located all over the world.

GAME-BASED LANGUAGE LEARNING:

Games that are task-based and serve goals other than enhancing communication are effective communicative exercises. All language games are designed to encourage language use among players, but players also use the target language while playing to play, convince, and bargain their way to winning outcomes. Both productive and receptive skills are needed for this procedure. Students can study in a fun and peaceful environment by playing games. Students can utilize language without tension once they have learned and practiced new terminology. The learner's focus is on the message while playing games, not the language. The majority of participants will focus more on winning than on the accuracy of linguistic expressions. One of the primary barriers preventing language learners from using the target language in front of others is the fear of negative evaluation and the worry of being harshly judged in public. Anxiety is lessened and verbal fluency is produced in a game-oriented environment, resulting in the achievement of communicative competence.

The following are a few of the games:

- Students should form a circle for a word game. There could be 5 or 6 students in the group. One pupil creates a term with at least five letters. Within 5 to 6 seconds, the following student must write a word beginning with the final letter of the previous word. They could use this to increase their vocabulary.

- Students should form a circle for a game. There could be 5 or 6 students in the group. A minimum of three words, comprising a subject, verb, and object, must be written by one student. Within 10 to 15 seconds, the following student should compose a newsentence using the final word from the preceding one. They would then be able to assess their capacity for structuring sentences.

Conclusion:

The approaches that are more suited to a student's needs depending on their language proficiency are always valued in all respects. The novel techniques mentioned in this paper are just a few of the many that can be very useful for teachers in meeting the expectations of students at the intermediate and graduate levels.

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**MULTIMEDIA DEVICES IN TEACHING AND LEARNING OF ENGLISH
LANGUAGE AND LITERATURE**

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Abstract

English is a foreign language in India; British people have introduced English language during their colonial imperialism. In the Indian context, English language is learned as second or third language of communication. Indian people have problems in learning and teaching English language as well as understanding literature from other language particular English. Students and teachers of English literature do not have much knowledge of the English culture which is reflected in English language as well as in literature. While teaching English literature teacher has to compare and contrast the foreign culture with our own culture. The basic purpose of teaching English literature in Indian classroom is to improve the English language as an international language and also introduce the culture of other nation. Different pedagogies and techniques are invented and developed to teach English language and literature. There is difference between teaching and teaching literature because of its aspects. Teacher has to use different multimedia devices for effective teaching of English language and literature. Multimedia are a combination of multiple communication media like text, pictures, sound and video. The present paper tries to study how multimedia devices are used as a tool of teaching and learning of English language and literature and its effectiveness.

Key Words

Multimedia – it is form of communication which uses combination of different content such as text, picture, audio, video or animations etc.

Introduction

Today's age is the age of computer technology and multimedia technology. The multimedia technology occupies a very significant place in communication. This has now turned into a useful tool for communication of all trades and fields. These are also being profitably employed in the field of teaching and learning process. This has resulted into the improvement of the teaching and learning process. Multimedia are combinations of text, graphic art, sounds, animations and video delivered by computer or any other electronics means.

Multimedia is a combination of various audio-visual devices. It may be described as aids that facilitate the understanding of the written and spoken word in a teaching learning situation. They appeal to the senses which are sources of learning. What we learn through sense remain in our mind for longer time. The effectiveness of learning through sense or through multimedia devices is depending on its use. Multimedia devices can be sub-divided into audio aids, visual aids and audio-visual aids. Visual aids pertain to the sense of sight, audio aids to the sense of hearing and the audio-visual aids to both the senses of sight and hearing. Among them the sense of the sight is more important because most of the knowledge is acquired by it. These multimedia devices are of great value in the teaching learning of English language in India.

English language in India is taught as compulsory subject in Secondary, Higher Secondary classes and also in under graduate (UG) programs in many universities. Beside that English literature is also taught as part of the general English courses to graduate students who are specializing in humanities. The literary texts such as poems, plays, short stories, novel etc. are used as material to teach English language. Thus teaching of English language and literature go hand in hand.

The use of multimedia devices in the teaching of English language and literature is a major force today. There are many advantages of using these devices. It can provide sensory experience to the learners which create sensation. It excites the eyes and ears. It collects together all the sensual elements of multimedia such as pictures and animations, engaging sounds, compelling video clips and raw textual information. Direct experience is the best source of understanding and by using multimedia devices teacher can substitute and supplement

the direct experience. It can help to motivate the teacher as well as students. It is very effective device for the slow learner. Meaningful and more efficient learning took place by using multimedia devices. These multimedia devices are very useful for the development of the power of imagination and observation.

Multimedia devices include audio aids such as gramophone, tape recorder, radio and language laboratory. Audio resources appeals to our ears. All those materials which functions as aids by appealing to the early only are called audio aids. They are usually used to form speech habit. In actual teaching the audio aids will come first. Gramophone was once a blessing for the countries like India. It was inexpensive, easy to operate and suitable to maintain. It provides the first rate material and it is so cheap that any educational institute can buy it. Unlike the film, it can be stopped at any stage to repeat the item. It can work on battery too. It had some disadvantages such as it cannot record the voice or learner and its content and manner of presentations cannot be controlled by the teacher. To overcome tape recorders are used in teaching and learning of English. The tape recorder has all the advantages of the gramophone. The voice of the students and the teacher can be recorded for comparison. This comparison helps for self-criticism which leads to self-improvement. With the new inventions in technology, these gramophones and tape recorder have become out dated. But once it has played very crucial role in developing English language skills in India.

Radio becomes the popular means of mass media for communication. One of the advantages of the radio over the tape recorder and the gramophone is that of the wide coverage. The radio can cover the whole country and is not confined to the classroom only. In the country like India where there is dearth of good teachers of English, radio should prove to be very useful. With the emergence of national pattern of education, the radio with its coverage schools prove a boon. Radio has proved to be a very useful significant audio aid. The role played by the BBC in language teaching is most striking.

Language laboratory is a recent origin in the field of teaching and learning of English. A language laboratory is a separate room with several booths having taping and listening facilities with headphones which is controlled by a central monitor from which the teacher can direct the activities of all the booths. It helps to learn foreign language easily. English is a foreign

language in India. Language laboratory is essential for the teaching and learning of English language because language is skilled subject. If the skills of language can be acquired, proper materials are to be supplied. It has been found that the subject of English can be learnt easily and effectively with the help of language laboratory.

Television is one of the powerful multimedia devices and considered as audio-visual aids which appeal to both ears and eyes. Television with its simultaneous appeal to the sense of sight and the sense of hearing is most effective and the most sophisticated audio-visual aids available today. It is described as the queen of audio-visual aids and it is used for educational purpose in more than one hundred countries today. Educational programs of the television are a feast to the eye and the ear. These programs have powerful impact. If these programs are properly planned and organized, it will help learners to enlarge their general knowledge considerably. These programs help students put their leisure to good use. Television programs help to improve character and knowledge and the viewer's interest in science and fine arts.

Films are considered as one of the audio-visual aids which may be described as aids that facilitate the understanding of the written and spoken word in a teaching learning situation. They appeal to the senses such as eyes and ears which are sources of learning. What we learn through senses remain in our mind for longer time. The effectiveness of learning through senses or through this multimedia device is more effective. These devices are of great value in the teaching of English language and literature in India.

Films are a very common type of multimedia device. It can help the learner in a number of ways. By the use of films student's interest is heightened. More learning is accomplished and the retention of learnt material is more permanent. Films depict motion and motion implies continuity by seeing the English movies. Spoken English of the learner can be improved considerably. Moreover we can see the situation and also hear what is being said in that situation. It helps in the comprehension of language material. Thus, the films as one of the multimedia devices are definitely having great importance as far as teaching and learning of English language and literature in India is concerned.

Conclusion

Thus, there are number of multimedia devices in the process of teaching and learning of English language and literature. It is interesting technique which helps to keep attention of the students for longer time. Teacher's own film videos, YouTube videos as well as other videos from online sources are also used for teaching. They are very useful as far as teaching of English in India is concerned. Multimedia devices will definitely be of great importance.

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ROLE OF ENGLISH NEWSPAPERS IN LEARNING ENGLISH: A LINGUISTIC STUDY

Mr. Naresh Pawar

ABSTRACT

The purpose of this linguistic study is to explore the role of English newspapers in learning English as a second language. The study examines the use of newspapers as a tool for improving language skills, particularly in reading comprehension, vocabulary building, and writing. It also investigates the impact of using English newspapers on the development of critical thinking skills and cultural awareness. The study employs a mixed-methods approach, including surveys, interviews, and content analysis of English newspapers. The findings suggest that English newspapers can be an effective tool for language learners to improve their language skills and expand their knowledge of current events and culture. The study highlights the importance of integrating newspapers into English language classrooms and promoting their use as a resource for language learning.

Keywords: Newspaper, Teaching English, Vocabulary, Information, Communication.

INTRODUCTION

Learning English as a second language is a significant challenge for many individuals around the world. It requires not only the acquisition of grammatical rules and vocabulary but also the development of language skills such as reading comprehension, writing, speaking, and listening. In recent years, English newspapers have been recognized as an effective resource for language learners to enhance their language proficiency and cultural awareness. This linguistic study aims to investigate the role of English newspapers in learning English as a second language. The study aims to examine how English newspapers can aid language learners in improving their language skills, including reading comprehension, vocabulary building, and writing. The study also aims to explore how the use of English newspapers can promote the

development of critical thinking skills and cultural awareness. The study aims to provide insights into the potential benefits of using English newspapers in language learning and shed light on how this resource can be integrated into language classrooms. The findings of this study are expected to contribute to the existing literature on language learning and provide practical implications for educators and language learners. The study aims to provide recommendations on how English newspapers can be used effectively to improve language proficiency and foster cultural awareness.

Use of English Newspapers:

The English newspapers play very vital role in developing language as well as vocabulary. While reading newspaper one may learn or gain useful information of day today state, national or international events. There are some major uses of English newspapers that are following:

- It is the simple way to build up vocabulary.
- One can increase reading speed by reading newspaper.
- Learning English becomes interesting.
- It is the English newspaper that provides variety of information in everyday life.
- Newspapers are very chiefly.
- A newspaper helps to language learner to develop writing and listening skills
- English language learner learns different grammatical structures.
- It is easy to lean new word due to colourful images.
- Use of Phrases, Idioms and many new innovative constructions.
- English newspapers are a primary source of news and information for millions of people around the world. They provide up-to-date information on local, national, and international news, politics, sports, entertainment, and more.
- English newspapers are an excellent resource for language learners. They offer a wealth of authentic reading material, including articles, editorials, and opinion pieces, which can help learners, develop their vocabulary, reading comprehension, and writing skills.

- Many English newspapers also provide opinion and analysis on current events, offering different perspectives on important issues. This can be useful for those looking to broaden their understanding of the world and develop their critical thinking skills.
- English newspapers are a valuable platform for advertisers, providing them with access to a wide audience. They offer a range of advertising options, from classified ads to full-page spreads, making them an effective marketing tool for businesses.
- English newspapers also provide entertainment in the form of comics, puzzles, horoscopes, and other features. These can be a fun and engaging way to relax and pass the time.
- As mentioned earlier, English newspapers can be an effective tool for language learning. They provide exposure to authentic language use, diverse vocabulary, and different writing styles.
- Newspapers can also help readers gain a better understanding of the culture, customs, and current events of English-speaking countries. This can be particularly useful for those who are planning to travel or study abroad.
- Newspapers can also be used for research purposes, particularly for topics related to current events, history, or politics. They can provide insights into public opinion, government policies, and social trends.
- English newspapers can be a valuable resource for professionals who want to stay up-to-date on industry news, trends, and developments.

Generally, English newspapers are a versatile and valuable tool for a variety of purposes, including staying informed, language learning, and entertainment.

Role of Newspapers in English language learners Life:

English newspapers can play an essential role in the lives of English language learners. They can serve as a valuable source of information, help learners improve their reading and writing skills, and expose them to authentic language use. Here are some of the ways that newspapers can benefit English language learners:

- Reading English newspapers can help learners improve their reading comprehension by exposing them to a wide range of texts and topics. This can help them develop their vocabulary, grammar, and overall understanding of the language.
- Newspapers can also be used as a source of writing prompts and inspiration. Learners can practice summarizing articles, writing opinion pieces, or even creating their own news stories based on current events.
- Newspapers provide learners with access to authentic language use, including idiomatic expressions, colloquial language, and diverse vocabulary. This can help learners develop a more nuanced understanding of the language.
- Reading newspapers can also expose learners to the culture and current events of English-speaking countries. This can help them develop a better understanding of the context in which the language is used and the issues that are important to English speakers.

Generally, newspapers can be an effective and engaging tool for English language learners. However, learners may face challenges such as unfamiliar vocabulary and complex sentence structures, which can be overcome with guidance and support. By incorporating newspapers into their language learning routines, learners can improve their language skills while staying informed and engaged with the world around them.

To develop habit of reading Newspaper:

To read English newspapers daily would be the best way of learning to the students. They would be soon matured of day today events as well as have a great understanding of the subject. It is good idea and creativity to learn English through the newspapers but basically teachers ignore to practise it at their level except some of them in India. If all the teachers practise such a creative way, it will definitely give many positive results. The following points should be considered to develop English language learning through reading English newspapers.

- Teacher is expected to inspire the students reading newspapers.
- Students should be rightly directed if English newspapers don't avail in the school or at their home.

- Teacher has to make students read English Newspaper as it is a better way to learn language.
- Students should be directed at every step to use English Dictionary daily for better understanding of Vocabulary.
- They should be motivated to write something in English in their own way.
- Choose a specific time and place for reading the newspaper, such as in the morning with a cup of coffee or during lunch break at work. Creating a routine around reading the newspaper can make it easier to stick to the habit.
- Begin with a small goal of reading a certain section of the newspaper every day, such as the front page or the sports section. Gradually increase the amount of reading as the habit becomes more established.
- Reading the newspaper may expose learners to unfamiliar vocabulary, so keeping a dictionary or a vocabulary journal nearby can be helpful. Look up any unfamiliar words and try to use them in conversation or writing.
- Engage in conversations about the news with friends, family, or colleagues. This can help reinforce what has been read and provide an opportunity to practice using new vocabulary and expressions.
- Reading a variety of newspapers, both local and international, can provide a more diverse range of perspectives and topics to learn from. Additionally, incorporating digital news sources or audio versions of newspapers can provide more flexibility and convenience.
- There are many English-language newspapers available, both in print and online. Choose a newspaper that is of interest to you and provides content that is relevant to your language learning goals.
- Make newspaper reading a regular part of your daily routine. Set aside a specific time each day for reading, such as in the morning with breakfast or in the evening before bed.
- Many newspapers have mobile apps or online editions that make reading more convenient. You can also use online tools such as translation apps to help you understand unfamiliar vocabulary.

- Choose articles that you find interesting and engaging, and try to approach reading as a way to stay informed and entertained rather than as a chore.
- They should be suggested to divide Newspapers in the following sections:-
 - a) City
 - b) Daily social events
 - c) State affairs
 - d) State Political affairs
 - e) Images
 - f) Headlines
 - g) Stories of events and situation
 - h) Editorial
 - i) Other valuable information
- Teacher should emphasize on the students as per their passion, interest and knowledge in which they can do better performance.

Activities are introduced in the class room:

A Reading English newspaper is an excellent way to improve your English language skills, as it exposes you to a wide range of vocabulary, grammar, and writing styles. Here are some activities that you can introduce in the classroom to help students improve their English language skills by reading newspapers:

Vocabulary Building: Have students read an article from the newspaper and ask them to identify words they do not understand. Then, provide the meanings of those words and ask them to use those words in a sentence. This will help students build their vocabulary.

Comprehension Questions: After reading an article, ask students to answer questions about the article. This will help students develop their reading comprehension skills.

Grammar Focus: Highlight a particular grammar point or structure in an article and ask students to identify it. Then, have them practice using the structure or point in their own writing.

Debate or Discussion: Choose an article that has a controversial topic and ask students to discuss their opinions on the topic. This will help students develop their speaking and listening skills.

Writing Practice: Ask students to summarize an article in their own words or write a response to an article they have read. This will help students develop their writing skills.

Crossword Puzzles or Word Search: Create crossword puzzles or word search games based on vocabulary from the articles students have read. This will help students reinforce their vocabulary skills.

Current events presentation: Assign students to choose an article from the newspaper and give a presentation to the class about the current event. This will help them practice their public speaking skills and also keep the class updated with the latest news.

Grammar exercises: Use articles to teach or review specific grammar points, such as verb tense or reported speech. Ask students to identify examples of these grammar points in the articles.

News reports: Have students write their own news reports based on articles they have read or current events they are interested in. Encourage them to use appropriate language and tone.

Role-playing: Assign students different roles, such as journalist, editor, or reader, and have them act out a news story. This activity will help students practice their speaking and listening skills in English while also learning about the news and journalism.

Reading Comprehension: Select a news article from the newspaper and ask students to read it. After they finish reading, ask them questions to test their comprehension of the article. This can include questions about the main idea, supporting details, and the author's purpose.

Normally, reading English newspapers in the classroom can be a fun and engaging way to improve English language skills. These activities can help students become more comfortable with reading and speaking English while also learning about current events and important issues.

Newspapers are used in the education sector as a teaching resource. It is the best tool to teach English language to non- native speaker. The teachers can select articles to show their students as examples of good writing skills and to balance critical reviews. At present, report writing and article writing have been a part of some syllabuses. It is newspapers through which these students can get proper direction as well as well guidance about report and article writing skills in which professional journalist put their opinions.

Conclusion:

This linguistic study has shed light on the potential benefits of using English newspapers in learning English as a second language. The study has shown that newspapers can be an effective resource for language learners to improve their language proficiency, particularly in reading comprehension, vocabulary building, and writing. Moreover, the study has highlighted the role of English newspapers in promoting the development of critical thinking skills and cultural awareness among language learners. The findings of the study suggest that English newspapers can be integrated into language classrooms as a valuable resource for language learning. The use of English newspapers can provide language learners with opportunities to learn about current events, culture, and society while also developing their language skills. The study also has practical implications for language educators. The findings of the study can guide educators in designing effective language learning activities using English newspapers. Educators can use the recommendations from the study to develop innovative and engaging language learning activities that promote the use of English newspapers.

Overall, this study has contributed to the existing literature on language learning and has highlighted the potential benefits of using English newspapers in learning English as a second language. The study has emphasized the importance of integrating real-world resources, such as newspapers, into language learning activities to enhance language proficiency and cultural awareness among language learners.

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**MAHESH DATTANI AS A VOICE OF INDIA WITH SPECIAL REFERENCE TO
'DANCE LIKE A MAN'**

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Abstract

This paper attempts to study the conception of social issues like Gender inequalities, sufferings and depression faced by both men and women with reference to the Indian playwright Mahesh Dattani's play "*Dance Like a Man*" (1989). *Dance Like a Man* has charitably articulated the social issues of modern Indian society. The theme of the play is dealt with tradition, relationship, career, and society. The plot circles around Jairaj and Ratna and their daughter Lata and her fiancé Viswas. A fine metre touches the past of Jairaj, Ratna and Amritlal Parekh, Jairaj's father through the theatrical technique like flashback. Jairaj and Ratna are unprotected to the fury of Amritlal Parekh who fails to understand their passion and their commitment towards dance and mainly of Jairaj. Mahesh Dattani shows the typical Indian views about dance through Amritlal Parekh who believes that dance is made only for females. *Dance Like a Man* is deals with the doctrine of being a man in the 1940s, of the Indian society, introduced through Lata, in the 1990s, the story textures between the past and the present through the characters of Jairaj, Ratna, Amritlal, Lata and Viswas, fashioning conversations about dreams, desires and sacrifices that come under the lens of masculinity and patriarchy.

Keywords: Mahesh Dattani, patriarchy, *Dance Like a Man*, relationships, emotions, family,etc.

Introduction:

Mahesh Dattani is one of the popular dramatists in Indian English Literature, who has the honour of winning Sahitya Akademi award for *Final Solutions* and *Other Plays* in the year 1998. The themes of his plays have appealed the attention of a great number of readers and audiences in theatres. He tries to bring hidden issues of Indian society such as plight of women and transgender, gender discrimination, homosexuality child sex abuse etc. into light through his plays. He has shown the problems of city life in India in a significant manner in his plays. He has a striking artistic mind that makes him different from other dramatists. Gender inequality has been in the roots of our society since the birth of civilization. It is a practice which shows that mankind is still in the hands of discrimination which is particularly leading to the fragmentation of the society in spite of the technological Improvement. Men and women are obligated to face the dimness of discrimination which often results in the destruction of their wants and consequently the advancement in life. The artist explains the dark side of life and creates awareness among people. In this two-act play, Mahesh Dattani has tried to knit the story around three generations and their conflicts. Jairaj and his wife Ratna, both professional dancers, meet Viswas, the man their daughter Lata wants to marry.

Dance as a tool of Separating Men and Women:

Mahesh Dattani has pointed out the sarcasm that on one hand Amritlal Parekh brings the correspondence of the dance with prostitution and with holds Jairaj from dancing and on the other hand he accepts and permits Ratna to dance. This concept indirectly suggests that men and women are not given equal power and position in Indian society. The skill of dance is considered to be of least and inferior thing in India and hence it is said to be meant only for woman. Amritlal very smartly makes Ratna feel that Jairaj can never be as good as she at dancing and demands the grace and beauty to be only as the quality of womanly identification. Mahesh Dattani towards the end expresses the sad and very painful reality; the consequences and effects of gender conflict which impressed Jairaj. Innocent Jairaj has been lowered to empty space and loneliness “spineless boy” as his obstinate father and the society made him realize that he is worthless and fit for nothing, not even for the dance, at last. Mahesh Dattani has

represented the issue of marginalized women in his another play *Tara*. This play shows the discrimination against girl child in Indian society. The play opens with Dan who is busy with typing and addresses directly to the audience. He is writing the play called *Twinkle Tara* and the play understudy is called Tara and that Tara means star. Chandan recalls the memories of his childhood with his sister Tara. Both had shared one body which means that they were conjoined Twins. He exposes the existing patriarchal mindset of society which desires a boy child to a girl child.

Concept of Indian Culture:

The English word ‘Culture’ is derived from the Latin term ‘cult or cultus’ meaning tilling, or cultivating or sanitizing and reverence. In sum it means refining and filtering a thing to such an extent that its end product evokes our esteem and admiration. This is practically the same as ‘Sanskriti’ of the Sanskrit language. Culture is a way of life. The food you eat, the clothes you wear, the language you speak in and the God you worship all are aspects of culture. In very simple terms, we can say that culture is the embodiment of the way in which we think and do things. It is also the things that we have inherited as members of society. All the achievements of human beings as members of social groups can be called culture. It includes art, music, literature, architecture, sculpture, philosophy, religion and science can be seen as aspects of culture. However, culture also includes the customs, traditions, festivals, ways of living and one’s outlook on various issues of life.

History of Drama:

Twenty-five hundred years ago, Western theatre was born in Athens, Greece. Between 600 and 200 B.C. the ancient Athenians created a theatre culture whose form, technique and terminology have lasted two millennia, and they created plays that are still considered among the greatest works of world drama. Their attainment is really extraordinary when one deliberates that there have been only two other periods in the history of theatre that could be said to tactic the prominence of ancient Athens - Elizabethan England and the Twentieth century. Drama is a literary arrangement including struggle, deed, calamity and atmosphere meant to be acted by players on a stage before an audience. This definition may be applied to

motion picture drama as well as to the customary stage. In Abram's word the drama is, "the form of composition designed for performance in the theatre, in which actors take the roles of the characters, perform the indicated action and the written dialogue." Thus the essential elements of a drama are actors, dialogue, setting, plot and action. It is primarily meant for performing on the stage. Thus the stage and the spectators are equally important.

Conclusion:

The play "*Dance Like a Man*" brings the optimistic, tender and hurting authenticity about men and women who are meant to be the victims of gender conflict. An individual's quality, their needs, competence and success are based on the yardstick of gender, particularly in the Indian society. Mahesh Dattani's another play "Tara" is considered as one of the widespread works. He touches various issues related to gender discrimination by taking the subject of adjoined twins. Tara is not merely an individual character but materializes as an epitome, an icon of the Indian girl child who is defeated and passive in the factory of tradition and modernity. This play moves us deeply as Mahesh Dattani not only untangles how girls are exposed to discrimination in an educated society but also stresses upon the fact that how discrimination is stimulated by people in Indian society. Individual is as much a part of his own inner conscience, as much as he is a part of defined social code. The perpetual clash of human motives with the tradition of family, prejudice of society and the code of culture constitute the dramatic structure of the play *Dance Like a Man*. The play is a mega success in illustrating the dilemma of marginalized women. This play depicts the discrimination against women which starts from the womb of mother.

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USE OF ICT FOR THE LISTENING, SPEAKING, READING AND WRITING SKILLS

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Abstract

English Language has not got that much familiarity among the undergraduate students, of an average in the Indian Universities after its long back existence in India. In 21st century also English is treated as foreign language than as a second language. Though it has been used as the language for education and instruction from the 19th century onwards; it has maintained aloofness among the primary learners. The historical prejudice has been eradicated as English has emerged as a language of communication at the global level. But its incomprehension among the students is the basic question that has found in any academic atmosphere. The intellect of language acquisition of the Indian students cannot be questioned because multilingualism is common feature in India. Even there are noticeable heights in the various fields of scholarship of the natives. On this background, it is important to observe the difficulties that the students are facing while absorbing English. At the same time there should be an effort to see what the role is, that the modern technology of communication plays to smooth this course. In this present paper I have tried to look at the major hurdles that the undergraduate students feel while learning English language. And I have tried to ponder upon the use of Information Communication Technology to minimize these hurdles.

Key words: language acquisition, Information Communication Technology, etc.

English Language:

Apart from the phobia of English as a foreign language, it is observed that the four skills of language acquisitions - listening, speaking, reading and writing- are not properly introduced to the Indian students. As far as the native languages are concerned, it is found that they are introduced to the students in their childhood where there is no tension of class room

examination. On the contrary the native languages are rather used with proper practice of verbal experiences, which results the direct impact of its comprehension. Moreover, these languages are introduced with a particular sequence of language acquisition skills. First of all the learner is exposed to a particular language with listening, then he/she is challenged to speak it. Afterwards he/she is asked to read it and lastly to write it. In short they are introduced with listening, speaking, reading and writing skills respectively. But only English language is introduced in an unnatural way to them in the class room atmosphere. First it is introduced with writing skill- writing the alphabets of English language. Then the learner is pressed to read it, then to speak it and lastly he/she is made listen it. At every stage the respective skills are examined with much stress on memory to imbibe English rather than practical approach to it.

Now at this point we have to think that if it is the present scenario of proficiency of English language, how we can use the Information Communication Technology for its better results.

Information Communication Technology for the Language Skills:

English language is imbibed in Indian education system in a wrong way of its perception among the learners. The perception of English in that way can be found among the undergraduate students in the Indian Universities; so that they have poor comprehension power of English language. At this stage it is impossible to give logical introduction of the four skills.

But there are certain remedies that can be used to enhance their confidence for the acquisition of English language. They can be exposed to these skills in the following hierarchical way i. e. listening, speaking, reading and writing respectively.

1) Listening skills:

With the help of Information Communication Technology we can make the listening task very smooth so that the learner becomes proficient in this skill. There are different Class wares which comprise both the Student's book and an interactive DVD. Such wares methodically enhance students' thinking skills, training their memory and improving their concentration. The lively stories give them opportunity to explore social values. The guide visualization exercises and arts and crafts activities develop their creativity. The wares like _Super Minds' encourage

the students to apply English to the world around them. The words pronounced are written on the screen so that the listener is helped with visual effect to confirm his listening. There are certain E-books that can be seen on the computer screen in pdf form and the text is read with standard maximums of punctuation marks. Even the speed of that reading can be increased or decreased as per the capacity of the listener. Another important aspect of the technology is that it is away from the human fallacy. It is never tired with repetition or we can stop it at any mode any time and can resume with flexibility of our time. Such type of multilayered practice of listening strengthens the capacity of the listening skill.

2) Speaking Skill:

This skill is preceded the listening skill in natural sequence of learning of a language. The ICT has produced certain best software which records our sounds, words and sentences. There is an analysis of these types of utterances. The analysis is done on the level of correctness of sound, time taken for its utterances, pitch maintained for the pronunciation. Moreover, these types of software indicate the tongue position of the speaker while uttering each and every sound. It gives suggestions for the correct pronunciations of the sounds. Even there are software which conduct the interaction with speaker and give the speaker ample chances to participate in a conversation that boosts the learner's confidence.

When the speaker is in front of the listener, there are chances that he can lose confidence to see the bewildered face of the listener. But the technology maintains a gap between the listener and the speaker; mobile phone restricts facial feedback to the speaker where he/she feels frankness to speak on phones than in person. Protection of privacy is its another advantage.

3) Reading Skill:

Decodeification functions to communicate in the absence of the speaker. The learner of English language has many difficulties regarding reading English text. An apparatus like the kindle is very useful in this matter. It is just like a tab which can store thousand e-books at a time. There is little stress on eyes while reading e-books through Kindle. It is supported by the more than

two dictionaries. Whatever word is felt new, its various meanings are located on the screen with the mere touch of the word. The meaning of the new words can be taken at the same place without any distraction to the current text. Such technology tries to give us hundred percent comprehension of the text. Even Thesaurus is available along with the dictionaries increases our vocabulary. There are softwares which can translate the material into the language of our choice.

In short, the technology efforts to give us maximum support personally, for such type of reading skill.

4) Writing Skill:

The technology is proved as better aid for writing skills. When a document is being typed/ written on the screen, immediately the incorrect spellings are indicated with red underline otherwise they are autocorrected. When the sentences are syntactically wrong, they are underlined with green colour. If there is no subject-verb concord then that is indicated with green colour. As far as the diction is concerned, correct words are suggested by the software. Moreover the technology is away from human fallacy and it has same type of readiness for everyone.

In this way Use of Information Technology is helpful for teaching learning process of English language. It is even helpful to teaching-learning process of English literature. Let's observe the impediments that a learner of English Literature comes across in its comprehension.

Conclusion:

To conclude it can be said that the teaching-learning process for imparting knowledge as education is not limited to classroom only. The way out of the classroom is available with the Information Communication Technology which minimizes the monopoly of the so called scholar teacher as well as the so called scholar students. With the help and proper use of Information Communication Technology an average teacher and an average student can go beyond the limits to acquire knowledge. With positive attitude such technologies should be looked as revolutionary change for the overall development of mankind.

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ETHNIC VIOLENCE IN THE POEMS OF JEAN ARASANAYAGAM

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Abstract

Most of Jean Arasanayagam's collection of poems discovers ethnic violence. 'Ethnic violence' is a form of political violence which is expressly motivated by ethnic hatred and ethnic conflict. Forms of ethnic violence which can be argued to have the characteristics of terrorism may be known as ethnic terrorism or ethnically motivated terrorism. "Racist terrorism" is a form of ethnic violence which is dominated by overt racism and xenophobic reactionism. The Burghers in Sri Lanka were one of the smallest minorities, but also had a high social status in colonial Sri Lanka. After Independence, however, their numbers declined further and 'in the cultural sphere, they suffered the worst alienation.' Poems of these minorities reflect the struggled lives and clash with the Sinhalese. The migrated minorities including Tamils and Burghers later adapted the Sri Lankan land began living as natives for generations. At present, they are identified as ethnic minorities of Sri Lanka.

Key words: ethnic violence, sense of loss, nostalgia, oppressed and suffering.

Jean Arasanayagam (born Jean Solomons; 2 December 1931– 30 July 2019) was a Sri Lankan poet and fiction writer. Although she wrote her books in English, they have been translated into German, French, Danish, Swedish and Japanese. *Apocalypse '83*, she had won the national awards for her books *Apocalypse '83*, *Bhairawa: A Childhood in Navaly* and *Women, All Women*, and has held writing fellowships at the Universities of Iowa and Exeter. The poems

aid as a witness and a catharsis of pity and hope in coming out of that painful experience. For Jean, it was both restoration and a switching of her life and events; she never fails to depict the vicious act of the domination. She was a Dutch Burgher – a term which referred to the official offspring of intermarriages between Dutchmen and women of the indigenous communities. Jean was married to a Jaffna Tamil and often dealt with multiple cultures and traditions, which may have moulded her ethnic consciousness. While predominantly known as a poet, she was also a painter, who exhibited her work at Commonwealth exhibitions in London, Paris and at the Lionel Wendt Art Centre in Colombo.

Jean explores her Burgher ancestry in such an environment of linguistic and cultural marginalization, even when it often meant having to confront the exploitative nature of the Dutch period in Sri Lankan history. For instance, she refers to the brutality that occurred when the Dutch arrived in Sri Lanka, and the ways in which the locals were exploited, in the collection *A Colonial Inheritance and Other Poems (1984)*. The Tamil community was already ‘very sensitized’ about its cultural and political claims’ and as a Burgher, she both became ‘a member of a community already othered by hegemonic nationalistic discourses’ and was seen as ‘alien’ by the Tamils themselves. Arasanayagam, thus, had to get accustomed to their exacting and uncompromising social customs and traditions as an outsider.

Being married to a person of Tamil-Hindu background made her a target of Sinhala nationalistic forces during the events of Black July 1983. At the time, she resided in Kandy, Sri Lanka, and was a lecturer at a teachers’ college in the neighbouring town of Peradeniya. A mob set fire to a neighbour’s house and threatened to attack the Arasanayagams themselves, resulting in them fleeing their home, seeking shelter in the houses of neighbours till they were taken by the army to a refugee camp. Such an experience shaped her identity and thus, events of Black July, and other acts of violence witnessed in the country after it gained independence were themes explored in her writing.

It is at this point that we would like to turn to “another heritage” – the title of one of the sections in *Shooting the Floricans* – in Arasanayagam’s work which, as Rajiva Wijesinha puts it, is “thrust” upon her by destiny – her connection to Tamil culture through marriage.⁴⁰ As pointed out earlier, a heightened awareness and investigation of Tamil identity and culture emerge in Arasanayagam’s post-’83 work following the racial violence she experienced as a

consequence of being married to a Tamil. However, while marked as Tamil in the public sphere and having suffered for it, Arasanayagam's work registers a complicated relationship of belonging and unbelonging with Tamil culture, one mediated, again through personal circumstance by the less than friendly reception she receives from her husband's Tamil relatives. The Tamils are a far more dominant presence in Sri Lanka compared to the Burghers; next to the Sinhalese, they are the numerically largest and politically and culturally most assertive community in the country. As Darini Rajasingham-Senanayake points out, there is a "bi-polar" – Sinhala Buddhist versus Hindu Tamil – identity discourse in Sri Lanka today. Within this bi-polar configuration, other identities and communities like the Muslims and Burghers are pushed further aside. If Sinhala hegemony seeks power through essentialist master narratives, the Tamil response has been an equally essentialist counter-narrative that marks out the North and the East of the country as the "traditional homelands" of the Tamil people, and to argue for a specifically Sri Lankan Tamil identity that has origins in antiquity and therefore valid claims to the Sri Lankan geo-political space.

To discover some of the complexities of Arasanayagam's Tamil identity, we will turn to poems in her works, *Reddened Water Flows Clear and Shooting the Floricans*. In these poems, the daughter-in-law distinguishes the mother-in-law as a cultural protector, surrounded by an complex network of religio-cultural practices that define and provide meaning to the matriarch's life. Seeing the centrality of the matriarch in this culture and frustrated by the constant ostracism she suffers at her hands, the daughter-in-law seeks to enter the mother-in-law's space in the guise of a devotee, and in doing so, achieves a measure of recognition. However, it is important to note that Arasanayagam's depiction of the matriarch and her cultural role has a discrete taste of the exotic to it. Unlike her writing on Burgher identity where there is a level of self-irony at the way she might be altering what is local, the regard here is of an stranger at times unaware of the ways in which her writing creates an exotic sensation.

"*Women Goddesses and Their Mythologies*", a long narrative poem, is symbolic of Arasanayagam's version of the daughter-in-law and mother-in-law relationship. The poem starts with an image of the ageing matriarch, her wealth and vitality weakened, which is discriminated with the past when she held command. The narrator/daughter-in-law narrates

with amazement and a sense of remote pleasure her one and only arrival to the matriarch's tomb room – a site of captivation and wish for the narrator.

Jean Arasanayagam gives a dominant picture of the violence that takes place during the war. As part of ethnic community she emphasizes the tussles in her collections *Apocalypse '83*, *Trial by Fright*, and *Fusillade*. She agrees that 1983 was an important event in her literary career and a note of urgency and political awareness appears in her post '83 writing. In "An Interview with Jean Arasanayagam on Aspects of Culture in Sri Lanka" by Leroy Robinson, she says, she also brought to the forefront the suffering of women during the colonial period highlighting the masculine practices present at the time. Arasanayagam's work also seeks a wider identification with the suffering of women who were the preys, rather than agents, of a masculine colonialism. In "Maardenhuis – The House of the Virgins Amsterdam / Kalpitiya", from the collection *Shooting the Floricans*, Arasanayagam chronicles the suffering of Dutch orphan-virgins who were brought to Sri Lanka to be sexual partners or wives of 'second-class' Dutch colonizers. The monument of Johanna Van der Beck engraved with the heartbreaking epitaph, "died in the childbed at fifteen, / Buried with her infant Pieter Jacobus", standing forlorn in the Dutch Fort at Kalpitiya, encourages the narrator to imagine, recreate, and identify with the young Johanna in her tragic displacement from a life of privation in the virgin-house in Amsterdam – "Maardenhuis" – to the hardship of pregnancy and death in an alien tropical "Kalpitiya". Enduring the rough passage on an unwholesome ship full of "the sweat and / Blood of men rotting with scurvy", Johanna is transported as cargo, "destined" for use; "to bed with some humble / Foot soldier, halbedeer or pikeman." The speaker re-enacts the humanity of a young woman who has been raided of choice and agency, and whose history of suffering has long lain buried. It is not just Johanna's memory which is revealed; she is revived in the poem as a subject of consciousness and feeling, alive in her sensations. The narrative of the poem is imitative of this revival: it begins with a description of the tomb and its present surroundings, but then reaches back in time to bring Johanna back to life as it narrates her actual experience of the sea passage and arrival. Her suffering and eventual death after arrival is then represented vividly – she feels her "childbirth pangs" and "the poison chill creeping through" her limbs – but the narrative makes a further move back in time to recreate Johanna in the Maardenhuis before her journey:

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**IMPORTANCE OF CONFIDENCE AND ATTITUDE, BODY LANGUAGE, THOUGHT
STRUCTURE, VOICE MODULATION AND FLUENCY IN PUBLIC SPEAKING
EFFORT**

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Abstract

Public Speaking, now-a-days, is becoming a great need for those who have a great potential to interact orally with an audience. Public speaking needs to have a five basic pillars of communication such as Confidence and Attitude, Body Language, Thought Structure, Voice Modulation and Fluency. Public speaking can be more effective and powerful if these five pillars of communication can be used by public speakers. Confidence is nothing but a sort of faith that is usually found with ourselves, whereas attitude means the way we look at an objects found around us. Body language is nothing but nonverbal signals or signs that are usually used to communicate with others, whereas thought-structure means something that is happening inside the mind carefully. Voice modulations that reflects the way we do experiments with our voice like ups and down to have impact in delivery of ideas through the talk, whereas fluency means it is an ability to speak language easily and accurately. These parameters are called as basic pillars of communication.

This research paper highlights the importance of Confidence and Attitude, Body Language, Thought Structure, Voice Modulation and Fluency in Public Speaking Effort

Key Words: Confidence, attitude, body language , voice modulation and public speaking.

Introduction:

Public speaking means speaking in person to live audience or in other words it means the process of communicating information to a live audience. It has many parameters but some seem to be very crucial such as Confidence and Attitude, Body Language, Thought Structure, Voice Modulation and Fluency. In order to make public speaking more successful and productive, speaker should pay attention on effective implementation of these basic pillars of communication.

These five parameters have their own importance in public speaking as Confidence and attitude both are crucial factors to make a great impression on an audience, whereas body language helps public speakers to involve his audience in his effort. Thought-structure provides a right direction to his effort, whereas voice modulation brings an interest in audience mind about content delivery and makes a healthy atmosphere for an audience to pay attention on speaker's words. Fluency in language indicates speaker's ability to use language correctly and accurately.

Importance of Confidence and Attitude, Body Language, Thought Structure, Voice Modulation and Fluency in Public Speaking Effort

To make public speaking effort more effective and powerful, we need to know the importance and role of these five parameters in public speaking delivery.

1. Confidence seems to be important for public speakers to have effective delivery of his speech.
2. Attitude helps public speakers to leave long lasting impact on audience and boosts their confidence.
3. Body language supports public speakers to engage their audience till end and helps them to get involved in their presentations with an audience.
4. Thought-structure helps public speakers to have right direction for their way of assertion in line with their speeches. It helps speakers to have exact road map of their speeches.

5. Voice modulation brings an interest in audience mind and creates a healthy atmosphere wherein audience can pay more attention on delivery of speech.
6. Fluency helps speakers to influence an audience by accurate usage of language during speech delivery.

RESEARCH METHODOLOGY:

(Methods, Findings and Analysis)

Survey method for this research study has been used to collect reliable data. Survey has been made on purely online basis among students and faculty of the most popular & autonomous engineering institute in the western Maharashtra named ‘Annasaheb Dange College of Engineering and Technology, Ashta. Survey has been taken of 232 students and faculty, wherein some questions based on the importance of Confidence and Attitude, Body Language, Thought Structure, Voice Modulation and Fluency in Public Speaking Effort were asked. Based on the students’ and faculty responses got, the analysis of survey has been done.

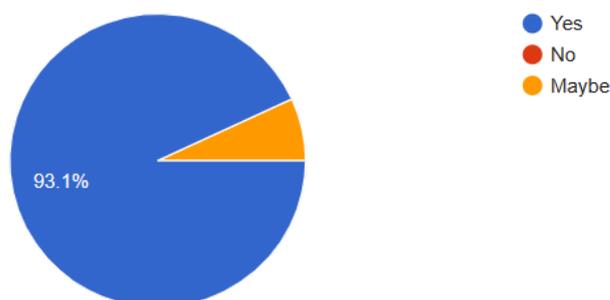
Online Survey:

Google form, having total four questions, had been spread among students and faculty who have already experienced Public Speaking or have attempted speeches in front of mass or public. Total number of students and faculty whose survey has been done is 232. The questions in the questionnaire/google form used in the survey are as follows:

Did you agree that confidence and attitude is really important in public speaking?

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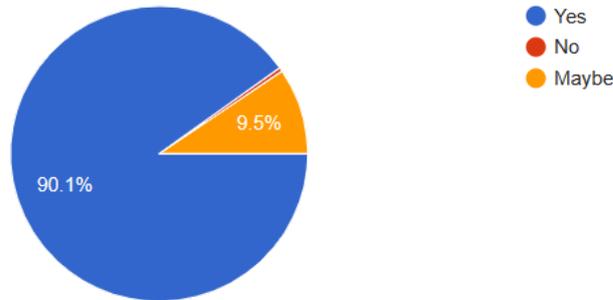
232 responses



Did you agree that Body language in public speaking is very important ?

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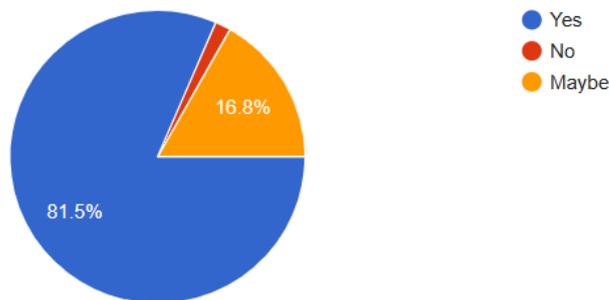
232 responses



Did you agree that voice modulation in public speaking is also important ?

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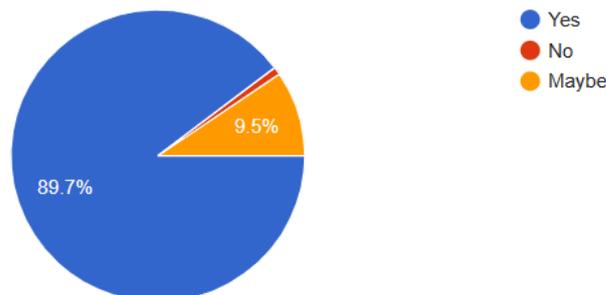
232 responses



Did you agree that thought structure and fluency both the parameters are very important in public speaking?

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232 responses



Findings and Analysis:

As far as the importance of confidence and attitude in public speaking is concerned, almost 93% people are agreed with it. If we discuss about the importance of body language in public speaking, then almost 90% people are agreed with it. It is found that 81% people believe that voice modulation seems to be crucial in public speaking, whereas 89% people believe that thought-structure and fluency seem to be very important in public speaking effort. Therefore, it is observed that all above mentioned parameters have their own importance in public speaking.

Conclusion:

In this way, based on the research survey done with 232 students and faculty, it can be said that in order to deliver an effective public speaking effort, we need to play with all these five basic pillars of communication which can make public speaking effort up to the mark of success.

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**PSYCHOANALYTIC STUDY OF THE MAIN CHARACTER IN JAMES DASHNER'S
"THE MAZE RUNNER".**

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Abstract

The paper's main objective is to study the protagonist from a psychoanalytical point of view. Psychoanalysis examines a character's anxieties or desires that affect a person's actions and behavior. James Dashner knows for his unique character formation. A keen understanding of human nature is portrayed through the characters. The purpose of the paper is to analyse the characters according to the Freudian theory of personality. This paper discusses psychoanalysis developed by Sigmund Freud: id, ego, and superego. This research paper describes the human mind and the unconscious motive of the protagonist in the novel.

Keywords: Psychoanalysis, Id, Ego, Superego, characters, human behavior.

Introduction:

James Smith Dashner (born November 26, 1972, in Austell's, Georgia), is one of the most renowned post-modern American novelists and authors of children's books in evoking character and mood through visual images. He joined Brigham Young University to study accounting but decided to try writing as well. He has been a passionate reader since childhood. He is very popular with the young and adult generation. James Dashner has written five series entitled The Fincher Saga, The 13th Reality, The Maze Runner, The Infinity Ring, and The Mortality Doctrine. The Maze Runner is a very popular dystopian science fiction series. It is published on 6, October 2009, by Delacorte Press. Dashner has created an inner world for almost every character. To study the inner world of characters, Freud's "Personality Structure" (Introductory

lectures on psycho-analysis, 1917) which comprises the three elements of id, ego, and superego is used to analyze the characters.

Literature Review:

Sigmund Freud introduce Psychoanalysis in his “Introductory lectures on psycho- analysis, 1917” that deals with human behavior particularly the unconscious mind of the human. The data kept in the conscious mind is easily available with the free will of an individual, the other part of unattainable data will be the unconscious mind. basically, Freud frames a theory comparing an image of an iceberg with the human mind pointing unconscious is a vast area including the preconscious mind and conscious mind. In 1920, Freud points out the conscious has its little contribution to the unconscious data by the image of triangle. Later, it develops as “The Theory of Personality” which implying the meaning and explanation of the three elements Id, Ego and Superego. In “The Theory of Personality” (1933), Freud states that the three elements are used to explore the human’s unconscious desire, feeling and passion. The Id has no rules and time being towards human behavior. The ego is the mediator reacting with the possibilities to satisfy what the Id wants in the reality anxiety way of the world. The superego deals with the human psyche in a highly moralistic way. Freud describes the entire role of Id, Ego and Super ego in his “The Theory of Personality" (Introductory lectures on psycho-analysis, 1933).

The project entitled “psychological development of the main character of becoming a gang leader through frustration; reflection on Dashner’s the maze runner by Yosia Puri Saputro depicts psychological development from frustration to being a leader. It also states that frustration can be dangerous if the person who is frustrated does not fight against the pressure he gets. It also dealt with seven leading ability such as having a purpose, curiosity, fairness, giving suggestions appreciation and source of inspiration.

Methodology:

This study focuses on the analysis of major characters in the novel “The Maze Runner” in light of Freud’s “The Theory of Personality” (Introductory lectures on psycho-analysis). The psyche

of these major characters was put into psychoanalytic analysis according to the three elements Id, Ego and Superego.

Psychoanalytic Theory:

Sigmund Freud (1856-1939) was an Austrian neurologist and the founder of psychoanalysis, a theory of how the mind works and a method of helping people in mental distress and also a theory which explain human behavior. He considered the first 5 years of a child's life to be the most important, because he believed that an individual's basic character had been formed by the age of '5'. Freud's personality theory can be conceptualized according to structure personality, topography of mind and stages of personality development. Freud's personality theory 1923 focus on the psyche structured into three parts (i.e., Tripartite), the Id, ego and superego, all developing at different stages in our lives.

The Id is primitive and instinctive component of personality. It consists of all the inherited (i.e., biological) components of personality present at birth. The Id is the impulsive (and unconscious) part of our psyche which responds directly immediately to basic urges, need, and desire. The personality of the newborn child is all Id and only later does it develop an ego and super-ego.

The ego is the that part of the id which has been modified by the direct influence of the external world. The ego develops to mediate between the unrealistic id and external real world. It is the decision-making component of personality. Ideally, the ego works by reason, whereas the id is chaotic and unreasonable. The ego considers social realities and norms, etiquette and rules in deciding how to behave. The ego has no concept of right or wrong something is good simply if it achieves its end of satisfying without causing harm to itself or the id.

The superego incorporates the values and morals of society which are learned from one's parents and other. It develops around the age of 3-5 years during the phallic stage of psychosexual development. Superego consists of two system: the conscience and the ideal self.

The characterization in Dashner's Novels:

The Maze Runner is a book that possesses a unique type of narration and holds the attention of anyone who reads it till the very end. The author, James Dashner, gives each and every character in the novel a different sort of attractive trait. The characters in the novels of Dashner are attempted to search their identity. James Dashner's adolescent characters are an optimist who finds the spirit of life in despair. Dashner takes the first-person narrative for all his novels as the character reveals at least a few incidents of his life. The unique characteristics of his characters are patience, lovable, hopefulness, respecting friendships, knowing the values of relationships, face challenges with aspiration. The existence of Humanity is presented in all his novels and the depth of human nature is explored in the novel.

Discussion:

Literary work is the product of new ideas, thoughts, and expressions that come from humans. It means that literature and human or society are nothing but they are the two faces of the same coin, they cannot be separated, they are everlasting. Today, dystopian literature has become a genre that many young adult readers fond to read. The dystopian imagines worlds or societies where life is extremely bad because of deprivation, oppression, terror and so on. many authors write novels in form of the science fiction genre, but James Dashner is the dominant literary figure in post-modern American literature specifically dealing with dystopian science fiction.

Psychoanalysis is one of the modern theories that are used in English literature. It is regarded as a theory of personality organization and the dynamics of personality that guides psychoanalysis. It is known that the closest connection between literature and psychoanalysis has always been deployed by the academic field of literary theory. Psychoanalysis helps to explore the innate conglomerate of the writer's personality as factors that contribute to his experience from birth to the period of writing a book. In this study, the researcher tries to focus on the psychological development of the characters, the reason behind their changing psychological attitudes, effects of nature and environment on aspects of human personality, reflected in the novel written by James Dashner. They tell how the world was devastated by a series of massive solar flares and coronal mass ejections. Psychological and dystopian aspects of human mankind depicted in

these novels such as unpredictability, desperation, death, hypocrisy, Environmental collapse, technology, savagery, suffering, the memory of sacrifice, chaos, order, identity, fate, and fear take place in the characterization.

The Maze Runner is a young adult dystopian fiction. It is a story of a group of teenagers, who call themselves "Gladers" and are left in a strange place which they call the "Glade". The Glade is surrounded by four doors, leading to the Maze, that close every night at sundown and open in the morning. Beyond the walls of the Glade is the ever-changing Maze, populated by horrifying, biomechanical creatures, called Grievers. Every month, a newcomer, nicknamed 'Greenie', joins the Gladers, sent by a lift they call the Box. The ultimate goal of the Gladers is to find a way out of the Maze. The main protagonist of the novel is Thomas. The novels deal with friendship, survival, persistence, and death. Civilization, savagery, order and chaos, bravery, loss of memory and identity. It also illustrates how some people need to repress traumatic memories in order to maintain hope and a sense of self. The many characters in the novel risk their lives for the sake of saving those around them in various acts of self-sacrifice.

“And yet he didn’t know where he came
from, or how he’d gotten inside the dark lift,
or who his parents were. He didn’t even
know his last name. Images of people
flashed across his mind, but there was no
recognition, their faces replaced with
haunted smears of color. He couldn’t think
of one person he knew, or recall a single conversation” (chapter 1, page 2)

The protagonist of the novel Thomas is taken for psychoanalysis. Thomas is a teenage boy who enters the Glade with no memories other than of his first name. Although Thomas comes to the Glade scared and confused, he shows himself to be brave, resourceful, and strong-willed when

he saves the lives of the Gladers Alby and Minho. Thomas also shares a telepathic connection with Teresa, who he may have known before arriving in the Glade. With her help, Thomas struggles to uncover his memories and discover the true nature of his identity.

“If you ain’t scared,”

Alby said, “you ain’t human.

Act any different and I’d throw you off the Cliff

because it’d mean you’re a psycho.”

Alby, (page. 9)

Alby tells Thomas this after he first arrives in the Glade. He is frightened and confused, with no idea of who he is or how he arrived there. Thomas attempts to present a courageous front to the Gladers. He refuses to shake Alby's hand and turns his back on him, walking to sulk under a tree. After a moment Thomas sees that he will not gain any knowledge of his whereabouts this way. He drops the courageous facade. Alby's statement indicates that this is the first step to dealing with this reality. Thomas has to admit that he is scared. Being scared is a perfectly natural reaction to have and it is the first step to learning to acknowledge and own your fear. A lack of such fear would indicate to Alby that there was something wrong with Thomas and a danger to the other inhabitants in the Glade.

The study focused on the psychological development of the main character. The several things that cause the main character to feel frustrated. The first is the anxiety. The many things make Thomas feel anxious. Because his lost memory makes him scared when he is in the dark lift because he does not remember who put him in the dark lift and where he will go. “He wanted to cry, but no tears come, he could only sit there, alone, waiting.” (p.1) when Thomas arrives in the glade and meets the Gladers, he becomes confused, panicked and scared because of his memory loss. This situation causes the frustration in Thomas means he can’t remember anything, “his parents, his last name”. it draws him more frustrated. The frustration comes after his effort to solve the problem going without result.

Thomas lives with strange new environment; new friend and he doesn't remember anything. This think makes Thomas feels anxious about his life and what will happy in the future. The second thing that make Thomas feels frustrated is hatred. Hatred is related anger, jealous, envy. He feels jealous, envy and anger with the other Glader, with the condition, with the creator who send them in the glade, and many more. Thomas comes to the strange place where he feels strange because the new place which is the make with so many things he cannot remember and understand. He also doesn't understand the reason why he is in the glade. It makes Thomas hates the glade, the Gladers and the creator as well.

The last thing that Thomas feels frustrated about is fear. Fear is such a response when someone feels in a dangerous situation. "Fear is a vital response to physical and emotional danger. If we did not feel it, we could not protect ourselves from threats. When Thomas goes into the Glade, he feels fear. Thomas scared of the future, sickness, grievors, and many other things.

Alby says that the job of Glader is simple; he tries and avoids being killed to survive. Listening to his statements, Thomas's face unconsciously becomes white. It shows his fear when he knows about the facts he faces. It means that the superego. Thomas is trying and avoids being killed. Thomas's id is he hopes, he can arrive in a better place and Thomas's ego shows the fear.

Thomas's fear makes him feel frustrated. After the frustration that Thomas felt, there are some leading abilities shown by Thomas. His leading ability is a purposeful thing. When Thomas thing about life and a purpose in life, that time he conscious mind. Thomas can differentiate the important and unimportant things. Thomas knows that he comes to the glade by carrying a purpose, which is to bring the Gladers out from the maze.

Thomas is curious about anything, and he has so many questions in his head. He always looking for a possibility and his unique id makes him different from other Gladers. Thomas's id is his curiosity, he is looking for another possibility. Thomas broke the main rule in the glade which is no one can enter the maze except the runners. He enters the maze and saves the life of a wounded runner. He got the punishment but he obeys to receive the punishment, which shows

Thomas's fairness. 'Thomas' fairness is shown when he obeys to receive the punishment because of his fault.

At the beginning of the novel Thomas shown leadership ability and he was always defeated by the superego although his id told him the truth what he has to do, he refused to do it. After going through the frustration, his leadership ability was grown gradually. Thomas could manage his id and control the superego to make a good decision. He had been going through frustration while his first time he come to glade. Now, after a week Thomas been there, Thomas could well adapt to the natural surroundings. Thomas starts to controlling his id and the superego.

The next thing is giving the suggestion and opinions. As a leader, Thomas shows his ability to give a suggestion or opinion. This ability makes Thomas a become gang leader. other Gladers trust him as a gang leader. He faces the problem with confidence and finds a maze secrete. It means he shows a leadership quality means the superego.

The next thing is appreciation. One day, the maze creators send a girl (Teresa) in the Glade. Other Gladers make a joke to her, and some want to touch her; however, Thomas becomes angry because they do not care about the woman's life, which shows that Thomas appreciates and respects the woman. It means that Thomas shows his moral quality and ethos.

The id is Thomas's desire to appreciate and respect the woman. He thinks about a woman and behaves as same. He wants the other Gladers to follow him to appreciate and respect her, not only their lust. Thomas cannot express his id, he only thinks about her, and he cannot control his id and superego yet.

The protagonist in "The Maze Runner" stands for a continuous struggle between the id, ego, and superego. Thomas symbolizes the id, often ego and superego as the representation of Freud's theory of personality. Throughout the novel, Thomas has rules and ethics to follow even though he is psychologically dependent on his friends.

Conclusion:

Thus, James Dashner has proved that many factors influence human behavior and psyche. It is an attempt to unravel the conscious and unconscious forces in personalities that James Dashner has created. The id, ego, and superego are interdependent, there is no element in personality. There should be the id and superego to make the ego function properly. The Human psyche can choose the deep or unconscious state of mind to fulfill unreasonable desires, dreams, feelings, and emotions. Depending on the situation, the elements and their decision would be differentiated.

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**THE USE OF AUDIO, VISUAL AND AUDIO-VISUAL AIDS IN TEACHING
ENGLISH LANGUAGE AND LITERATURE**

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Abstract

Teaching English language is a challenging task today. Since, English is a foreign language, the vocabulary and its use seems to be difficult. Moreover, the fourfold skills of language learning can only be achieved after the great efforts. Learning literature of English language is further more challenging as it deals with the application of the language learnt and acquired. In order to overcome these obstacles, the use of audio, visual and audio-visual aids become indispensable while teaching English language and literature. The present research is an elaborate exploration of how these aids can be used effectively to enhance English language skills as well as to teach the rich bulk of English literature. It also attempts to highlight the use of audio-visual materials in relation to the modern technological innovation. This research paper will surely help the modern teachers and learners of English language to think and innovate new ideas to improve the language skills.

Key words: audio, visual, audio-visual aids, teaching, English language and literature.

Use of audio-visual aids is essential to make the teaching-learning process effective and impressive. Teacher can convey his concepts more efficiently and successfully to the students by using teaching aids. Teaching also becomes interesting and entertaining with the use of such devices. Prof. C.S. Bhandari says, “Our aim of teaching English is to impart certain skills without making the process of teaching and learning monotonous”. Audio, visual or audio-visual aids appeal to the senses which are the sources of learning. Whatever we feel through senses remains in our mind for a long time. These sensory teaching materials appeal to

the sense of sight and hearing. Here, the sense of sight is more important because most of the knowledge is acquired by it. The use of such teaching materials can be proved extremely helpful to deal with language and literature. For example, watching a movie of 3 hours based on the novel is sometimes quite easy than to read the novel itself. The colourful motion picture doesn't allow the spectators to lose their concentration. Moreover, teaching becomes interesting and entertaining with the use of these teaching materials.

A) Advantages of audio-visual aids in teaching English language and literature:

1. Provision of sensory experience
2. A substitute for direct experience
3. Important motivators
4. Effective aid for the slow learners
5. More effective and efficient learning
6. Development of the power of imagination and observation
7. More economical and time saving technique of teaching

Thus, it is fairly clear that teaching of English language and literature along with the different audio-visual aids is always superior to the ordinary monotonous classroom teaching.

B) Classification of different types of teaching aids:

Teaching Aids		
Audio	Visual	Audio-visual
Radio	Black boards	LED screen
Audio recorder	Slides and film strips	Television
Language lab	Maps	Motion picture
Gramophone	Flash cards	Virtual Classroom
Linguaphone	Flannel board	Smartphones

	Globes and Models	
	Graphs and Charts	

Thus, the above chart shows a logical classification of the teaching aids. However, some of them are rarely used today because of the overuse of technology and internet.

C) The use of Audio-aids:

Audio resources are those which appeal to ears. They are basically used to form speech habit. In teaching-learning process, the audio aids come first. Let us see, how these aids can be used to teach English language and literature :

1. Radio: Radio is one of the learning aids to gain language skills. All India Radio has some regular programs. In addition to the regular programs, it broadcasts some of the programs like quiz, speeches and some moral story programs in English. Our Prime Minister, Mr. Narendra Modi, uses a radio in order to convey ‘Mann ki Baat’ to reach every corner of the country. The programs which are broadcasted by the radio are useful to the learner to learn correct pronunciation and accent and also can develop good listening skills in addition to knowledge.

A radio device can be used to teach a drama, novel or a poetry. It broadcasts the sequential reading of some novels and plays. The specific days in English literature are celebrated through radio programmes. The teacher can just convey a message to the students to listen to that radio programme. He may even record the audio and share it with his students. In this way, Radio can be proved a useful audio aid to teach language and literature.

2. Tape/Audio recorder: It is a device that can record the words uttered by the speaker. The recorded words or a speech can be reproduced later on as many times as desired. It can be used for teaching :

- i) Speech correction
- ii) Reading a talk, story, play, poetry
- iii) Comprehension
- iv) Pronunciation and knowledge of sounds

Tape recorder has been replaced with many other audio recording devices. The teacher can download a relevant programme or audio for the students and teach them the required language skills. Tape recorder or the audio recorder is an important teaching aid to understand better English pronunciation. The teacher can play an audio of the novel, play or the poetry to save his reading efforts and give his students to listen perfect knowledge of reading skills. He may comment on the speed, pronunciation, content and other technical elements at the end of the audio-training or during the training.

3. Gramophone: This is rarely used device now-a-days. It is cheaper than the other audio-aids. The teacher can record the accents and the best pronunciation through gramophone and then, he can make students listen to the audio recording. Gramophone can be used to record the motivational speeches and summaries of the literary masterpieces so that they can be replayed to the students in order to save time and energy.

4. Language laboratory: Language laboratory is considered as an effective audio-aid as it provides ample speech practice. It uses various speech training softwares and headphones which provide the students correct, clear and reliable practice of speech, sound, intonation and stress in English language. It can be used to teach appreciation of poetry and even a comprehension of short literary work.

D) Visual aids for teaching language and literature:

Visual aids appeal to the eyes. They are considered to be the best teaching materials as the visual experience quickly fits into the memory and lasts longer. Some of the important visual aids are as follows:

1. Pictures: The knowledge of English language and its vocabulary can be represented through pictures. Pictures are used by the teacher when the verbal description is found inadequate. It is said that ‘A picture speaks better than words. A teacher should collect large, clear, and coloured pictures related to the topic. While teaching a play of William Shakespeare, he can show the picture of Elizabethan theatre, portrait of Shakespeare, specific scene from the play etc.

2. Black board: It is a very common visual aid. The teacher can write the difficult words, important phrases and key words on the black board to explain them adequately. Black boards are affordable for all types of schools and colleges. In modern days, portable blackboards are available in the market. The teacher can move them anywhere for the sake of better teaching

experience. It can be used to teach grammar, structure of language, literary aspects, themes of poetry and so on. The spoken English dissolves in the air but remains on the blackboard until you wipe them out.

3. Flannel board: It is easy to make. Flannel board is loosely woven rough piece of cloth on which figures, pictures, pieces of papers can be stuck. They can be removed without much efforts. The teacher can show the cut outs according to his concept. Teaching literature with the use of flannel board is rarely possible. However, the key aspects in the text can be focused using a flannel board. Moreover, Collage will make students more active and enhance their logical thinking.

4. Models: Models are recognizable three-dimensional representations of real things. They reduce large objects to the convenient size. Sometimes actual objects are not available or we cannot bring them in a classroom. In this case, models serve the purpose. For example, Literary personages of the past, the animals like elephant etc. cannot be brought in the classroom but their models of clay or plastic are easily available.

5. Flash Cards: Flash cards are playing cards. Pictures are drawn on them with an illustrative sentence below it. For instance, A picture of a running dog is illustrated as 'The dog is running'. Flash cards prove useful for teaching primary reading of words and sentences.

6. Slides and filmstrips: Film strips are made by the teachers according to their need. They are shown using a filmstrip projector which is small and handy. Slides are made on the transparent papers and they can be displayed using the projector or OHP (Over Head Projector). Now, film projectors are available with latest technology. They can be attached to the computer and ultra-clear images and motion pictures can be shown. Teaching English language and literature with PPT slides is a wonderful experience.

Thus, the above visual aids make language learning easy and interesting compared to the mere audio aids. However, a teacher needs to understand the skills of using them effectively and efficiently for his students according to their level of understanding.

E) Audio-visual Aids for teaching English language and literature:

These are the most effective aids which appeal to both our ears and eyes. These are expensive compared to the above discussed teaching materials. Following are the commonly used audio-visual aids :

1. Television: Television is available now with multifunction technologies. They are of different sizes and give a clear broadcasting of channels. Today, specific channels like Prasar Bharati, Gyan Darshan, Swayam Prabha telecast the educational videos with IGNOU as a nodal agency. The teacher can schedule his teaching accordingly or even ask the students to learn by themselves. Television is also useful to show the motion pictures based on the literary texts. It has the advantages of a radio and the motion pictures. The education programmes on TV are a feast to the eyes and ears. These programmes have a powerful impact to develop English language proficiency. TV shows the English news bulletin, songs and movies and provides ample practice of listening and spoken skills.

2. Film: Films always have a long-lasting impression on the human mind. It uses a powerful enlarged display and powerful audio system which prove to be effective English language learning skills. It represents the English dialogues and interaction at various situations. Its colourful and entertaining representation attract the minds and even concentrates the student's attention. English novels, plays and stories can be shown while teaching literature of English.

3. Computer: Computer is a recent invention and came into greater force only with the beginning of the 21st century. It uses a tremendous technology that makes it superior to any other teaching materials. When connected to internet, unlimited resources of English language and literature are opened. It allows the learners to search and study the topics for their own understanding. All types of language learning resources are available on internet. Computer appeals to both ears and eyes. Today, it is said that, illiterate is one who doesn't know the computer. However, it is costly to be purchased by the ordinary schools and colleges. Moreover, teachers and the students need to be trained to use this adequately and efficiently.

4. Smartphone: Smartphone has brought the world very close. The global knowledge is available at a single touch. It is a multitasking device and can be said the combination of all the teaching aids discussed so far. None of the above aids is as useful as smartphone. It uses the telecommunication technology and internet to make it a unique device to teach and learn. Though, taking smartphones to the classroom is prohibited in many Indian schools and colleges but during the COVID pandemic, it was the only effective and capable medium of teaching-

learning process. It uses the features of audio, video and audio-video aids at the same time. Moreover, it is a multi-tasking device. Teacher can send, receive and record an important data without spending much time. He can conduct the English language tests and other activities to improve English language skills. Teaching literature also seems very easy using the smartphone. Teacher can share the videos and even show the videos related to his topics of teaching. The mobile apps like Google meet, Zoom, Webex etc. facilitates a face to face interaction between two or more participants over a long distance.

There are some more audio-visual devices like LED Screen, Virtual classrooms etc. that have a dual benefit of watching and listening. Audio-visual devices are always preferred for English classrooms.

To sum up the overall discussion, we can say that, it is a skill of a teacher to use the particular audio visual aids in teaching and learning English language. It makes classroom interactive, lively and entertaining. Audio visual classrooms are alternative to the traditional classrooms in which a learner may focus on every minor to major aspects of concepts. However, the teachers are to be well trained in using multiple advanced technical teaching aids to make learning environment comfortable and amicable to reach the needs of the learner.

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ROLE OF ENGLISH NEWSPAPERS IN LEARNING ENGLISH : A LINGUISTIC STUDY

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ABSTRACT

The purpose of this linguistic study is to explore the role of English newspapers in learning English as a second language. The study examines the use of newspapers as a tool for improving language skills, particularly in reading comprehension, vocabulary building, and writing. It also investigates the impact of using English newspapers on the development of critical thinking skills and cultural awareness. The study employs a mixed-methods approach, including surveys, interviews, and content analysis of English newspapers. The findings suggest that English newspapers can be an effective tool for language learners to improve their language skills and expand their knowledge of current events and culture. The study highlights the importance of integrating newspapers into English language classrooms and promoting their use as a resource for language learning.

Keywords: Newspaper, Teaching English, Vocabulary, Information, Communication.

INTRODUCTION

Learning English as a second language is a significant challenge for many individuals around the world. It requires not only the acquisition of grammatical rules and vocabulary but also the development of language skills such as reading comprehension, writing, speaking, and listening. In recent years, English newspapers have been recognized as an effective resource for language learners to enhance their language proficiency and cultural awareness. This linguistic study aims to investigate the role of English newspapers in learning English as a second language. The study aims to examine how English newspapers can aid language learners in improving their language skills, including reading comprehension, vocabulary building, and writing. The study also aims to explore how the use of English newspapers can promote the development of critical thinking skills and cultural awareness. The study aims to provide insights into the potential benefits of using English newspapers in language learning and shed

light on how this resource can be integrated into language classrooms. The findings of this study are expected to contribute to the existing literature on language learning and provide practical implications for educators and language learners. The study aims to provide recommendations on how English newspapers can be used effectively to improve language proficiency and foster cultural awareness.

Use of English Newspapers:

The English newspapers play very vital role in developing language as well as vocabulary. While reading newspaper one may learn or gain useful information of day today state, national or international events. There are some major uses of English newspapers that are following:

- It is the simple way to build up vocabulary.
- One can increase reading speed by reading newspaper.
- Learning English becomes interesting.
- It is the English newspaper that provides variety of information in everyday life.
- Newspapers are very chiefly.
- A newspaper helps to language learner to develop writing and listening skills
- English language learner learns different grammatical structures.
- It is easy to lean new word due to colourful images.
- Use of Phrases, Idioms and many new innovative constructions.
- English newspapers are a primary source of news and information for millions of people around the world. They provide up-to-date information on local, national, and international news, politics, sports, entertainment, and more.
- English newspapers are an excellent resource for language learners. They offer a wealth of authentic reading material, including articles, editorials, and opinion pieces, which can help learners, develop their vocabulary, reading comprehension, and writing skills.
- Many English newspapers also provide opinion and analysis on current events, offering different perspectives on important issues. This can be useful for those looking to broaden their understanding of the world and develop their critical thinking skills.

- English newspapers are a valuable platform for advertisers, providing them with access to a wide audience. They offer a range of advertising options, from classified ads to full-page spreads, making them an effective marketing tool for businesses.
- English newspapers also provide entertainment in the form of comics, puzzles, horoscopes, and other features. These can be a fun and engaging way to relax and pass the time.
- As mentioned earlier, English newspapers can be an effective tool for language learning. They provide exposure to authentic language use, diverse vocabulary, and different writing styles.
- Newspapers can also help readers gain a better understanding of the culture, customs, and current events of English-speaking countries. This can be particularly useful for those who are planning to travel or study abroad.
- Newspapers can also be used for research purposes, particularly for topics related to current events, history, or politics. They can provide insights into public opinion, government policies, and social trends.
- English newspapers can be a valuable resource for professionals who want to stay up-to-date on industry news, trends, and developments.

Generally, English newspapers are a versatile and valuable tool for a variety of purposes, including staying informed, language learning, and entertainment.

Role of Newspapers in English language learners Life:

English newspapers can play an essential role in the lives of English language learners. They can serve as a valuable source of information, help learners improve their reading and writing skills, and expose them to authentic language use. Here are some of the ways that newspapers can benefit English language learners:

- Reading English newspapers can help learners improve their reading comprehension by exposing them to a wide range of texts and topics. This can help them develop their vocabulary, grammar, and overall understanding of the language.

- Newspapers can also be used as a source of writing prompts and inspiration. Learners can practice summarizing articles, writing opinion pieces, or even creating their own news stories based on current events.
- Newspapers provide learners with access to authentic language use, including idiomatic expressions, colloquial language, and diverse vocabulary. This can help learners develop a more nuanced understanding of the language.
- Reading newspapers can also expose learners to the culture and current events of English-speaking countries. This can help them develop a better understanding of the context in which the language is used and the issues that are important to English speakers.

Generally, newspapers can be an effective and engaging tool for English language learners. However, learners may face challenges such as unfamiliar vocabulary and complex sentence structures, which can be overcome with guidance and support. By incorporating newspapers into their language learning routines, learners can improve their language skills while staying informed and engaged with the world around them.

To develop habit of reading Newspaper:

To read English newspapers daily would be the best way of learning to the students. They would be soon matured of day today events as well as have a great understanding of the subject. It is good idea and creativity to learn English through the newspapers but basically teachers ignore to practise it at their level except some of them in India. If all the teachers practise such a creative way, it will definitely give many positive results. The following points should be considered to develop English language learning through reading English newspapers.

- Teacher is expected to inspire the students reading newspapers.
- Students should be rightly directed if English newspapers don't avail in the school or at their home.
- Teacher has to make students read English Newspaper as it is a better way to learn language.

- Students should be directed at every step to use English Dictionary daily for better understanding of Vocabulary.
- They should be motivated to write something in English in their own way.
- Choose a specific time and place for reading the newspaper, such as in the morning with a cup of coffee or during lunch break at work. Creating a routine around reading the newspaper can make it easier to stick to the habit.
- Begin with a small goal of reading a certain section of the newspaper every day, such as the front page or the sports section. Gradually increase the amount of reading as the habit becomes more established.
- Reading the newspaper may expose learners to unfamiliar vocabulary, so keeping a dictionary or a vocabulary journal nearby can be helpful. Look up any unfamiliar words and try to use them in conversation or writing.
- Engage in conversations about the news with friends, family, or colleagues. This can help reinforce what has been read and provide an opportunity to practice using new vocabulary and expressions.
- Reading a variety of newspapers, both local and international, can provide a more diverse range of perspectives and topics to learn from. Additionally, incorporating digital news sources or audio versions of newspapers can provide more flexibility and convenience.
- There are many English-language newspapers available, both in print and online. Choose a newspaper that is of interest to you and provides content that is relevant to your language learning goals.
- Make newspaper reading a regular part of your daily routine. Set aside a specific time each day for reading, such as in the morning with breakfast or in the evening before bed.
- Many newspapers have mobile apps or online editions that make reading more convenient. You can also use online tools such as translation apps to help you understand unfamiliar vocabulary.
- Choose articles that you find interesting and engaging, and try to approach reading as a way to stay informed and entertained rather than as a chore.
- They should be suggested to divide Newspapers in the following sections:-

- j) City
 - k) Daily social events
 - l) State affairs
 - m) State Political affairs
 - n) Images
 - o) Headlines
 - p) Stories of events and situation
 - q) Editorial
 - r) Other valuable information
- Teacher should emphasize on the students as per their passion, interest and knowledge in which they can do better performance.

Activities are introduced in the class room:

A Reading English newspaper is an excellent way to improve your English language skills, as it exposes you to a wide range of vocabulary, grammar, and writing styles. Here are some activities that you can introduce in the classroom to help students improve their English language skills by reading newspapers:

Vocabulary Building: Have students read an article from the newspaper and ask them to identify words they do not understand. Then, provide the meanings of those words and ask them to use those words in a sentence. This will help students build their vocabulary.

Comprehension Questions: After reading an article, ask students to answer questions about the article. This will help students develop their reading comprehension skills.

Grammar Focus: Highlight a particular grammar point or structure in an article and ask students to identify it. Then, have them practice using the structure or point in their own writing.

Debate or Discussion: Choose an article that has a controversial topic and ask students to discuss their opinions on the topic. This will help students develop their speaking and listening skills.

Writing Practice: Ask students to summarize an article in their own words or write a response to an article they have read. This will help students develop their writing skills.

Crossword Puzzles or Word Search: Create crossword puzzles or word search games based on vocabulary from the articles students have read. This will help students reinforce their vocabulary skills.

Current events presentation: Assign students to choose an article from the newspaper and give a presentation to the class about the current event. This will help them practice their public speaking skills and also keep the class updated with the latest news.

Grammar exercises: Use articles to teach or review specific grammar points, such as verb tense or reported speech. Ask students to identify examples of these grammar points in the articles.

News reports: Have students write their own news reports based on articles they have read or current events they are interested in. Encourage them to use appropriate language and tone.

Role-playing: Assign students different roles, such as journalist, editor, or reader, and have them act out a news story. This activity will help students practice their speaking and listening skills in English while also learning about the news and journalism.

Reading Comprehension: Select a news article from the newspaper and ask students to read it. After they finish reading, ask them questions to test their comprehension of the article. This can include questions about the main idea, supporting details, and the author's purpose.

Normally, reading English newspapers in the classroom can be a fun and engaging way to improve English language skills. These activities can help students become more comfortable with reading and speaking English while also learning about current events and important issues.

Newspapers are used in the education sector as a teaching resource. It is the best tool to teach English language to non- native speaker. The teachers can select articles to show their students as examples of good writing skills and to balance critical reviews. At present, report

writing and article writing have been a part of some syllabuses. It is newspapers through which these students can get proper direction as well as well guidance about report and article writing skills in which professional journalist put their opinions.

Conclusion:

This linguistic study has shed light on the potential benefits of using English newspapers in learning English as a second language. The study has shown that newspapers can be an effective resource for language learners to improve their language proficiency, particularly in reading comprehension, vocabulary building, and writing. Moreover, the study has highlighted the role of English newspapers in promoting the development of critical thinking skills and cultural awareness among language learners. The findings of the study suggest that English newspapers can be integrated into language classrooms as a valuable resource for language learning. The use of English newspapers can provide language learners with opportunities to learn about current events, culture, and society while also developing their language skills. The study also has practical implications for language educators. The findings of the study can guide educators in designing effective language learning activities using English newspapers. Educators can use the recommendations from the study to develop innovative and engaging language learning activities that promote the use of English newspapers.

Overall, this study has contributed to the existing literature on language learning and has highlighted the potential benefits of using English newspapers in learning English as a second language. The study has emphasized the importance of integrating real-world resources, such as newspapers, into language learning activities to enhance language proficiency and cultural awareness among language learners.

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FILM ADAPTATION AS INTERSEMIOTIC TRANSLATION: A CRITICAL ANALYSIS OF LANGUAGE AND CULTURAL SHIFT IN THE EXAMPLE OF SAMUEL BACKETT'S PLAY "WAITING FOR GODOT "INTO HINDI LANGUAGE BY SATYABRATA ROUT

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Abstract:

This era of adaptation is currently in effect. In contemporary art, the ability to adapt is demonstrated by the way a textual semiotic system is constantly moving through various genres and creating new texts. Since each adapted work undergoes a cultural change to conform to the target culture, adaptation also functions as an intercultural translation. Although "Godot aya kya?" used Samuel Beckett's plot, written as "Waiting for Godot," in the English context, the play can be considered the "original text" that provides abundant materials for other adaptations. In this study, we examine the case of "Waiting for Godot," a play written by Samuel Beckett, and its film adaptation as "Godot aaya Kya?" (directed by Dr.Satyabrata Rout), to determine modes of semiotic transposition from the play to the performance/showing. This inter-semiotic translation process necessitates that the author adapts, selects, renounces, transforms, and encodes/decodes semiotics, genre, and materials belonging to the verbal semiotic system to the nonverbal semiotic system, or vice versa.

Key Words: Film adaptation, translation, Cultural and linguistic shift , sociocultural comparison, Waiting for Godot , Godot aaya kya?

Introduction:

Adaptation has been a central component of the filmmaking process almost from the beginning, and may continue to be so. Second Century Dominance of Cinema (Welsh, xiii). The word coordination is closely related to state transitions. other. A literary adaptation is currently underway. It has been analyzed as a product of artistic creativity caught in a constant vortex of intertextual transformation. Customization is generally considered a secondary secondary activity. This is because creative writers always claim to be uncreative. as a literary work. However, it has now become a creative activity on a par with writing and other creative methods. It attempts to offer new perspectives on existing topics in new formats. Although the theory of adaptation is long gone, with a history of almost 50 years, this field has become the focus of debate due to its interdisciplinary current relevance. An adjustment as elucidation does not get to capture all the subtleties of the book's complexity, but it has to remain a work of craftsmanship, an free, coherent and persuading creation with its claim nuances of implications. The crack between stylish approach of scholarly considers and explanatory approach of cinema considers marked adaptation studies to stand confined from film thinks about. Adjustment considers proceeded to take scholarly aesthetics as its canonical stone and canonical works and creators as its sorting out principal. Adaptation is ordinarily surrounded to as interpretation. Peeter Torope characterizes it as a extraordinary and identifiable frame of semiotic.

Literary adaptation has been a literary phenomenon within the stream from the earliest times. The legendary epic has been adapted from different perspectives. The Miltonian version of humanity can be analyzed as one. Adapted because the concept of the story is different. The point of view of the story changes according to time and need. It is society that demands certain differences. Also in India you can see different versions of epics and legends different ages. The origin and development of the Bhakti movement dates from his 15th century to his 17th century and should be read together. This is because it became important as the social aspects of life changed. Such is the difference between Vishnu and Shiva Bhakti change. Most forms of Indian literature and art were influenced by the Bhakti movement, which started in South India and spread to North India. Shankara Deva and Mahadeva were the main pioneers of this movement in Assam. In Andhra Pradesh, Tamil Nadu, and various other parts of India, the Bhakti

movement has also influenced literature and many art form. In the 12th century, the elite Brahmin Nambudiris conquered the entire land. As we know, a strict system has emerged Brahmins, Kshatriyas, Vaisyas and Sudras he claimed four castes or varnas. they all interpreted the gods differently According to their cultural structure. Ezava Shiva, deified by the reformed leader Sri Narayan Guru, is an example of this.

THEORY (METHODS)

The film adaptation picked up another aspect of the literary adaptation that existed at the time. was the point of Discuss when it comes to cross-cultural communication. History written in one context is rewritten in another. You can call it intersemiotic translation. From novel to movie, from drama to movie, from movie to movie,movie. Novels have different mediums and styles of storytelling. Semiotics plays a major role in developmentAdaptation environment for movies. Roman Jakobson Discusses the Differences between Three Types of Translation label:

- Intra-language translation
- Interlingual translation ·
- Intersemic translation

Intralingual translation or reformulation is the interpretation of word symbols in terms of other symbols of the same word symbol, language. Actual interlingual translation or translation is the interpretation of linguistic symbols by others language. The third semi-synonymous translation or conversion is the interpretation of linguistic symbols by symbols. ofthe nonverbal sign system. A third type of translation acquires relevance for adaptation. interpretableUsing the symbolic theory of language. Semantics is usually viewed as the study of symbolic systems. Communication is through signs and symbols. Saussure's notion of the sign is also a point of discussion in this context. Everything is a sign for him. A sign is formed by combining signified with signified. in its semiotics And the philosophy of language Eco (1984a:46) states that the symbol is Some stand for something else (scholarly maxim, liquid star pro alico), but some stand for it To be a symbol, it must also act as a symbol. That is, it should at least be implicitly interpreted. Interpretation and Definitions of symbols vary in time and space.

The semiotic levels of cinema adaptation have their realities and flaws. The narrators of the novel are usually omitted in the film and open the way for voice overs. Symbolic elements can be incorporated into visual media using certain images and this must be explained in the novel. The background and context of a film can and does change leaves a different impression on the viewer. This effect cannot easily be done in a novel. The language of film is spoken language and it affects the viewer. It is difficult to make language effective in a novel than in a film. Dialogues and scenes must be changed according to the plot and scenes of the film. An example would be the adaptation of Tristram shandy. Movies like chemmeen that entered the Malayalam film industry are novels to film adaptations.

In theater and drama, on the other hand, the medium is very similar to film. Good dialogue and action Defined in theater. The narration for plays and movies are similar and can be easily adapted. the visual effect is I was given both a movie and a drama. Setting and structure pose problems for dramaturgy. Because they cannot be easily and simply changed. fast. You need curtains and props to feel the change of place. not many languages difference between the two. Hollywood movie adaptations of Shakespeare's plays are an example of this. KPAC's plays were made into films in the early days of the Malayalam film industry. There are adaptations from film to film. It might be like remaking an old movie into a new one. There is that too different time difference. Indian film industry witnesses remake of Malayalam film Manichitra Tazoo into various Indian languages. When it comes to Chandramukhi, it incorporates Tamil culture into its writing and presentation. Apte Mitra is another version of this.

In addition, you can read Julia Kristeva's concept of intersexuality. Kristeva explains that the interpretation A particular reader generated from text depends on recognizing the relationship between a given text and other texts, lyrics .For example, her understanding of the film adaptation of her novel depends on how the novel is read. Or vice versa, our understanding of novels is framed by watching movies. Intersexuality can be understood as follows. A thesis that texts do not exist outside constant interpretation and reinterpretation. It is then never possible to read conclusively the text of which it is a part.

Analysis:

Samuel Beckett was born in Dublin, Ireland in 1906. He received an excellent education, completing his studies at Trinity College, Dublin, majoring in French and Italian. Therefore, Samuel Beckett can also be said that he saw two world wars. Like thousands of others, he was shaped by the post-war era. After the war, emotions such as pessimism, despair and helplessness were experienced intensively. People lost faith in God and began to question these atrocities. People began to question both the existence of God and the existence of mankind. If God exists, why do people suffer? Why were humans created by God? Or is it not God who created us? Who are we? Questions like that changed people's perspectives. During this period, new trends in literature and art were born. Contemporary world literature has produced many sad and depressing works that feature the effects of horrific acts of war. After the outbreak of World War II, various reflections appeared in the field of theater in all areas of art, and the play of absurdity appeared. Samuel Beckett and Eugene Ionesco are the most important names in absurdist drama.

The plot of *Waiting for Godot* is featured in the movie *Godot Ayakya? Reconstructed in the cultural context of Hindi folklore*. Film analysis has many facets, including theme, plot, medium, narrative, and symbols. subject of Dramas are usually called central dramas because they are created by the authors themselves in relation to sociocultural entities. At this time. It changes over time. They can be basic ideas related to social institutions. It can be expressed through dialogue, situations, or embedded throughout the performance. Themes are usually related to the meaning of works with social themes. This is closely related to the thought element mentioned in Aristotle's *Poetics*.

In Samuel Beckett's *Waiting for Godot*, Beckett depicts the world of Vladimir and Tarragon as a world of chaos, devoid of any meaningful structure or pattern. Time is irrelevant in this world where the day ends without notice and you cannot remember what you did the day before. Time is essentially meaningless, has no end in sight except death, and is experienced only through final iterations of waiting. Life has two absolute truths: life and death. These instantaneous experiences and memories that define what lies between these two truths are

structured in such a way that the human mind linearly progresses into the concept known as time. If we accept this existentialist view of existence, the concept of destiny and predestination cannot exist at all. Every moment of life is dictated by chance and circumstance, bringing happiness to some and misery to others.

The plot structure of both works is almost the same. Where you can find the biggest differences between the languages used in dramas and movies. A story is a sequence of events that unfolds in a temporal and spatial structure. result of Events represent a continuum that must begin and move chronologically without excluding anything. Stories need stories Arrange the beginning and end in chronological order. Other than that, the storytelling styles of the play and the film are nearly identical. Use symbols that fit the story. Theater and film symbols are given differently

Conclusion:

Adaptation is a creative activity illustrated by Jayaraj's films. This paper attempts to examine the adaptive techniques used in cinema in a general sense. Opinions of various scholars. Satyabrata Rout has successfully created adaptations of Shakespearean plays through film. The film was adapted with an experimental arrangement. It gave Samuel Beckett an Indianized perspective. In conclusion, this adaptation becomes semi-Jewish and cultural. A recovery that gave him another identity.

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USE OF APPS AND GADGETS IN TEACHING ENGLISH LANGUAGE

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Abstract

Technology has pervaded all the sectors of human life which has proved its inventions as the bliss in education also. In 21st century it has become the fourth basic needs of us which exhibits dependency of mankind on technology to such an extent that without technology our life will resembles with the dark age in human history. Technology has not only made our life easier but also it has enhanced it in a way that weren't imagined before few years ago. Technology plays a vital role in development of all countries and the lives of their citizen. In the age of globalization which has diminished the barriers of distance has facilitated the leaning of any foreign language through different apps and gadgets. It has overwhelmed the field of education where technology elucidated every problem in learning language and literature especially in the pandemic ear of Corona 19. Mobile apps and gadgets which are user friendly, has proved easier for students and teachers to learn and teach English language impressively. This paper aims at fusing the role of mobile apps and gadgets in enhancing language skills of English and developing literary attitudes in student through technology.

Keywords: Language skills, mobile, apps, gadgets, technology, online, user friendly.

Introduction:

Learning language is a continuous process includes basic skills of listening, reading, speaking and writing. English as an international language highly used for communication. In India though English is learnt and taught as third language in schools and colleges it is used for all the formal written communication in offices as the first language. English forms a concrete platform in diverse cultures in Indian languages for uniting all people for their interactions. As the numbers of learners of English language are increasing due to globalized world it becomes

essential to develop basic skills of English language for learners. In the traditional days English was taught as structural language highly focused on grammar and construction of sentences which created phobia about English language. The new trends and methods in learning English language is facilitated by the new apps and gadgets through technology. Present generation is highly techosavy so impact of technology in their learning process plays a crucial role. It provides a vast platform for their curiosities about language they depends more on these apps and gadgets in their mobiles. The mobile apps and gadgets are very handy and convenient for them to develop their language skills which offers multidimensional sources for their learning.

Objectives: The present research paper has the following objectives:

1. To study the importance of technology in learning a foreign language,
2. To analyze the role of different apps and gadgets in developing English language skills.
3. To discuss different apps and gadgets and their use in learning and teaching English language.

Research Method: The research methodology for this paper used is analytical method and illustrative method using secondary sources like reference books, research articles and recent survey.

Discussion: 1. To study the importance of technology in learning foreign languages.

We are living in an era of highly developed technology which provides the great access for information and helps us to be independent for acquiring knowledge of all sorts. The speed of technology is hard to achieve for the user and hence it has brought a great ocean of information at our feet. The advent of android smartphones generalized the control on knowledge and made it available for common men. The smartphones like iPad and iPhone has changed the picture of the world dramatically in just a few years. The users of these apps are the young generation who believe uncountably for the speed and the capacity of technology to solve every problem related with learning material. Traditional books and syllabus for learning language have certain restrictions like lack of system of proper pronunciation, tone and listening skills but the new trends in learning language for communication is rich with many devices for proper pronunciation, synonyms, antonyms, multiple meanings of the same word and their usages. The learner can have a great source of listening with facility of repeating the

same recording or interview, he can find the meaning of difficult word at any place. They can freely choose and use the apps to learn language according to their own interests. Use of technology reduces their time and breaks the limitations of place to use. Mobiles apps have become most trustworthy and friendly for students in learning any language at any time and place. Students finds these apps more convenient and great tools to attain language skills of foreign language.

2. To analyze the role of different apps and gadgets in developing English language skills:

Twenty first century learners are lucky enough to experience the revolutionary age of language apps. They have brought new ways of language learning which re unbelievable to our predecessors. It can be said as the most valuable invention in the human history where anyone can practice language skills like listening, writing, reading, and even speaking skills without tutor and at any point on the world map. According to the recent survey and research analysis Mobile assisted Language Learning apps have enhanced the process of learning English and also it proved the best to motivate students for learning English. Mobile assisted language apps provides facility of mobility and it frees the learners from restriction of sitting in front of computer for language acquisition. MALL can be used to inspire the students to develop their language skills independently and accurately. The vast expansion of technology synchronize many features like image, text, audio, video, online tests for instructional material for students. Online interactions between learners and tutor enhances the learning procedure. Technology has great impact on upcoming technosavy generations rely totally for reading on different apps like Goodreads, Comixology, Shelfie, Scribd, PDF drive, Kobo, Kindle, Wattpad, Audible, Libby by Over Drive, Moon Reader and Story Wiley. The mobile apps which are learners of useful for language learners to improve their language skills are Bussu, FluentU, Duolingo, Memrise, enguru, etc. Also telegram, facebook and messenger are supposed as the great resources for language development.

3. To discuss different apps and gadgets and their use in learning and teaching English language:

The best apps for learning English language are available on our Android mobile which are user friendly and required to spend very less money to download them. The most important and major apps are as following:

- 1. Preply:** Preply is app which connects the learner to the expert English tutor for each topic separately. We can choose our own tutor according to their country availability, reviews, and the price they charge. Preply is the perfect app for developing English speaking. We can download Preply app and choose our ideal tutor and take personalized lessons through our mobile. We can even practice free English Courses on various topics from beginner to advanced levels. This app provides students practice of live speaking with their experts and thus they can overcome the fear of speaking English.
- 2. Rosetta Stone:** It can be used on our computer or as a mobile app. The courses o practice of listening and speaking that are divided into units, scheduled for six weeks. In most of the lessons, the learners are shown a word or sentence in English to match to the correct picture; it's a real immersive experience!
- 3. Memrise:** It is a flashcard app that uses spaced repetition to help new words and phrases. There is a facility of a speech recognition feature that allows you to practice pronunciation. It is app that helps to boost our vocabulary. It's an effective way to improve our language skills.
- 4. Babbel:** Babbel is a significant tool for English learners for additional practice of learning grammar rules. It is the best combination of fun, game-like English learning apps and rigorous learning courses. However, it is best supplemented with live speaking practice, so that students can draw their new skills together.
- 5. Duolingo:** It is the most popular language-learning app. It provides the users 5-minute long games to learn English words and a little bit of grammar. The games in this app involve translating a word into or from English, or speaking an English phrase into your microphone.
- 6. Lingodeer:** This app is a more precise learning program than the others and it provides the free version of it to have a trial of it. It is better known as the best platform for Japanese, Korean and Mandarin to learn English.
- 7. Mondly:** Mondly is an app designed to help improve English speaking skills. It is based on speech-recognition technology and gives automatic feedback to students' about their spoken English. The app plays audio clips of native speakers and their responses. Now Mondly has

introduced a VR immersion tool to meet the speakers virtually. The app provides a chat box to send messages to a robot English speaker who gives text messages to you back.

8. **Busuu:** It is a flashcard app with recorded dialogue with a speech recognition tool for practice giving the English phrases back. It is an excellent source for getting comfortable with speaking basic English sentences loudly. It's a great English learning app for learning a few pieces of relevant vocabulary as the learner can choose what they want.
9. **Fluentu:** It is known as the great treasure of language skills. It is a bank of videos in English providing the options to turn on extra subtitles in your own language. We can the definition of the new words we come across. We can rewind or watch again all the videos as many times as you like. There are a wide range of videos with different category, topic or even the word you want to learn.
10. **Hello English:** Hello English aims to cover all of the main language learning skills like listening, writing, reading, grammar, and even speaking. It persuades us to work on your English a little each day with homework, video and audio lessons to complete as per our level.
11. **Beelingu:** This app is a great collection of free stories to read in English along with their translations in our native language. We can hear the English words and use it as an audiobook app, without reading along to the story.
12. **Udemy:** It is a vast catalog of online courses especially designed learning new language skills. We can learn everything from HTML coding, to photography, to how to talk to ghosts. There are many different English courses which are mostly made up of pre-recorded video lessons and accompanying exercises,
13. **Tandem:** Tandem offers us the scope to interact with fluent English speakers. We can check our language skills with real people virtually. It is highly recommended for intermediate-level students to fortify whatever they learned. Language exchanges through Tandem can be hard to organize at first, but they are definitely worth it.

Though language learning with a real person is impressive in has some limitations but the mobile apps and gadgets for learning English definitely enhances all these barriers in language acquisition and boosts to face the challenges of foreign language. In India such apps and

gadgets' will facilitate the learners of English language and destroys the phobia of English as an international language.

Conclusion:

Use of English learning apps and gadgets is considered as the most impressive and effective tools for developing language skills of English for anyone irrespective of region, caste and country. It has replaced the traditional instructive method of learning English which was rigid and very less scope of virtual and interactive process of learning. The apps and gadgets for English language have enthralled the world of learners and has become the great savior in the challenges of learning English language.

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**THE ENGLISH LANGUAGE LAB: A HANDY TOOL TO AUGMENT THE
LEARNERS' ENGLISH LANGUAGE SKILLS.**

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Abstract

The English language lab is a very handy tool to imbibe and enhance the utmost important basic language skills. Without mastering these skills, it is highly difficult for any language learner to use language in daily life, which is called communication. It is the need of the hour for the English learner to acquire competency in English communication. As these days English is now the business language as it replaced its earlier status as a Second or foreign language. The place of English language is on top all over the world. It is now the language of employability. So each job aspirant needs to have a very good command over all the English language skills.

Keywords: Language lab, M Lab, English language skills, proficiency, communication,

Introduction: English language lab is beneficial to those who want to enhance English language competency. As the Lab provides the learners with first-hand or real-time or hands-on experience from a native speaker of the English language. One can learn or acquire English language skills by listening from these native speakers may be British or American. The learner can grab this opportunity by continuously being in touch with the language lab. The English language will play a very dominant role in strengthening the required English Language skills which will automatically boost the fluency and confidence of the learner while communicating in English. The learner will feel at ease and will use English like their mother tongue. The English language will provide constant motivation. So the English language is advancing by using the advanced technologies of these modern days. Through the advancement of mobile technology English language lab is now also advanced.

The Journey of English Language Lab: The English language lab reached its primitive to the most advanced stage. As its journey started with radio, audio cassettes, and video cassettes that

are audio-visual then T.V. After that PC with specific software-based, and headsets. But the internet and speed created some more advancement in this traditional English lab as with the help of lessons through the internet like YouTube can be directly uploaded and the learners can be benefited. But with the advancement in mobile technology, there is a question mark on the use of language lab as the modern generation is very much involved and depends on Smartphones, but it has also a very ultimate solution which is M Lab that Mobile Language Lab which is the best alternative for the fixed and rigid language lab which avoids the use of set up at one place. This M Lab technology is an excellent way for the English Language learner that is for them there is no need to visit a specific place but the learner can get access on their smartphone with the log id and password and with the help of this the learner can download the lessons also can share their feedbacks. Mobile Lab can utilize social sites like Facebook, Twitter, and Skype to develop English language skills. So this modern version of Language Lab provides the learners with every type of learning resource to inculcate English language enhancement skills. So Smartphone learners can be a Language Lab, to guide and motivate the learners. Such type is in the development stage and near future, it will be plenty. The modern and developed institute provides such a type of language lab to the students. So this M Lab technology will be fruitful to the learners.

Why English Language Lab?

There is no doubt that the modern English Lab is a boon for language learners to boost their competency and proficiency in English Communication. It is vital these days to be good at English as it is considered one of the employability skills. Corporate, Science, and technology mostly prefer the use of English. So the advancement in such a sector without English Communication is highly difficult. Strong communication Skills in English will pave the way for career advancement. The Language lab will boost the confidence of the English language learners by providing real-time experience or first-hand knowledge from the native speaker of the English language. Any Language Learner must focus on the four basic skills that are LSRW skills to acquire Language proficiency. As it is said that 'Language starts from ear' means the process of language acquisition starts from the ear means by listening. Listening is the most basic skill that should be acquired by the learner. The act of listening is very essential to know

and learning how the foreign language is pronounced or spoken as it is the way to learn English from the natural speakers of the English language. So the proper accent, stress, intonation, and enunciation of the word. All these things will matter while speaking the English language. One cannot speak English as English with the tone of mother tongue. So in such a scenario, the English language provides an opportunity for the learners to be empowered with the four basic skills. As more and more listening practice is very essential to speak confidently, correctly, and fluently. It will help the learner to go near the native Speaker of the English Language.

With the help of the Language Lab, the learner can know the speed and delivery of the word, and the learner can learn, understand, listen, and repeat to get mastery over the language. It is quite sure the English language lab works like a guiding star to whom those who want to enhance their English communication competency. It is a very strong platform to come over the difficulties faced by the English Language learner. It is not only urban but rural learners who can get benefit from it to improve their essential basic skills of language skills. With the help of high-end technology, one can go deep in not only spoken but also written skills of English. Regarding employability skills, it's quite essential to remove fear about the English language. In this regard, the English language lab will help like a facilitator.

Through the lab activities, the learner can focus on all four skills. The learner can at a time read listen and watch. Through the audio-visual aids, the learner goes on acquiring the English vocabulary like words, phrases, and idioms and the grammatical items like tense, voice, direct indirect, and synthesis of the sentence. Then regarding communication skills in English the most required skills like the interview, group discussion, presentation, debate, extempore, speech, and meeting can be enriched and make more refined with the constant use of language lab. By providing texts from novels, short stories, fiction, and essays the habit of reading can be inculcated. Due to the use of smartphones, the reading habit is eliminated, so it is quite necessary to create interest in all types of reading like skimming and scanning, as reading and listening skills are receptive skills that are very helpful in productive skills like speaking and writing, Through Language lab the written activities like description, narration, business correspondence like official letter writing, various types of circulars, memos, emails. Notices, agendas, minutes various types of business reports, and ESP that are English for Specific

Purposes like making Tag lines, brochures, handouts, and manuals for technical and non-technical events and most important these days preparing advertisements for product and film reviews in English. In such a way, the English language learner can learn English in a multi-faceted manner to become an efficient and effective communicator.

It is not only technology that will teach each and everything to the learner but in this process, the role of the facilitator is very crucial to make it familiar with the technology and its usage. The facilitator should be techno-savvy and make efforts to create awareness and the importance of language lab. The learning resources should be reached properly and utilized judiciously, letting them understand it is not a waste of time to join such sessions in the language lab as the lesson has its value, as all the lessons are target oriented. So the role of the teacher or facilitator is very important to achieve the exact result.

Conclusion: It is highly regarded and essential to use modern innovation technology in developing essential English skills. These days it is not enough to learn English traditionally only, for more accuracy, effectiveness, and desired result learner must depend on the English Language Lab for continuous improvement. The Language will motivate, sharpen and empower the learner's ability and capacity to achieve mastery of the required skills of the English language. The interactive lessons will surely develop intra and interpersonal skills by doing constant practice and repetition.

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USE OF ICT IN LEARNING ENGLISH LITERATURE

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INTRODUCTION:

Now a day use of ICT and education is going hand in hand. Information and communication technology means ICT includes computers, internet, android mobiles and electronic devices like television, radio and projectors which are used for education on a broader scale in this modern world of technology. Basically, it is need of time. Use of ICT has become more accessible in this modern world of technology because of low cost of android mobiles and internet. Students have to make use of it in their learning which helps to make their learning more interesting and attentive. If ICT will be used by students, the process of learning will become more easy for them as well as they can actively participate in their learning process. It enhances the quality of education and takes students to the real life situation. With the help of ICT in higher education, gross enrolment rate also can be increased.

Technology has brought this broad world closer. With the help of this technology anybody can get any information with a single click. Students even can do self study with the help of ICT because they can download number of images, information even they can watch and download number of videos of various experts of relevant subjects which widens knowledge of students. This innovative technological use in learning process helps students to understand and memorize their study material more easily. It facilitates the learning process and it shows the positive effect on student's attainment. Even students also feel difficult subject easy.

Now a day mobile apps and social media have made handy to learn each and everything anytime, anywhere. This use of ICT is possible in almost every subject. While teaching mathematics teacher can make use of ICT in order to make various concepts clear. Similarly, in science it can be used for problem solving skills as well as in order to improve scientific

reasoning and scientific explanation. So far as humanities is concerned, it helps to enhance reasoning and decision making in Geography, Economics and History. More use of ICT is needed in the area of literature. Especially while learning English literature use of ICT is near about forlorn.

English literature has been remained popular course in many universities. It is related to the study of English literature in different genres. Novel, drama, poetry, non-fiction are the main forms of English literature which are generally taught in the classroom. Most of the written literature has other forms like music, emotions, actions and dialogues to which less attention is paid by the learners but through ICT, these other forms can be understood. It makes learning more easy, interesting and lively and fear about any difficult concept is driven out.

Now a day, learning can be done with the help of ICT like online courses, online Encyclopedias, books, journals which helps the students to acquire knowledge widely. Even some universities like Sikkim Manipal University, Indira Gandhi National Open University and also various foreign universities conduct online courses with the help of ICT in distance mode. Use of ICT, while, learning English literature makes learning more interesting. Literature based lectures, videos, lectures of various experts can be known only through ICT. It makes students study anywhere, any time. It helps students to understand complex concepts. Memorization of study material also becomes possible because of it. It gives detailed information of any literary concept or text within a single click. It makes students more independent rather than depending on teachers as well as other people. Mainly audio/video forms of study material helps students of literature to grasp it and perform well in examination. It is useful for every genres of English literature and students also prefer this medium as it is more accessible for them.

OBJECTIVES:

- To examine the impact of ICT on learning English literature.
- To suggest the most effective teaching method along with traditional teaching method.
- To introduce the importance of ICT in higher education especially in the area of literature.

METHODOLOGY:

A survey method is used for present research work. The present researcher has selected 70 percent respondents based on convenient sampling method for the present research work.

SCOPE OF THE TOPIC:

Most of the times, use of ICT is thought in the sense of learning English language. For that, various English departments have raised language labs which are helpful to teach students better pronunciation, stress, accent of English language etc. but students of literature are not much aware of about the use of ICT in the sense of literature especially audio/video adaptations of literary works. So from that point of view, use of ICT in learning English literature is significant one.

REVIEW OF LITERATURE:

Very few writers have touched the topic. Most of them have written about use of ICT in the sense of English language.

- Jung Sei-Hwa., ‘The Use of ICT in Learning English as an International Language.’

In the introductory part, the writer discusses how English language has become global language. Further, it deals with use of ICT to learn English language. It focuses of perceived benefits and barriers of using ICT in learning English language. The writer has used survey method. It also deals with how technology has enhanced English language learning, use of technology in education and electronic literacy.

- Prinzessinnadia., ‘ICT in English Language Teaching and Learning’

The writer says in the introductory part that how ICT has become part and parcel of education and now a day it has become powerful enabling tool. In order to prove it the writer has given quotations from Hortoyo’s book. He has focused on the role of technology in learning English language. It discusses concepts like e-books, e-learning, ICT, ICT in general, ICT as a tool in learning language, interactive multimedia, computer, audio devices, internet, television, telephone social media etc. Further the writer discusses about current application of ICT in English language teaching and learning. The writer also gives description of Hortoyo’s seven ways in which ICT is

used in language, it's advantages and disadvantages and lastly it gives summary and recommendations.

- Jain, Manali. 'ICT as an Aid in Teaching English Literature and Bridging the Divide.'

In the introductory part the writer talks ICT as a tool used in various streams of education. Further, it discusses scope of ICT, it's rejuvenation in literature class. The writer comments on the use of ICT in the context of various forms of literature like novel, drama, poetry, fiction and others. Then she turns towards the concept of digital divide. She has pointed out various aspects of ICT in higher education which works as a bridge. In concluding remark the writer suggests how ICT is potential tool to traditional subjects like English literature.

- Sahni, Poonam Kumari. 'Teaching of English Literature with ICT: an Innovative Approach.'

In the introduction, the writer talks about correlation between use of ICT and teaching English literature. Then it leads to the concept of Information and Communication Technology. The writer has discussed the every word in ICT one by one by providing dictionary definition. Then she leads to English literature. Further she talks about use of technology while teaching genres of English literature one by one particularly novel, drama, poetry, prose etc. she also provides some practical examples. Then in concluding part she expresses her view that how ICT is important tool to teach English literature.

RESEARCH GAP:

A lot of research has been done on use of ICT in learning English language as it is an international language but less research is done in this area. Some research has presented use of ICT in learning English literature in theoretical form but no researcher has presented it with survey method.

DATA ANALYSIS:

Table No.1: **How far is it beneficial for you to make use of ICT in learning English literature?**

Sr. No	Respondent Answers	Frequency	Percent
1.	It helps you to understand complex concepts.	19	27.1
2.	It helps to memorize study material.	17	24.3
3.	It gives scope to your creativity.	33	47.1
4.	It does not help you a lot.	1	1.4
	Total	70	100.0

As per the analysis of data shows, 27.1 percent student respondents understand the complex concepts through ICT. 24.3 percent student respondents have recorded that it helps to memorize study material. 47.1 percent respondents have agreed that use of ICT for learning English literature gives scope creativity and very few means 1.4 percent respondents think that it does not help them a lot.

Table No.2:

Sr. No	Do you think it is an effective way to learn English literature with the help of ICT?	Frequency (%)	Sr. No	Reasons	Frequency	Percent
1.	Yes	59 (84.3%)	1.	Any information can be easily made available through internet.	21	30.0

			2.	It makes you more independent.	15	21.4
2.	No	11 (15.7%)	3.	Audio/ video forms of study material make use of more senses which help you to understand in a better manner	29	41.4
			4.	Literature based video helps you to understand proper setting.	5	7.1
	Total	70 (100%)	Total		70	100.0

As per the analysis made in above table, 59 percent student respondents have recorded that use of ICT is an effective way of learning English literature whereas only 11 percent student respondents have recorded negative response. It means majority of the student respondents are positive about use of ICT in learning English literature. So far as the reasons of agreement are concerned, 30 percent student respondents think that it can be easily made available through internet. 21.4 percent student respondents have recorded that it makes them more independent rather than depending of other people like teachers, classmates, seniors and others. Majority means 41.4 percent student respondents have agreed that audio/video forms of literary material help the to understand it in better way. 7.1 percent respondents have agreed that videos which are based on various types of literature help them to understand proper setting.

Table No.3:

Sr. No	Do you think that ICT can be useful for every genre of literature?	Frequency (%)	Sr. No	Reasons	Frequency	Percent
1.	Yes	60 (85.7%)	1.	It teaches you the way to recite poetry in proper way.	3	4.3
			2.	It works as a guide while giving stage performance.	14	20.0
2.	No	10 (14.3%)	3.	It helps to understand complex characters and plots of various novels and drama.	27	38.6
			4.	Lectures of various experts based on critical concepts help you to understand it.	26	37.1
Total		70 (100%)	Total		70	100.0

Above table makes it clear that out of 70, 60 student respondents agreed that use of ICT is helpful for every genre of literature like drama, novel, poetry etc. and 10 students have shown disagreement to it. It means that maximum students are making use of ICT. So far as reasons of it are concerned, 4.3 percent student respondents say that it teaches them how to recite poetry. 20 percent student respondents say that through ICT they can get guidelines while giving stage performance. 38.6 percent student respondents have recorded that it helps them to understand plots of various novels and drama and 37.1 percent student respondents agreed that lectures of various experts based on various critical concepts like literary terms, terms related to literary

criticism etc. are helpful to understand through ICT. It means majority of students have got benefitted by the expert’s lectures as it gives critical perspective to understand any literary concept.

Table No.4: Through which medium will you prefer to learn English literature?

Sr. No	Respondent Answers	Frequency	Percent
1.	Through print material	25	35.7
2.	By making use of ICT	40	57.1
3.	Others	5	7.1
	Total	70	100.0

When it was asked through questionnaire to the students that which medium they prefer most, maximum student respondents i. e. 57.1 percent students recorded that they prefer ICT to learn English literature. 35.7 percent students recorded that they prefer printed material and 7.1 percent student have responded that they will prefer other medium. It makes clear that use of ICT is predominant in learning literature.

Table No.5: Do you think that use of ICT in learning English Literature is time consuming?

Sr. No	Answer	Frequency	Percent
1.	Yes	33	47.1
2.	No	37	52.9
	Total	70	100.0

The percentage in above table shows that 52.9 percent student respondents think that it is not time consuming to learn literature through ICT because within a single click students can find any difficult concept through internet and now a day with a help of android mobile and internet it has become handy. 47.1 percent student respondents have recorded that yes it is time consuming. It may be because all the students do not have android mobiles and internet but majority of the students think that it is time saving.

Table No.6: How far adaptations of various literary forms are useful for you?

Sr. No	Respondent Answers	Frequency	Percent
1.	Visualization helps you to grasp the concept in precise manner	19	27.1
2.	It becomes more convenient for you to learn through video forms	14	20.0
3.	It is accessible for you.	13	18.6
4.	It helps you to give better performance in your exam.	24	34.3
	Total	70	100.0

When it was asked to the students that how far various adaptations of literary forms are helpful for them, they have recorded different responded according to the various options given to them. 27.1 percent student respondents have recorded that visualization helps them to grasp the difficult concepts. 20 percent student respondents agreed that video of form is convenient for them. 18.6 percent respondents agreed that it is accessible for them and maximum student respondents i.e. 34.3 percent agreed that it helps them to give better performance in their exam. It means that ICT helps them to understand difficult terms as a result there is improvement in examinations.

Table No.7: Is language lab of your department plays important role while learning English literature through ICT?

Sr. No	Answer	Frequency	Percent
1.	Yes	54	77.1
2.	No	16	22.9
	Total	70	100.0

Now a day, it is mandatory to raise language lab in every English department. When it is asked to them that whether language lab of their department is helpful for them or not, 77.1 percent student respondents have recorded positive response and 22.9 percent student

respondents are negative about it. It means that language lab of their department has been remained helpful and supportive for them.

Table No.8: In what way ICT help you to grasp various concepts of English literature?

Sr. No	Respondents Answers	Frequency	Percent
1.	It clarifies the concept for you.	26	37.1
2.	Social media, literature based softwares and applications are beneficial for you.	24	34.3
3.	Helps to attain good marks in examination.	8	11.4
4.	It gives you easy access	12	17.1
	Total	70	100.0

There are various ways of learning English literature through ICT. 37.1 percent student respondents agreed that it simplifies concept for them. 34.3 percent student respondents thinks have recorded that audio/video forms of literary material help them to grasp the study material and memorize it. 11.4 percent student respondents recorded that it is helpful for them to attain good marks in the examination and 17.1 percent student respondents it gives then easy access.

Table No.9: Do your teachers or professors of your department help you while learning English literature with the help of ICT?

Sr. No	Answer	Frequency	Percent
1.	Yes	58	82.9
2.	No	12	17.1
	Total	70	100.0

So far as the role of teachers is concerned, 82.9 percent student respondents have agreed that their teachers or professors help them in learning English literature through ICT whereas only 17.1 percent student respondents have recorded negatively about it.

Table No.10:

Sr. No	Do you think that use of ICT in learning English Literature has its own limitations?	Frequency (%)	Sr. No	Reasons	Frequency	Percent
1.	Yes	49 (70.0%)	1.	It requires internet connection.	9	12.9
			2.	It is not affordable to everyone	30	42.9
2.	No	21 (30.0%)	3.	It requires computer/laptop/smart phone.	18	25.7
			4.	Lack of awareness among students as well as teachers.	13	18.6
	Total	70 (100%)	Total		70	100.0

Learning literature through ICT has its own limitations and out 70, 49 student respondents agreed to it and 21 student respondents have recorded that no, it does not have any limitations. These respondents have responded the reasons behind it according their own choice. 12.9 percent student respondents have given reason that it needs internet connection. 42.9 percent student respondents, means majority of student respondents agreed that it is not affordable to everyone. 25.7 percent student respondents responded that it needs laptop/smart phone/computer whereas 18.6 percent student respondents accepted that there is lack of awareness among students as well as teachers. Maximum student respondents think that it is not affordable to everyone.

MAJOR FINDINGS:

- Use of ICT in learning English literature is beneficial as it gives more scope to their creativity.
- It is an effective way to learn English literature because audio/video forms of study material of English literature helps them to understand more.
- It is useful for every genre of literature because it helps students to understand complex characters and plots.
- Use of ICT while learning English literature is preferred by most of the students.
- Most of the students think that use of ICT is not time consuming.
- Adaptations of English literature into various forms help students to give better performance in the examination.
- Most of the students have responded that language lab of their department has played important role in using ICT while learning English literature.
- It remains most effective while grasping and memorizing study material.
- While making use of ICT, co-operation of teachers to the students remain prominent.
- Use of ICT while learning English literature has its own limitations as it is mainly not affordable to everyone.

IMPORTANT SUGGESTIONS:

- Use of ICT while learning English literature should be done by students and teachers have to facilitate it for them.
- Principals, lab assistants, teachers have to encourage students while learning English literature.
- ICT based facilities should be provided to the students of the English literature.

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TEACHING LANGUAGE AND LITERATURE WITH AUDIO- VIDEO MATERIALS

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Abstract

Now a days, method to use advanced technology into the curriculum, teaching- learning process, many industrial fields has gained lots of importance. So keeping all this in mind, the goal of present paper is to focus on “Teaching Language and Literature with Audio- Video Materials. The use of these materials becoming beneficial for the students acquiring detailed knowledge , clearance of concepts, activeness in learning, observation and all. So it is obvious, to use of these audio- visual materials are making both teaching and learning interesting and easy. Therefore, the teachers can make use of these materials for teaching language and literature.

Key words- technology, detailed knowledge, language and literature, audio- visual materials.

Introduction:

Language and Literature, both are an independent but different concepts. Language means, it is study of sounds, words and sentences; whereas literature is study of written works of different types. To study language and literature is an interested and complicated process, where language teacher plays important role. Therefore, teachers need technologies relevant to their teaching- learning process. The use of technology means use of new techniques to make teaching – learning process an effective and easy. If you want students to be accurate with their knowledge, clearance in what do they learn and retention of knowledge, then with technology, use of audio- visual material is very important in education field. There is also need to make changes and preparations in its curriculum, school, teaching, organization and financial budget of school.

It is well known fact that audio- visual materials are very helpful for stimulating and facilitating in the learning of language and literature. Dr. Ismail Cakir, a scholar of Turkish

scholar, in his article “*The Use of Video as an Audio- Visual Material in Foreign Language Teaching Classroom*” states that

“According to Wright (1976:1) many media and many styles of visual presentations are useful to the language learner. That is to say, all audio- visual materials have positive contribution to language learning as long as they used, at the right time, in the right place. In language learning and teaching process, eyes and ears are used by learner but eyes are basic in learning.

Every field is acquiring great success because of using different technologies related with those particular fields. So use of audio- visual materials for learning language and literature is apparent. So once again focus on these materials with its meaning, which are those materials, it’s uses and importance, drawbacks and role of teacher.

What and which are audio- visual materials?

The audio- visual materials are used by teachers on great scale to make learning an easy and interesting. Teaching with audio- visual materials is called as Audio- Visual Education or Multi- media based Education. The process of learning is totally based on stimulation of sense organs. So it is necessary to use audio- visual materials, which stimuli to sense organs. These are the materials, which we can see with our eyes and can hear with our ears. These materials make learning engaging, realistic and easy. It creates complete learning atmosphere with positive vibes. These are different types of audio- visual materials, such as- LCD Project, VCD Player, Virtual classrooms, multimedia, filmstrips, microforms, slides, projected opaque materials, tape recording and flashcards.

Objectives of Audio- visual Aids:

- 1) To improve comprehension, grasping power and retention of learner.
- 2) To increase activeness of students in learning.
- 3) To make teaching and learning of language and literature an easy, interesting and effective.
- 4) To stimuli the sense organs of the learner.
- 5) Help teachers to develop lessons plans for better understanding.

- 6) To improve the observation power of the learner.
- 7) To develop interest of the students towards education.
- 8) To improve effectiveness in teaching.

Importance and uses of Audio- Visual Materials:

A language is core of all subjects, so while learning language and literature, teachers play important role, but by using audio-visual materials, they can bring more transparency and makes it very interesting for the learners. It has lots of importance.

- 1) Use of audio- visual materials in teaching English language and literature makes very interesting for the learners.
- 2) It gives direct sense experience to students.
- 3) Students can understand clear and detailed concepts with its accuracy.
- 4) The use of pictures, videos, PPTs and other audio materials such as recordings, lectures make teaching and learning catchy and attractive.
- 5) Use of audio-video materials in teaching makes students more active compare to only listen lectures. While listening lectures students remain passive. They just copy what is written on board, but their lecture attendance with audio-visual materials increase their grasping power. The picture through presentation increases their grasping as well as observation power.
- 6) Direct picture through presentation keep students very active and it gives immense scope to his imagination and creativity.
- 7) This type of learning helps students to remember any concepts for longer time.
- 8) Literature is combination of variety type of works, such as poetry, drama, novel, prose, fiction, non- fiction...etc. While studying literature, we come across characters, setting, and locale. No doubt, teacher explains above concepts skillfully, try to present it as it is, draws diagrams to understand its particularity; but many times students fail to grasp it, to understand it. On the other side, the use of audio- visual materials bring transparency, clears what does the tutor want to say and makes it easy for the students.

- 9) Many times it is difficult for the students to understand the theme, plot, some concepts through reading as well as attending lectures because of their lack of knowledge. They face difficulties because of poor vocabulary, that time instead of reading book of more than hundred pages, the presentation of videos related to those texts makes that difficult task very easy for them.
- 10) Use of audio- visual materials help students to feel the characters from literature by its visual and sound effect.
- 11) Reading of different types of literature takes lots of times, but its presentation through videos or slides saves our time. Everyone can achieve more knowledge in less time.

Like this, audio- visual materials are very useful and effective in education as well as other fields. In upcoming days, the world is going to digitalize, so there will be no option for us to walk with technology.

Every coin has two sides. Like this, there are also some drawbacks of these audio- video materials.

1) These materials need electrical supply for their charging and they work according to its battery storage. Without charging or electricity, they are useless.

2) Teachers are not techno savvy, so there is need of specific training for them, to know, how to handle those materials.

3) All colleges are not equipped withal facilities. There is need of changing infrastructure and raise its financial budget.

Comparing to uses and importance, there are no too much drawbacks. These drawbacks can be lessen with time. For this, role of teacher is very important. All teachers should be updated with their knowledge. They should be techno savvy. Like this, audio- video materials are very useful in teaching as well as other fields and they can bring lots of changes in teaching language and literature.

Conclusion:

It is undeniable fact that, the use of audio-visual materials making learning an easy, effective, catchy and interesting. It stimuli sense organs and helps to increase grasping as well as observation power and makes teaching task 90 % easy for teachers. For better understanding and effective teaching audio- visual aids play important role.

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**FROM PAPER TO SCREEN: A STUDY OF RUSKIN BOND'S THE BLACK CAT AND
ITS FILM ADAPTATION**

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Abstract

Ruskin Bond's novels and short stories have attracted the attention of film directors and *The Black Cat* is not an exception. It is a thrilling story which has attracted the attention of not only readers but also audience. In the short story Bond, bought a broom from old junk shop. When the broom was brought home, it was followed by the mysterious black cat. Later we find Miss Bellows in the story who came to take away her cat. When she returns with her cat, the broom in the house disappears. The short film based on the same story is *The Black Cat*, directed by Bhargav Saikia, is a cocktail of fantasy and mystery. In this film the actor Tom Alter did the role of Mr. Bond and Shehraz Patel did role of Miss Bellows, the witch. In this film, there is a fine visual presentation of Bond's words. What is striking about the short film, apart from its established lead actors, is the sure-footedness with which Bhargav narrates the story and the technical finesse that backs the production. This film is a faithful presentation of Bond's story by adding flavors to it. The director has made few changes, except which the film is faithful to its source. The present research paper is an attempt to tell that adaptation is much more than just a sheer copy of the original. Screening the story helps the audience to get exact image of the characters depicted in the story book, even they get to see beautiful details of the story and the whole story became more captivating for the audience.

Key Words: *Film adaptation, short story, short film, mysterious, black cat, directed, broom. Screen, audience, visual presentation, narration, role, actors, image, characters, copy, designer, technical.*

Introduction:

Literature and Cinema are considered as spectacular works of art which have flourished from past few decades. Both films and *literature* tell stories. Making a *film* is making a continuous unit that tells an evolving story and that is also what a novel or story does. Every story has a different and unique flavour.

Literature has been a way of artistic expression for centuries now. Writers have told tales about gods and goddesses, heroes and their valiant victories, historical epics, romantic tragedies, comic incidents, legendary episodes, and much more. Cinema is by far doing the same thing for quite a few years now. One major strong point in cinema, which is absent in the literature, is the advantage of visually showing the whole picture on the screen that helps the audience connect with the moment more closely.

Ruskin Bond is known internationally as one of India's most prolific *writers* in English for children, adults, and young adults. Being a writer for over 50 years, Bond experimented with different genres; early works include fiction, short stories, novella with some being autobiographical. Later, he tried out non-fiction, romance, and books for children. He said his favourite genres are essays and short stories. He considers himself a "visual writer" because for short stories, he first imagines it like a film and then notes it down. He has a fame as a screenplay writer. Writing a screenplay is very different from writing a book. Yet, there have been many filmmakers who have succeeded in bringing a common platform for the book lovers and cinema lovers.

In the present paper the short story **The Black Cat** which is published in book 'Tigers Forever' is part of the study. Along with this the film **The Black Cat** adapted from the above-mentioned story is also part of the study.

In the short story, the narrator, Mr. Bond, bought a long-handled broom from an old junk-shop in the bazaar. When the broom was brought home, there appeared a black cat with a mysterious look. The cat loved to move around the broom all the time. At this time, a woman, equally mysterious in appearance, Miss Bellows, came to Bond's house in search of her cat. While Mr. Bond went for the cat, the cat came to Miss Bellows, sat in her lap. When Mr. Bond returned without the cat, he saw the cat with its owner. The narrator offered her a tea first and then some brandy but she wanted only a glass of very hot water. He gave her a glass of boiling water into which she poured two different powders; one purple and the other crimson. The drink was a fizzy one, still boiling. Miss Bellows drank the potion within no time and left Mr. Bond's cottage. While Mr. Bond remained shocked, unable to move, he noticed that the broom also was missing. When he ran out of the cottage, he saw that Miss Bellows and the cat were flying on the broomstick and singing a mysterious song.

Ruskin Bond's fantasy fiction story *The Black Cat* found a Bollywood backing in Bhargav Saikia, who decided to direct it as a short film with the same name. Bhargav Saikia is himself fan of Ruskin Bond. The *Black Cat* won two titles at the Critics' Choice Short Film Awards in 2018. It is an official adaptation of an eponymous short story by the Indian author of British origin. Buzz is that Ruskin Bond has appreciated the movie based on his story. He roped in Tom Alter to play the lead role of Mr. Bond who, upon returning to his quaint cottage after buying a broomstick from an antique shop, finds a mysterious woman by the name of Miss Bellows knocking at his door with a black cat by her side. Uday Chandra and Shernaz Patel also played pivotal roles.

Adapted and directed by Bhargav Saikia, *The Black Cat* is a sweet, little story about a man who buys a broom. Visually, the film is beautiful and interesting, but not enough to elevate its predictable story to any level of greatness. Once you know where the story is going, it is hard not to become impatient and wish the story would just move on.

A typical children's film, *The Black Cat* stars the late Tom Alter and Shernaz Patel in key roles. While the short starts on a supernatural note, with a black cat staring into a closet accompanied by thumping background music, it soon assumes a lighter tone.

The charming film opens in an antic store that stocks everything from clocks to books, and ceramics to broomstick. A slice of life setup follows as Alter, in the role of Ruskin Bond, visits an old store looking for some second-hand objects. He ends up purchasing a worn-out broom after the shopkeeper convinces that the object has a unique 'character' to it. Mr. Bond takes the broom home and gives it a test run in his living room. Moments later, an unexpected visitor arrives...a black cat. Mr. Bond is not a cat lover, but he becomes cat tolerant. Over time the cat starts to become a nuisance. Just as Mr. Bond reaches his limits, Miss Bellows (Shernaz Patel) arrives looking for her cat. Mr. Bond is more than happy to hand over the unwanted visitor.

Things are not as they seem. Trying to impress Miss Bellows, Mr. Bond goes out of his way to make her feel at home. Miss Bellows, on the other hand, is focused on the black cat and Mr. Bond's new broom.

When Bhargav Saikia is asked about the conversion of short story into the screenplay in his interview he replied, "It's very important for me to keep the essence of the original story intact. Of course, I'd need to take a few cinematic liberties here and there and bring out my own directorial style through certain improvisations. But 80% of the story is as is. It's a very organic process for me. Writing the screenplay felt like writing a story book. And I treated the film in a way for it feel like you are watching a dark fable unfold. And I think it's something that can be thoroughly enjoyable for kids and adult alike."

As we notice few differences in the film as compare to the story such as, Tom Alter (Mr. Bond) sees the cat at the shop before purchasing the broom. This cat is not a black cat that later we find in the film. The colour of the cat is whitish and patchy He even noticed the appearance of the cat and asked about it to the owner of the shop. Mr. Bond has never seen the cat before in that shop. Shopkeeper informed that the cat came there itself few days ago. Every day it comes in morning and goes out in the dusk. But it's different in the story. Readers are known about the cat when it came at the gate of Mr. Bond. In the film price of the broom is twenty rupees which Bond has bargained and purchased for fifteen rupees. In the story it is costing three rupees and Bond has purchased it for two rupees. Things are not same about the entry of the black cat in the film and in the story. We find cat sitting on the garden chair in Bond's house, when Mr. Bond return from shop and later the was scratching the door to take her in the house. In the

story cat was found sitting on the garden wall. In the film when Miss Bellows did some magic chanting and removes two powders of crimson and green colours, but in the story, there is no reference of magic chanting by Miss Bellows and also colour of powder is crimson and purple. In the film when Miss Bellows holds Bond's hand there is sudden change in lamp light, it is sparkling and sound of electric current is coming out of the lamp. Mr. Bond noticed it as strange and when he took away his hand from Miss Bellows the sparkling as well as the sound stops to be normal. This creates the atmosphere of thrill and fear. In the story there is only handshaking between them. These things are not mentioned in the actual story of Bond.

This twenty-minute film takes place in three acts. The problem with *The Black Cat* is that it is basically a series of unrelated events. Not held together by any organic storytelling. Act I, Mr. Bond buys a broom. Act II, a black cat appears and won't leave. Yes, the cat won't leave. Act III, the appearance of Miss Bellows' and this is the most interesting part of the story, but it's all in that last act. Act I leads to Act II then onto Act III, but Act III has nothing to do with Act I except the broom. Ultimately, *The Black Cat* is a beautiful film wrapped in a mediocre story. The printed story ends with ride of the witch and the cat on Bond's broom. The film doesn't end there. The witch rides away on the broom and reaches away her destination at mysterious place. She is very happily singing song and says loudly that the witch, the cat and the broom...we are complete again. The director takes the audience next to this where the witch prepared food using bat's blood and an eye and carrot....

Bhargav Saikia chose the location for this film from Nainital. He was very thoughtful about selecting the location. He told about it in his interview ' what I needed in the location - a cottage or a bungalow with a lot of character. The leading male character in the film is someone who likes living a peaceful life and because he's a writer, is prim and proper about mostly everything'. ' , I went to have a look at the property myself and when I finally did see it, everything seemed to just fall in place. The way the sunlight entered Mr. Bond's study room it gave it a really fresh and cozy look, and underscored the subtler details of the living room. I didn't really have to carry too many props from Mumbai. The owner of the property was also super excited that we'd approached her with a Ruskin Bond story, being a huge fan herself. She was very supportive throughout the shoot'. Overall, he selected four different locations for a twenty-minute film.

Even the director was very careful for casting process. He got both the best actors in lead role Mr Tom Alter and Shernaz Patel. The makeover of Shernaz Patel was same like old witch with pull-off the witch-long nails, messed up hair, the works. Miss Bellows was a real witch as per the story. Like the witches of the past, she too had supernatural powers and a very mysterious look. She was able to drink boiling water, was able to fly on a broomstick and owned a mysterious cat. The role played by Sharnaz Patel is very realistic. Her looks in the film create the actual horror looks of the witch. There is a superb depiction of the supernatural elements in the movie. The background music has important role in creating thrill in the film.

Finding the perfect cat was real challenging for him. He has to hire the trainer for seven months to train the cat. Last but not least is the credit of visual effects that have come out quite decent and whoever has seen it ended up complimenting it. As far as the direction is concerned, the short film skilfully tiptoes on the fine line between a slice of life drama and fantasy fiction. While Alter brings subtlety to the screen, Patel counters it with her theatrics. Being a children's film, the short is pitched on a high note but it has a little fodder for adults too, given their will and ability to read between the lines.

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THE ROLE OF SOCIAL MEDIA IN ENHANCING ENGLISH LANGUAGE AND LITERATURE TEACHING AND LEARNING SKILLS

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Abstract

This paper examines the role of social media in enhancing English language and literature teaching and learning skills. With the widespread use of social media platforms such as Facebook, Twitter, Instagram, and YouTube, language and literature educators have access to a vast range of digital tools and resources that can support teaching and learning activities. This paper explores the benefits and challenges of using social media in English language and literature education, as well as the potential of social media to foster collaboration, creativity, and critical thinking among learners. The findings suggest that social media can serve as a valuable platform for English language and literature teachers to engage students in authentic language use and literary analysis, while also providing opportunities for learners to develop digital literacy skills and connect with global communities of English language users and literary enthusiasts. However, the use of social media in language and literature education also presents certain challenges, such as privacy concerns, accessibility issues, and the need for critical media literacy skills. Overall, this paper argues that social media can play a significant role in enhancing English language and literature teaching and learning skills, and offers recommendations for educators to maximize the benefits of social media while minimizing the risks.

Key terms: Social Media, Digital Literacy, English Language Teaching and Learning

I. INTRODUCTION

Social media has become an integral part of our daily lives, and it has also impacted the way we teach and learn. The use of social media platforms in education has gained significant attention

in recent years, particularly in language teaching and learning. In this context, social media can be used as a tool to enhance English language and literature teaching and learning skills.

Social media platforms provide learners with an opportunity to interact with people from different parts of the world, thereby exposing them to various cultures and languages. This exposure can improve their language and literature skills, as they learn to communicate and express themselves effectively. Additionally, social media platforms offer various resources such as videos, podcasts, blogs, and articles that can be used for language and literature learning.

Moreover, social media can also be used as a platform for collaborative learning, where learners can interact with their peers and teachers, exchange ideas, share their thoughts and experiences, and work together on group projects. This collaboration not only enhances their language and literature skills but also helps to develop their digital literacy skills, which are essential in today's digital age.

In conclusion, the role of social media in enhancing English language and literature teaching and learning skills cannot be overstated. The use of social media platforms in education provides learners with opportunities to improve their language and literature skills, interact with people from different cultures, and develop their digital literacy skills. Thus, educators should leverage the benefits of social media in education to enhance the quality of teaching and learning.

II. THE RESEARCH QUESTIONS

1. What is the impact of social media on English language and literature teaching and learning?
2. What are the benefits and drawbacks of using social media in English language and literature education?

III. THE RESEARCH OBJECTIVES

1. To investigate the impact of social media on English language and literature teaching and learning.

2. To identify the benefits and drawbacks of using social media in English language and literature education.

IV. THE SIGNIFICANCE OF THE STUDY

The significance of the study on the role of social media in enhancing English language and literature teaching and learning skills is multi-fold. Firstly, the study provides insights into the impact of social media on language and literature education. This information can be used by educators to make informed decisions on the integration of social media into their teaching practices.

Secondly, the study provides an understanding of learners' perceptions of the use of social media in language and literature education. This knowledge can help educators to design their teaching practices that better cater to learners' needs, interests, and preferences.

Thirdly, the study identifies the benefits and drawbacks of using social media in language and literature education. This information can assist educators in developing strategies to maximize the benefits of social media while mitigating the potential risks.

Fourthly, the study aims to develop best practices for integrating social media into English language and literature teaching and learning. These best practices can serve as a guide for educators on how to effectively incorporate social media into their teaching practices.

Finally, the study's recommendations can contribute to the development of policies and guidelines on the use of social media in education. These policies can ensure that the use of social media is safe, effective, and in line with educational goals and objectives.

In summary, this study's significance lies in providing valuable insights into the use of social media in language and literature education, which can inform teaching practices, improve the learning experience, and contribute to the development of policies and guidelines on social media use in education.

V. LITERATURE REVIEW

Various studies have explored the impact of social media on language and literature learning. For instance, Al-Qaysi and Abdulameer (2018) investigated the use of social media in teaching English language skills and found that social media can improve learners' reading, writing, and communication skills. Similarly, Khan (2017) studied the impact of social media on language learning and found that it can enhance learners' motivation, engagement, and collaboration.

Moreover, social media platforms provide learners with access to various resources such as videos, podcasts, blogs, and articles that can be used for language and literature learning. These resources are not only useful for learning the language but also for developing cultural awareness and understanding. According to Almishal and Alotaibi (2018), social media platforms like YouTube can be used to expose learners to authentic language and literature materials, which can improve their language and literature skills.

Furthermore, social media can also be used as a platform for collaborative learning, where learners can interact with their peers and teachers, exchange ideas, share their thoughts and experiences, and work together on group projects. This collaboration not only enhances their language and literature skills but also helps to develop their digital literacy skills, which are essential in today's digital age. According to Yang and Chen (2018), social media can promote collaborative learning and create a supportive learning environment that fosters language and literature learning.

However, the use of social media in education also has potential drawbacks, such as distraction, cyber bullying, and privacy concerns. Educators need to be aware of these risks and develop strategies to mitigate them.

In conclusion, the literature review suggests that social media can be a valuable tool in enhancing English language and literature teaching and learning skills. Social media platforms can provide access to various resources, promote collaborative learning, and improve learners'

language and literature skills. However, educators need to be mindful of potential risks and develop strategies to ensure the safe and effective use of social media in education.

VI. RESEARCH METHODOLOGY

For the present study the researcher has used quantitative approach with survey methods. The study was conducted among the students of First Year Diploma in Engineering at Yashwantrao Chvan Polytechnic, Ichalkaranji. Sample was taken by random sampling technique and the total no of samplings were 129 students. Data collection was conducted on March, 2023. Data collection was conducted using questionnaires. Students filled research questionnaires by internet network using Google drive. Data collected then was analysed using descriptive statistics and correlation statistics of Spearman's. SPSS version 23 was used to facilitate data processing. Research questions were expected to be answered by data analysis.

VII. FINDINGS AND DISCUSSION

Table1. How often do you use social media to learn English language and literature skills?

Number	Intensity	F	%
1	Rarely	27	20.9
2	sometimes	74	57.4
3	Often	20	15.5
4	Never	8	6.2

Based on **Table1**, it appears that a majority of the respondents (57.4%) sometimes use social media to learn English language and literature skills, while a significant proportion (20.9%) rarely use social media for this purpose. A smaller percentage (15.5%) reported using social media often for learning English language and literature skills, and only a few respondents (6.2%) reported never using social media for this purpose.

It's interesting to note that the majority of respondents do use social media to some extent for learning English language and literature skills, indicating the potential value of social media as

a learning tool. However, the fact that a significant percentage of respondents reported rarely using social media for this purpose suggests that there may be barriers to utilizing social media effectively for language and literature learning.

It would be interesting to further explore the reasons why some respondents do not use social media for language and literature learning, as well as the specific ways in which those who do use social media for this purpose are utilizing it.

Table2. Which social media platform do you find most helpful for enhancing your English language and literature learning skills?

Number	Format	F	%
1	Facebook	2	1.6
2	Instagram	24	18.6
3	YouTube	99	76.7
4	Twitter	4	3.1

Table 2 provides insights into the social media platform that participants found most helpful for enhancing their English language and literature learning skills. The results show that the majority of participants (76.7%) found YouTube to be the most helpful platform, followed by Instagram (18.6%) and Twitter (3.1%). Facebook was the least helpful platform, with only 1.6% of participants finding it useful.

The popularity of YouTube can be attributed to its vast collection of educational videos that cover a wide range of topics and cater to different learning styles. Many participants may have found it easy to access and consume educational content on YouTube, as it allows for pause, rewind and repeat options. Instagram's visual nature may have made it easier for participants to consume bite-sized English language and literature learning content. Meanwhile, Twitter's concise and brief format may have made it a preferred platform for some participants.

The low percentage of participants finding Facebook useful suggests that it may not be the most effective platform for English language and literature learning. This could be due to the

platform's focus on social interactions and sharing personal experiences rather than educational content.

Overall, these findings suggest that YouTube is the most effective social media platform for enhancing English language and literature learning skills.

Table3. What types of content on social media platforms do you find most helpful for enhancing your English language and literature skills?

Number	Content	F	%
1	Videos	109	84.5
2	Podcasts	8	6.2
3	Photos	4	3.1
4	Texts	8	6.2

The table shows that the majority of respondents (84.5%) found videos to be the most helpful type of content on social media platforms for enhancing their English language and literature skills. This finding is consistent with the idea that video-based content can be particularly effective for language learning, as it provides learners with opportunities to observe and practice authentic language use in context.

Only a few respondents (6.2%) found podcasts or texts to be the most helpful type of content for language and literature learning, suggesting that these formats may be less effective for language practice than video-based materials.

Photos were the least commonly cited type of content for language and literature learning, with only 3.1% of respondents finding them to be the most helpful. This may reflect the limited opportunities for language practice and exposure provided by static images, which may not provide the same level of language input and interaction as video-based or audio-based content.

Overall, these findings suggest that video-based content may be particularly effective for enhancing English language and literature skills on social media platforms. This may be

because video content provides learners with authentic, contextualized language input and opportunities for active language practice, both of which are essential for language learning success.

Table4. Has social media impacted your vocabulary in English language and literature?

Number	Impact	F	%
1	Yes	97	75.2
2	No	5	3.9
3	Maybe	27	20.9

The table shows that the majority of respondents (75.2%) reported that social media has impacted their vocabulary in English language and literature. This suggests that social media may be a useful tool for expanding learners' vocabulary, as exposure to a wide range of language input and practice opportunities can support vocabulary acquisition and retention.

A smaller proportion of respondents (20.9%) reported that social media may have impacted their vocabulary, suggesting that the impact of social media on vocabulary acquisition and retention may be more variable and context-dependent.

Only a few respondents (3.9%) reported that social media has not impacted their vocabulary in English language and literature. This may reflect individual differences in learning styles and preferences, as well as differences in social media usage patterns and the types of content consumed on social media.

Overall, these findings suggest that social media may have a positive impact on learners' vocabulary in English language and literature, although the nature and extent of this impact may vary across individuals and contexts.

Table 5. Has social media impacted your grammar skills in English language and literature?

Number	Impact	F	%
1	Yes	90	69.8
2	No	10	7.8
3	Maybe	29	22.5

The table shows that a majority of respondents (69.8%) reported that social media has impacted their grammar skills in English language and literature. This finding suggests that social media may be a useful tool for improving learners' grammar skills, as exposure to a wide range of language input and opportunities for practice can support grammatical accuracy and fluency.

A smaller proportion of respondents (22.5%) reported that social media may have impacted their grammar skills, indicating that the impact of social media on grammar may be more variable and context-dependent.

Only a few respondents (7.8%) reported that social media has not impacted their grammar skills in English language and literature. This may reflect individual differences in learning styles and preferences, as well as differences in social media usage patterns and the types of content consumed on social media.

Overall, these findings suggest that social media may have a positive impact on learners' grammar skills in English language and literature, although the nature and extent of this impact may vary across individuals and contexts.

Table6. Have you noticed any improvement in your English language and literature skills since you started using social media for learning?

Number	Impact	F	%
1	Yes	97	75.2
2	No	7	5.4
3	Maybe	25	19.4

The table shows that a majority of respondents (75.2%) reported that they have noticed an improvement in their English language and literature skills since they started using social media for learning. This finding suggests that social media may be a useful tool for improving learners' language and literature skills, as exposure to a wide range of language input and opportunities for practice can support skill development and progress.

A smaller proportion of respondents (19.4%) reported that they may have noticed an improvement in their language and literature skills, indicating that the impact of social media on skill development may be more variable and context-dependent.

Only a few respondents (5.4%) reported that they have not noticed any improvement in their language and literature skills since they started using social media for learning. This may reflect individual differences in learning styles and preferences, as well as differences in social media usage patterns and the types of content consumed on social media.

Overall, these findings suggest that social media may have a positive impact on learners' language and literature skills, although the nature and extent of this impact may vary across individuals and contexts.

Table7. Do you feel motivated to learn English language and literature skills when using social media?

Number	Impact	F	%
1	Yes	103	79.8
2	No	6	4.7
3	Maybe	20	15.5

The table shows that a majority of respondents (79.8%) reported that they feel motivated to learn English language and literature skills when using social media. This finding suggests that social media may be a motivating tool for learners, as exposure to engaging and relevant content can support learners' interest and engagement in the language learning process.

A small proportion of respondents (4.7%) reported that they do not feel motivated to learn English language and literature skills when using social media. This may reflect individual differences in learning styles and preferences, as well as differences in social media usage patterns and the types of content consumed on social media.

A moderate proportion of respondents (15.5%) reported that they may feel motivated to learn English language and literature skills when using social media, indicating that the impact of social media on motivation may be more variable and context-dependent.

Overall, these findings suggest that social media may be a motivating tool for learners of English language and literature skills, although the nature and extent of this impact may vary across individuals and contexts.

Table8. Do you think social media has changed the way people learn English language and literature skills?

Number	Impact	F	%
1	Yes	89	69
2	No	8	6.2
3	Maybe	32	24.8

The table shows that a majority of respondents (69%) believe that social media has changed the way people learn English language and literature skills. This finding suggests that social media has had an impact on language learning practices and may be contributing to changes in the way language learners approach skill development.

A small proportion of respondents (6.2%) reported that they do not think social media has changed the way people learn English language and literature skills, while a moderate proportion of respondents (24.8%) reported that they are unsure or neutral about the impact of social media on language learning practices.

Overall, these findings suggest that social media is seen as a potentially transformative tool for language learning, with the potential to support innovative and dynamic approaches to skill development.

Table9. Do you think social media has made it easier to learn English language and literature skills?

Number	Impact	F	%
1	Yes	90	69.8
2	No	14	10.9
3	Maybe	25	19.4

The table shows that a majority of respondents (69.8%) believe that social media has made it easier to learn English language and literature skills. This finding suggests that social media has the potential to support language learners by providing access to a wide range of authentic and engaging language materials and resources, as well as opportunities for social interaction and collaboration with other learners and native speakers of the language.

A minority of respondents (10.9%) reported that they do not think social media has made it easier to learn English language and literature skills, while a moderate proportion of respondents (19.4%) reported that they are unsure or neutral about the impact of social media on language learning practices.

Overall, these findings suggest that social media is perceived as a valuable tool for language learners, with the potential to support language learning in a variety of ways. However, the impact of social media on language learning outcomes may be influenced by a range of factors, including individual differences in learning styles and preferences, as well as the quality and relevance of the materials and resources available on social media platforms.

Table10. Do you think social media has made it more challenging to learn English language and literature skills?

Number	Impact	F	%
1	Yes	70	54.3
2	No	30	23.3
3	Maybe	29	22.5

The table shows that slightly more than half of the respondents (54.3%) believe that social media has made it more challenging to learn English language and literature skills. This finding may suggest that social media use can also present some challenges for language learners, such as distractions, information overload, or exposure to ungrammatical language use.

However, it is important to note that a significant proportion of respondents (23.3%) reported that they do not think social media has made it more challenging to learn English language and literature skills, while a moderate proportion of respondents (22.5%) reported that they are unsure or neutral about the impact of social media on language learning challenges.

Overall, these findings suggest that social media may present some challenges for language learners, but the impact may vary depending on individual differences and preferences. Language learners may benefit from adopting effective strategies for managing distractions and selecting high-quality materials and resources on social media platforms.

VIII.CONCLUSION

In conclusion, the use of social media in English language and literature teaching and learning has many advantages. It provides students with opportunities to improve their language skills through increased exposure to authentic language and interaction with native speakers. It also fosters collaboration, creativity, and critical thinking skills. Social media platforms can also serve as a tool for language and literary analysis and can facilitate engaging and interactive classroom discussions.

However, the use of social media in education also poses some challenges, such as the potential for distraction, cyberbullying, and privacy concerns. Teachers must be aware of these issues and take steps to mitigate them.

Overall, social media can be a valuable tool in English language and literature teaching and learning, but it should be used in a deliberate and thoughtful manner. Teachers should carefully consider their pedagogical goals and the needs of their students when incorporating social media into their curriculum. Additionally, ongoing evaluation and assessment of the effectiveness of social media in enhancing language and literature learning outcomes is essential.

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THE USE OF FILMS IN TEACHING ENGLISH

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Abstract

Films, a vital communication medium of the twentieth century can be an almost limitless source of material for in-class English language practice. With careful choice and purposeful planning films can be utilized to their full potential and become a valuable teaching tool in teaching English. A series of carefully chosen films can serve as the core for a total skill-building curriculum of advanced aural comprehension, speaking, writing, and reading. Film can be a powerful tool in teaching. By presenting multiple perspectives in engaging and emotive ways, films can enable students to gain a better understanding of, and empathise with, the life experiences of individuals and communities far removed from their day-to-day reality. With the great, constant renovation and development of various knowledge and economy, talents of compound, high quality and high skills are in urgent need in society; a new educational reform runs through the whole English language teaching courses, including audio-visual course, speaking, reading, writing and translating courses. With the aid of computers, films play an important role in More and more students are interested in not only for oral but also for the process of acquiring languages. Now students are becoming stronger and stronger in their curiosity for knowledge and comprehension for acquiring languages. This paper discusses films in English class can be utilized 1) to make audio-visual classes become effective learning process instead of pure entertainment in class, 2) to make students become active participants in class, to practice rehearse the kinds of listening and speaking in the classroom, 3) to help students build confidence in dealing with the language, 4) to design classroom procedures on students' listening and speaking abilities.

Keywords: Films, English teaching, linguistic competence, learner autonomy

Introduction

There are many studies which echo the benefits of using films as an adept strategy in ELT to the foreign language learners. To mention a few, Films enhance learning of a language through providing adequate input which is necessary for spoken language learning (Bahrani & Tam, 2012). Champoux (1999) says using films can be a good teaching resource. Mishan (2004) and Gilmore (2007) say that films can bring authenticity to the classroom. Reid (1987) says that films provide a room for different learning styles in the classroom. Films inspire the learners to learn English and the visuality helps the slow learners improve their comprehension skills. Films are an ideal way to engage students in doing array of tasks in a second language learning classroom (Goldstein & Driver, 2014). People have created many teaching methods for teaching non-native speakers English as second language. With the rapid improvement on learners' communicative abilities, researchers presently are not satisfied with these devices and begin to study new ways. In 1895, film was invented by Edison. Immediately, film was widely used in many different fields, such as science, literature and foreign teaching. In the western countries, a lot of linguists have paid more attention to this audio-visual method and studied it, which connects sound with pictures. This teaching method is very helpful and useful for beginners to understand language skills and to remember contexts or new and complex patterns and words. So Newton (1974, 31) pointed out: "a potential drawback of the audio-lingual method was its tendency to be dull and uninspiring (for both students and teachers), but the audio-visual method could make the drills more interesting by varying their forms, by providing a meaningful context, and by using visual aids. Resourceful teachers often succeeded in teaching process by such means." The use of film in teaching belongs to the audio-visual approach, which is an interesting and effective in teaching English. Films, with their colors, movement and varying shapes, present new images to the mind and act as a great stimulus to the imagination, as film can show various parts of the world and the changes and development of form. By reviewing the literature one can easily say that using films in English language teaching is an adept method and has numerous benefits compared to conventional teaching styles.

Advantages and disadvantages of using films in English Teaching

Compared with the traditional teaching-centered, book-centered, grammar-translation method, films are gradually regarded as a challenge for the routine language teaching, especially for the dominant intensive reading in classroom. The audio-visual approach certainly produces some active effects. First, with audio-visual environments clues, the students can never wait to be “fed” by teachers, they will try their best to move into the target languages, and to search for various different cultures, information such as how the native speakers behave and interact with each other ; their values on all things, customs, housing, clothing and even food. Owing to the rich contextual setting available, students can adopt spontaneous way of learning, learn to think and to widen their scope of knowledge outside of the textbooks which form the process of large new information receiving and intensified patterns. Second, on the part of teachers, in order to arouse students’ interests and self-confidence in language learning, they can organize students to express new ideas, to generate their own creative languages in different contexts, to discuss and negotiate with each other through watching films, and making up text film and classroom film by themselves. Third, the interesting films produce more vivid and direct perceived through the senses, which strength students’ a long memory and improve their comprehension.

A majority of the studies explicitly mention the benefits of audio-visual teaching in a multimodal context. Tuncay (2014) emphasizes the fact that audio-visual tools for teaching, such as movies, increase the students’ motivation to learn and engage in pedagogical tasks. A study conducted by Pandey (2012) demonstrates that students tend to recall information better when a movie is used as an educational tool because they experience movies as less monotonous than using a textbook.

However, on the other hand, it is obvious that the audio-visual method has its own drawbacks. First of all, some films will normally last one hour, even two hours, that is to say, the audio-visual class will become a simple entertainment class, just watching films pleurably rather than language learning process, so that the students lose their clear, exact directions. Maybe they will be led to failure in practice. Second, many equipments in the language labs don’t work in the period of class frequently. Third, not all film strips on various topics with languages fit

for students' level. Fourth, not all film strips can provide appropriate and accurate pictures of the target culture and language, which may easily lead to learners' misunderstanding of the cultures.

Which Films to Choose?

“Effective language teaching is responsive to the needs and interests of the individual learner. Effective language learning is an active process, in which the learner takes increasing responsibility for his or her progress (Mitchell 1994:38f).” In order to motivate students to express their opinions freely and arouse their interests for learning languages in classroom, the first important step is to select the appropriate film strips for students' interest, participation, challenge and instruction, which must include variety of topics, viewpoints and literary styles. Therefore, the most important step for teachers is to take into account the learners' needs and the teacher's training purposes. Teachers should take concrete measures to consider the objectives of the film class and then to involve themselves into the teaching practice of the course.

Stoller (1988) says that preparing the lesson well in advance is considerably significant. Though films bring variety and flexibility to the classroom, one must take enough precautions in choosing the right films to the. So the films should be selected and previewed carefully. The teacher must do a lot of homework before showing the film in the class. The teacher should make sure that the students understand the instructional objectives of a film lesson and emphasize that the designed pedagogical goals are accomplished at the end of watching film. Allan (1995) says that the films should be relevant to the students and make them stay motivated. Stoller (1988) highlights that a film chosen should complement instructional and curricular objectives. The comprehensibility of the film is one of the important factors while choosing a film to show to students. Meanwhile, the language of the film strips should be selected carefully, which is neither difficult nor easy. If the language is too difficult for students' comprehension, they will lose their confidences and interests in listening and understanding the characters and the patterns. Next, the duration of the film strips is another problem to be considered for teachers. The film is too long, the course will be involved in

entertaining class; as a result, the students don't make full use of the hours study spontaneously with the target task which probably leads to the failure in achieving the planned, expected teaching effect.

The ways of using films in English teaching

Films are a teaching medium of connecting watching with listening. Before class, teachers must have a general instructional design. This design mainly includes three aspects (1) what to study (2) which process and materials to use (3) how to know students' reaction?

Instructional Design

The Instructional Design is put forwards by Jerolde E. Kemp (American). The purpose of the film teaching class is to help students to explore thematic subtleties in their classroom activities and to get much information of the target language. So in film teaching class, teachers should arrange in the following different ways: explanation to some key words and idioms and patterns related to the film; prediction of the plot of the film based on the given title; introduction of a general idea about the cultural background; discussion of the theme on the film; expression of the different opinions and performance of imitating the characters in pairs or in their groups. In the class, teachers should try their best to let students be in an imaginary and creative world. This can be conducted as following:

i) Explanation is the first step to direct the students' learning language in the class correctly. The key words and idioms are very important for them to understand the film about the text. The teacher may guide the students to guess the key words related to the title and the given picture in the text. The words put forward by students concern the various feelings of the characters, the description of the film's environment and the reason of incidents. In the meanwhile, they are asked to make up sentences or stories orally, using the words and idioms they have thought of. Through this kind of practice, the students have reviewed their known language knowledge and improved their communicative abilities and team-work spirits. After the repeated exercises, the students may have the preliminary understanding of the film. The practice of making up sentences and stories enlarges the students' vocabulary and gradually

form their creativity together with ability to use the language. This classroom activity will fire the students' imagination and let them create a world or series of situations that might have been.

ii) Prediction of the title and new vocabulary

In the step, teachers may play the film like 'Forrest Gump'. After finishing the film, the teachers should encourage his students to reason out those aspects of the film that contribute to our feeling that events portrayed are really taking place while watching the film. Have students compare their experience of space and time in their dreams and their experience of space and time in watching the film. Ask students to make judgments about the human conduct portrayed in the programs. Judgments might be guided by questions like the following: Was Forrest Gump disabled? How was Forrest Gump dressed? Why were the young people on the bus interested in Forrest Gump? What do you think of Forrest Gump fighting in Vietnam? What do you think of Forrest Gump's mother? Was Jenny responsible for Forrest's fortunes? In the upper elementary grader, such questions can be basis for more formalized student's debates. Teachers can divide students into groups and discuss the film and express their own opinions about the film.

iii) Introduction of the cultures and civilization of the countries

Cultural awareness has been seen as a by-product of learning a language. In order to understand language fully and use it fluently, learner need not only linguistic, pragmatic, discourse and strategic competence but also socio-cultural and world knowledge, as some areas of language do reflect culture. This applies to the idiomatic level, as well as to syntax and morphology, but seems particularly important in relation to avoiding socio-pragmatic failure at discourse level, e.g. how to start and conduct conversations, turn-taking, turn-keeping and turn-giving, topic nomination, topic change, etc. learners need to be aware of the cultural dimension of language. Culture learning enables learners to see and manage the relationships between themselves and their own cultural beliefs, behaviors and meanings, as expressed in a foreign language. Films can trigger culture discussions among the students. Films can be a good source to raise questions and discussions. Various written and verbal assignments can be given to students

based on the cultures they have encountered in various movies. Cross-culture communication can also be possible by using films in the classroom. By showing genres like drama and historical, students will have a big picture of the culture variation. Teacher can ask the students to compare their own culture with the culture shown in the film and initiate a debate or ask students to write an essay. By knowing other cultures students become cultural literates. Finally, by introducing various cultures to students through films we can make students tolerant, liberal and sensitive to other cultures and respect them.

iv) Discussion about the thematic issue of the film

The learning process is conceived of as one of learning through doing. Learning is more effective if the students are actively involved in the process. After viewing the whole film, teacher may divide students into groups of four or five in each and discuss their previous prediction and the main ideas of the film and relationship between the theme and the title of the film. One representative from each group may report the result of their discussions. On the basis of students' independent thinking and analyzing, teachers, as a guide, join in the students' activities, use the obtained information to give value questions which endorse learners' curiosity, creativity. Thus teachers may organize students to discuss the plot and character. In teaching process, teachers should point out key understanding so that students can use the language knowledge from the film to conclude and then fulfill the purpose of language production. Group discussion provides students with enough opportunities to practice, and learn how to use the target language.

v) Building confidence in listening and speaking

As we know, group discussion is a very good method to train students' abilities in listening and speaking, and their team spirits, however, not every student takes part in the activity. Many students are anxious about listening to a foreign language. Eastman (1991) suggests that "the reasons for this tendency include anxiety, the expectation that the listener needs to understand every word, transfer from a word-by-word reading comprehension strategy.....". So we should make use of every chance of helping our students to develop confidence in dealing with a range of the films and speakers, and with variations in the speed of delivery. An important factor in

the development of confidence is how to grade the tasks throughout a film. Confidence is also built through the most useful and simplest English. The learners might be encouraged to use the simple English. Films provides a good way of guidelines to assist learners in listening to materials and encouraging them to be more responsible for their learning and independence.

vi) Role-play of film

In developing language skills, students inevitably develop skills which can be applied in order areas of learning. Imitation and dramatization are found to be a good way which offers advanced learners opportunities to present themselves in role-play. The most advanced photographic techniques are combined with excellent teaching presentations in some of these films. An important feature of these teaching films is that they involve the students both passively and actively. The students should be induced to respond, imitate and reply during the performance of the film, not merely watching it passively. This active involvement is the key to successful teaching films.

5. Conclusion and Recommendations

Infusing Films into education serves a variety of purposes in language teaching. The observation of cultural aspects such as customs and humor or culturally specific use of the language such as idioms help to understand the function of the language. An innovative and a resourceful teacher can yield meaningful results in not only developing students' linguistic competence but also promoting their higher order critical and reflective thinking skills. The films teaching can make the students more independent and provide improved motivation for them. They can better understand the cultural background of the target language to be learned. In English class, teacher's primary role is the selection of materials and the creation of an appropriate atmosphere. Of course, the above-discussed methods or activities are not all inclusive to some extent, but students are fond of them, which encourage their imagination, creativity and a long memory. Meanwhile, students benefit a lot from communicative activities. Hence it is suggested that a judicious selection of films along with several learner-friendly tasks should be incorporated in the curriculum of language teaching.

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UNDERSTANDING OF OPEN EDUCATIONAL RESOURCES (OER) AND AN INDIA INITIATIVES FOR LIFELONG LEARNING

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Abstract

Information and Communication technology (ICT) forms a back bone of the present information driven era. Internet by means of latest IT technologies has modified the traditional means of information dissemination, as it is due to this blessing of Science that information is available at finger tips and accessible to everyone anytime free from any barrier. Open Access has added to ease of accessibility of information and made it available taking copyrights into consideration as well. Many initiatives have made open access successful and propagated best retrieval and dissemination of information. The OER has gained momentum thus is very helpful in e-learning, distant mode of learning. Various OER initiatives in India have greatly supported distant learning making it possible for students to access information sources at home rather than to visit in person the respective institution. These OERs provide a diversified modes dissemination of information by means of multimedia (audio, video lectures), thus helping teaching learning an interactive process. The present study reveals the concept of Open Educational Resources (OER) and highlights various government initiatives on promoting open access to educational resources. This paper suggests some sustainable models for OER deployment, lessons learned and challenges faced by practitioner. Proper deployment and utilization of OER resources will lead to social empowerment of young adults. This paper helps in understanding how Indian society embraces OER in order to attain social justice and empowerment through sustainable educational development.

Keywords: ICT, Information, Open Access, Open Educational Resources (OER), India

Introduction

The globalised and liberalised Indian economy is now situated in a dynamic juncture, where the demand for knowledge workers exceeds the availability of qualified ones. This is due to a rapid expansion of knowledge-based and other service sectors throughout the country. Because of limited number of seats in technical or higher educational institutions across the country and their affordability and accessibility, young Indians choose lifelong learning through open and distance learning, part-time programmes and short-term skills development programmes. As we recognize that human capital has an important role in emerging economies, competitiveness of a country is largely defined by the capability and capacity of human resources in undertaking challenging job roles across industry segments. Merit-based public higher education institutions cater to a small portion of student populations in tertiary, professional and vocational education segments. There also exist private educational institutions that provide formal, professional or technical education and skills development training to young adults belonging to privileged communities or economically affluent families. Underprivileged and excluded communities can be empowered with socially useful skills if they get vocational training at the community level and through self-paced learning environments. The role of ICT cannot be denied in education as information needs are increasing day by day. In the present era every individual wants to be information oriented and has greatly influenced the education sector as well. It has speeded up the information dissemination as it has overcome the barriers that earlier existed for the dissemination of information. There are many platforms by which information is available and accessible free of cost. Directory of Open Access Repository (DOAR), Open source software, Directory of Open Access Journals (DOAJ), Open Educational Resources (OER) are few initiatives that make open access practically possible. Open Educational Resources are considered as the best for the purpose of making information accessible quickly anytime. According to William and Flora Hewlett Foundation “OER are the teaching, learning and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge”. Present study is an attempt to provide an insight to various OER initiatives in India.

Understanding Open Educational Resources (OER):

A definition of OER should mention a licence that is as open as possible, encourages right of access for everyone and mentions users' ability to repurpose or adapt the resource. The 2012 OER Paris Declaration states that OER are:

teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. Open licensing is built within the existing framework of intellectual property rights as defined by relevant international conventions and respects the authorship of the work. (6)

Thus, OER are those teaching and learning materials that are available either in the public domain or under an open licence. OER can be seen as a subset of a broader term: open education. The William and Flora Hewlett Foundation has stated that open education “is the simple and powerful idea that the world’s knowledge is a public good and that technology in general and the World Wide Web in particular provide an extraordinary opportunity for everyone to share, use, and reuse knowledge.” (8) OER play a significant role in bringing this idea to life. The four Rs framework is used for assessing the extent to which an educational resource is open:

Reuse: copy verbatim

Revise: adapt and edit

Remix: combine with others

Redistribute: share with others

Benefits of Open Education and OER

The benefits of open education include

- Education open to anyone;
- Affordable—ideally, free;
- Students can try the course before signing up;
- Flexible study times not bound by weekly timetables or semester calendars;
- Students work at their own pace;

- Available from anywhere and not restricted by access to school or college;
- Access to huge amount of study materials;
- Intellectual capital is available for reuse.

OER:

The benefits of open education include

- Are free;
- Are digital (also non-digital), accessible through the Internet and not bound geographically;
- Are adaptable, allowing others to repurpose them for new uses;
- Can support learning at one's own pace;
- Allow access to huge amounts of data and information through OER repositories.

This new idea and platform for dissemination of information has also implemented in an Indian context. In the present era India has taken several steps for the development and welfare of OERs in India. Government of India via National Knowledge Commission understood the role of OER in the enhancing quality education and access to it in the country. The National Mission on Education through Information and Communication Technology under the canopy of ministry of Human Resource Development (HRD) is an efficient step for the enhancement of OER in India. A brief explanation of some OER initiatives in India is as follows:

1. National Programme on Technology Enhanced Learning (NPTEL):

It is a Government of India initiative a project funded by Ministry of Human Resource Development (MHRD). The initiative was started in 1999 with a prime aim of developing and enhancing the basic knowledge of science and engineering with the help of multimedia and the internet. The main motive of NPTEL is to empower students and prepare them for competition on global level. It is a joint venture by seven Indian Institute of Technology and Indian Institute of Science Bangalore. It acts as a single platform of e-learning to more than 24 subject disciplines including various sub disciplines of Engineering Science and Technology. During its first phase that is Phase I (2003-2007), 110 video courses 129 web courses were produced for dissemination in the India.

2. Ekalavya:

Ekalavya is another programme launched by Indian Institute of Technology Bombay in the year 2004. It offers several programmes like e-OUTREACH, e-GURU. e-OUTREACH is a programme under which a good quality audio, videos, digital text and HTML contents of educational value are created and disseminated e-GURU is an Open Source initiative meant for providing e-guidance and online mentorship to students of B.E., M.C.A. and M.Sc. (CS/ IT/ Electronics) programmes, for their final year projects. This venture is very helpful for the propagation of interactive education.

3. Consortium for Educational Communication (CEC):

Consortium for Educational Communication (CEC) is one among the University Centres set up by University Grants Commission (UGC). CEC has been primarily set up to address the needs of higher education by the use of powerful television media along with appropriate use of Information and Communication Technology (ICT). CEC produces educational programmes in different subjects by coordinating with 21 Media Centres. The e-content of CEC is in the form of audio, video etc.

4. E-PG Patshala:

For the development of postgraduate programmes in India, the Ministry of Human Resource Development under the canopy of National Mission on Education through ICT (NME ICT) has assigned UGC an assignment for the development of e-content in 77 subjects of postgraduate level. The E-Patshala covers many subjects in its broad spectrum across the disciplines of Arts Humanities, Languages, Engineering and Technology, Life Science, Medical and Health Science, Physical and Basic Sciences, Social Science. It strongly advocates "Massive Open Online Course"(MOOCS).

5. SAKSHAT:

It was launched in on 30 October 2006 by the efforts of Ministry of Human Resource Development (HRD) for the purpose of supporting and enhancing e- learning. The e-documents that are developed through National Mission on Education through ICT (NME ICT) are delivered through this very portal. This job of development of e-content is done wisely and is taken care by Content Advisory Committee which has representatives from different educational institutions e.g. Delhi University, Kendra Vidayala Sangathan, National Institute of

Open Schooling (NIOS), National Council for Education Research and Training (NCERT) educationalists in the SAKSHAT serve as one stop portal of education to various efforts of e - learning for instance Talk to a Teacher, Spoken Tutorial etc.

6. National Institute of Open Schooling (NIOS):

National Institute of Open Schooling (NIOS) is another OER initiative of Ministry of HRD, Government of India. It claims to be the largest schooling system in the world. NIOS was established with a vision to develop Sustainable inclusive learning with universal and flexible access to quality school education and skill development and a mission to providing relevant, continuing and holistic education up to pre-degree level through Open and Distance Learning System. This OER is meant for school level education. NIOS has maintained online course material pertinent to school and secondary school level.

7. National Repository of Open Educational Resources (NROER):

It is another project of OER. It was launched by Ministry of HRD, Govt of India with a collaborative effort of Central Institute on Educational Technology, NCERT in collaboration with Department of School Education and Literacy. The repository supports education via audio, video, images and textual document on various topics in various subjects which are broadly mapped in 5 categories which are: Math, Science, Social Science, Languages and Art Education.

8. E-Gyankosh:

E-Gyankosh is a national digital repository meant to store, index, preserve, distribute and share the digital learning resources developed by the Open and Distance Learning Institutions in India. The items in e Gyankosh are protected by copyright. The course material is available in PDF format that is downloadable freely. Resources can be accessed through one-time registration. It provides access to videos.

9. Virtual Learning Environment (VLE) Institute of Life Long Learning: Virtual Learning Environment Institute of Life Long Learning is other OER initiative of University of Delhi. VLE provides e-learning in the disciplines of Commerce and Management Studies, Humanities and Social Sciences, Sciences, Mathematical Sciences both at undergraduate level and postgraduate level.

10. Creation of e-contents on Fermentation Technology:

This is a project under National Mission on Education through ICT (NME ICT) for students of microbiology especially covering the area of industrial microbiology. It offers various audio, video lectures in addition to theory and self-assessment through assignments and multiple choice questions etc.

Conclusion:

Open Educational Resources (OER) make an important contribution to the diversified supply of learning resources to the global community of learners. In the last two decades, the Indian economy has grown faster than the world average due to collective contributions of developing human capital in a known society. There are still a huge shortage professional, vocational and anal skills. Thus, OER are essential to equipment for learners with new sets of occupation and a life skill. Indian OER initiatives started with targeting the education sector and later have expanding its base by embracing formal and lifelong learning sector. Indian OER initiatives serve learning communities and set to build knowledge gaps between privileged under-privileged communities. India adopted a long-term development and capability expansion strategies. Hus, India has been witnessing an incremental growth if OER's, where a number of national institutions have established OER portals for providing nationwide access to their educational resources.

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WILFRED OWEN'S POETIC JOURNEY: NATIONALISM TO COSMOPOLITANISM

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Abstract

At the outbreak of the First World War, a galaxy of writers, poets and philosophers set out to explore the war and its consequences. Initially, it was an enterprise for them. The literature they have produced exemplifies traditional values like honour, sacrifice, glory, righteousness, justice, pride etc. The early war poets like Rudyard Kipling, Thomas Hardy, Henry Newbolt, and Rupert Brooke undoubtedly glorify the war. Whereas, due to the longevity of the war and use of modern weapons and the irrationality of the war, soldier poets like Siegfried Sassoon, Isaac Rosenberg and Wilfred Owen condemn it. They witnessed war casualties and their brutality. As a result, glory was replaced by pity. The present paper explores Wilfred Owen's journey from nationalism to Cosmopolitanism. His modern verses precisely depict British soldiers' agony, grief, suffering, and never-ending pain for a national cause. Owen's poetic journey started with the composition of a patriotic sonnet "1914" and can be claimed to end with an elegy "Strange Meeting" denoting cosmopolitan sympathies. The study's main objective is to designate Owen's love for the motherland, infantrymen, and an enemy.

Keywords: Nation, Patriotism, Nationalism, Sacrifice, Cosmopolitanism.

Introduction: Wilfred Owen is perhaps the most influential soldier-poet of World War I who voluntarily joined Artists Rifles in October 1915 with high expectations. He was born in a middle-class family in Oswestry, Shropshire in the UK. He studied at Birkenhead Institute and later joined Shrewsbury Technical College. He was brought up in an evangelical manner by Thomas Owen and Susan Owen. He showed profound faith in Christianity and Bible. On the declaration of the Great War, Owen was in France where he was working as a language tutor. Owen had an optimistic view of the war and like many others at the time was influenced by the

patriotism of the war effort. By June 1916, he was made a Second Lieutenant in the Manchester Regiment.

Wilfred Owen was a product of rapidly acquired experiences on the battlefield. In the second week of January 1917, he led his frozen platoon into the trenches for the first time. He reported in a letter to his mother, Susan Owen that there is a fine heroic feeling about being in France and he was in perfect spirit. He is perfectly well and strong. Nicholas Murray, the biographer, and author of *The Red Sweet Wine of Youth* acutely describes Wilfred Owen's initial enthusiasm about war and justification of England's role in the First World War. Owen enthusiastically ushered himself into an arena of the battlefield with patriotic feelings: It is a sad sign if I do: for it means that I shall consider the continuation of my life of no use to England. (Murry 141) He was infected by the war spirit and was ready for sacrifice. Initially, it was an aesthetic impulse that holds him on the battlefield. He robustly stated, "Do you know what hold me together on a battlefield?: the sense that I was perpetuating the language in which Keats and the rest of them wrote! I do not know in what else England is greatly superior, or dearer to me, than land and people". (Murry 141)

In the beginning, Wilfred Owen emulated traditional poets like Sir Alfred Tennyson to convey the theme of heroism, patriotism and war. Gradually, his earlier views were drastically changed due to the unprecedented loss of human beings in modern warfare. He could no longer continue the tradition of high valour or romantic death. His deadly war experiences made him a contemplator of the war and its consequence. He condemned the war for its destruction and bleak future. He set out to paint a realistic picture of the war. His poetry graphically illustrates the horrors of warfare, ruined landscapes, agony, and the unbearable pain brought by the war. His verses stand in stark contrast to the patriotic poems of the war written by earlier poets of Great Britain. He fought courageously, was wounded, shell-shocked and ultimately died on the battlefield. Today, he is regarded as a more mature poet of the First World War who sang for an unsung warrior. He was deeply moved by the pathetic conditions of the soldiers. Hence, he shifted from nationalism to cosmopolitanism.

Research Methodology:

To bring out the theme of nationalism a close textual reading and analysis of his early poems “1914” and “Anthem for Doomed Youth” have been taken into consideration. The term nationalism as per the Merriam-Webster dictionary refers to loyalty and devotion to the nation. ("Nationalism") It has been followed while analyzing the poems. He explored different traits of nationalism to expose the truth. He believes in British traditions and cultures. Apart from this, he innovatively addressed national issues like the pathetic conditions of the soldiers, complete breakdown, disability, insensibility, human carnation and longevity of the war.

As stated earlier, Owen wrote about the horrific experiences he witnessed during the war. He portrays the warrior more realistically and with a considerable understanding who hardly spoke of the glory and noble idealism, of bravery and courage, of romance. While doing so Owen addressed soldiers as a community rather than depicting individual bravery. He depicted soldiers as a symbol of sacrifice. He witnessed an irreparable loss of humans and the brutality of the war vividly. He inscribed broken soldiers, their plight during the attack, and tired and tormented souls on the battlefield. As a result, he developed cosmopolitan sympathies for the dying heroes of the war. He felt pity for them. The term cosmopolitanism refers to the belief that all people are entitled to equal respect and consideration, no matter what their citizenship status or other affiliations happen to be. The word cosmopolitan derives from the Greek word *kosmopolitēs* and which means a citizen of the world. (Kleingeld and Brown) Owen used the term to point out the brutal face of the war and put forth a question about the longevity of WWI.

Poetry from the First World War is a very broad topic to investigate. Many soldier poets made significant contributions to the most devastating disaster in recorded history, outlining a wide range of subjects. For practical reasons, the researcher has decided to focus on a few of Wilfred Owen's war poetry.

In addition to life on the battlefield, Owen's poetry makes comments about life in the trenches. The Great War's unsung warriors are given a voice through it. It calls upon allegiance, bravery, compassion, humanity, responsibility, desire, and death to remake and reconstruct the country. It recounts an illustrious past. It gives a glimpse into who we are as a country and what

we hope to become. It, therefore, has a unique importance. The researcher has limited himself to just one war poet out of convenience. It doesn't offer a comparative analysis of the war poets. The discussion section mostly focuses on Wilfred Owen's emergence as a national poet of Britain.

Owen's poetic journey started with the composition of a lovely sonnet "1914". It reveals Owen's romantic view of the battle, which embraces the notion of martyrdom as well as the healing power of death. When the war started, the entire country was gripped with a sense of patriotism. While writing the poem, Owen adopted the spirit of Rupert Brooke's *1914 and Other Poems*, in which death on the battlefield is believed to be the most wonderful aspect of existence. In 1914, the expectations were so high, the combatants and noncombatants believed they had been born to die in war. The poem begins with the line / War broke / (1) to lay the foundation for stiffness. Affixing the fundamental component of nationalism which is the willingness to make a sacrifice for one's country, Owen cheerfully embraces the war.

The octet throws light on a war that is approaching all over Europe along with a bleak future. Owen described Germany as a 'tornado'. It means a violent storm with a very strong wind that blows in a circle. Directly he points out that Germany is at the centre of the crisis. Winter is the harbinger of pain, agony, and unhappiness, as the war. It seems that Owen was aware of the devastation and destruction of war. He compares winter with war to designate pain, agony and unhappiness. As he states, there is no scope for the development of art and philosophy. Due to the war, he could no longer see the scope for new ideas, concepts, thoughts and theories. In the seventh line, /Famines of thought and feeling. Love's wine's thin/ he describes the famine of novel ideas. Death and devastation surpass humanity. The octet ends with another season, autumn which symbolises humanity. Yet, its tone is quite instructive and indicative.

The remaining seasons, the spring and the summer are introduced in the sestet. It sheds insight into the past and elevates Greek culture.

For after Spring had bloomed in early Greece,

And Summer blazed her glory out with Rome,

An Autumn softly fell, a harvest home,
A slow grand age, and rich with all increase.
But now, for us, wild Winter, and the need
Of sowings for new Spring, and blood for seed. (Owen "1914" 9-14)

Following the exaltation of the Roman Empire, Owen argues that the seasons of spring and summer have now passed. Civilizations developed and thrived, but since the start of the war, their shine has all but vanished, putting them in peril. In the concluding couplet, the need for a new spring is asserted, and it is said that this can be attained by sowing seeds of blood and sacrifice. He emphasises the notion of rebirth. When viewed as a whole, the sonnet's subject matter, theme, etc., is a lovely blending of seasons with war, empire, and the fate of nations. It not only fosters a sense of nationalism but also encourages reunification for the benefit of the country.

Owen composed "Anthem for Doomed Youth" after gaining much experience in the battle. His early notions of war drastically changed as he witnessed human slaughter through his naked eyes. He became a major contemplator of the war. He neither finds glory nor heroism while composing the above poem. He expresses anger against war generals who deliberately prolonged the war. The poem can be interpreted as an outstanding discourse on war sacrifice. In addition to showing battle casualties, it also shows heaps of dead troops. As the title suggests Owen writes an anthem for the country's lost youth. On the one hand, he talks about soldiers, their duty, and honour for the country and on the other hand, he talks about the futility of the war. He argues, church bells, prayers, and choirs are insufficient to pay tributes to the reality of war. He expresses concern over the rising nationalism in England.

What passing-bells for those who die as cattle? is how the poem begins. And raise a concern about the carnage that modern mechanised warfare has brought forth. Words like "guns" and "rifles" are sufficient to convey the carnage occurring on the battlefield. These weapons have been raised by the soldiers to defend the nation. The octet highlights Owen's wrath to highlight the appalling conditions of the warriors who have given their lives for the greater good. Additionally, he makes comments regarding the current limitation on passing

bells during funerals for soldiers. The mocking sounds disrupt the peaceful tranquilly of the village. In order to awaken the nation's youth, bugles are blown up and heard by the peasants.

Owen never thought to blow Tennysonian bugle in his verse. Yet, as it is mentioned by James D. Brophy, in a research paper entitled, *The War Poetry of Wilfred Owen and Osbert Sitwell: An Instructive Contrast* argues, his "Anthem" did make its transition to a tender concluding sestet with "bugles calling...from sad shires." And most of his poems tend to support indirectly a qualified sense of heroism. (Brophy 25).

However, the sestet comments on the religious ritual and funeral gatherings:

What candles may be held to speed them all?

Not in the hands of boys, but in their eyes

Shall shine the holy glimmers of goodbyes.

The pallor of girls' brows shall be their pall;

Their flowers the tenderness of patient minds,

And each slow dusk a drawing-down of blinds.

(Owen "Anthem for Doomed Youth" 9-14)

Owen shifts to the human ability to mourn over the war-dead soldiers. The candle is an integral part of a funeral as it is a symbol of peace. He continues contradiction to show disparity like no use of candles and who is mourning over the dead soldiers, mere boys, and girls. He imagines the holy glimmers saying goodbye to the warrior. He comments not only on the inability of old people to stop this bloody war but also arouses pity over their role. The poem concludes with the quietude of a ceremonial gesture, /And each slow dusk a drawing-down of blinds / (14). The gesture which ends each day also used to be the traditional gesture of respect for the dead in response to the "passing bell".

As the war dragged on, it severely damaged the lives of both soldiers and civilians alike. It greatly affected the environment. The soldiers had to suffer a lot. They had to spend most of their time in the trenches, which were dark and stuffy. Due to the loss of soldier companions, they were physically and mentally broken. Wilfred Owen himself was severely wounded and

diagnosed with shellshock. He was admitted to Craiglockhart hospital. Due to the unending pain and unbearable, deadliest living conditions, he began to develop cosmopolitan sympathies for the soldiers. Britannica defines the word cosmopolitanism as the belief that all people are entitled to equal respect and consideration, no matter what their citizenship status or other affiliations happen to be. ("cosmopolitanism")

Wilfred Owen's "Strange Meeting" conveys the message of love and forgiveness. It is an elegy for the fallen soldiers. It was composed between January and March 1918, writes John Stallworthy, during a period of intense hatred and animosity, when millions of young men and women lost their lives in a conflict of unbelievable dimensions. The poem opens in a dramatic manner. The soldier-poet is a visionary who thinks about the battlefield he left earlier and finds himself somewhere else. Out of the corpses, there emerges a fellow soldier. He continues to observe them, his eyes locked in pitiful recognition. The second man, who resembles a corpse and is actually an enemy soldier, describes the horrors and frustrations of battle. He laments that death took him from this world before he could teach the rest of humanity what he had learned, the untold reality, the painful lessons learned on the battlefield, and the essence of war that is a pity. He also criticises the amorphous and unjustified glorification of war. In the afterlife, a person's enemy becomes a close friend.

The poem closes with a note of peace and sends a clear message of love and affection at a time when animosity between the nations was at its highest peak. No Man's Land is that place where foes meet and acknowledge that they are both victims—not just of a bloody conflict, but also of a political and social framework that forces them to live lives of deceit, waste, and murder. Finally, Owen passes nationalism toward internationalism by demonstrating a developing familiarity among the soldiers.

I am the enemy you killed, my friend.

I knew you in this dark: for so you frowned

Yesterday through me as you jabbed and killed.

I parried; but my hands were loath and cold.

Let us sleep now. . . .' (Strange Meeting" 40-44)

The matter goes beyond this in the forceful identification of the self with the other, of English with German. The bond of humanity can be stressed, not the opposition of rival nationalities.

Conclusion: It is found that Owen turned from tutor to patriotic soldier-poet. Initially, he was so enthusiastic about the war. He fought courageously to protect Motherland. His war experiences made him a contemplator of the war. He provided a voice to the unsung heroes of WWI. Owen learnt that because of war, men retreat from their material progress and civilization. His poems no doubt highlight the horrors of war. It throws light on eternal values like love, amity and goodwill. He protests against the war. He believes sacrificing life for the sake of others is a noble act, but the glorification of war is both abstract and unworthy. He prefers to open the door of love and affection and permanently shuts the window of hatred. He teaches humankind to love a friend and foe.

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IMPACTS OF TEACHING ENGLISH LITERATURE AT UG LEVEL IN INDIA

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Abstract

All over the world the study of English literature is included in educational system. Though India is non-native English speaking country, and Indian Universities include English literature as a subject in syllabus. The British left India in 1947 but after that the importance of English language is increased. English literature is famous and worldwide known literature. It has been globally accepted language. As compare with other; English literature has always been looked upon with high regards for its variety of subjects, style, and reflection of life. Mostly the aesthetic beauty and utility of language proficiency is the main reason behind the preference of teaching English literature other than regional literature

Key Words- Teaching, English literature, Language, Undergraduate students

Introduction-

“The decline of literature indicates the decline of a nation”.

- Johann Wolfgang Von Goethe

This quote explains us the role of literature for any nation. English language is known as world language, so we can interpret this quote as -“The decline of English literature indicates the decline of world”. So not only in England but also in other countries like India, the role of Teaching English literature is as important as the survival of human being.

Following are the Impacts for teaching English literature at undergraduate level in India-

At the undergraduate level, students are more than 16 years old. Their psychology plays an important role in teaching learning process. This stage is considered as the generalizing stage. Students are not only interested in practical details, but also prepared to generalize, to search for the underlying causes of phenomena, to make moral judgments, and generally to philosophize.

Works of literature selected for study should make their appeal at the stage of psychological development of the student and teacher will select works which at least appeal to the majority or average taste.

To enhance linguistic competence –

“Literature provides authentic examples of language in use so that students have an opportunity of internalizing the grammar and working out meanings of words from the context.

Teaching literature in the non-native English speaking country is useful to enhance the literature consists with specialized forms, selections and collections of language. Literature is language in operation. It is the part of the language. It can be prove to be an effective context for enrichment of language. For Indian students get opportunity to practice basic language skills i.e. listening, speaking, reading, and writing. Teaching of English literature is helpful for non-native users of English literature. English literature is enriched with novels, drama, poetry and short stories. Novels like Robinson Crusoe, Alice in Wonderland, Gulliver’s Travels and Harry Potter are popular among students. These novels help to enhance linguistic competence.

English literature also gives opportunity to learn grammar and lexical items. Students slowly get enough confidence to discuss things that are complex. Vocabulary, different types of deviation rules, figures of speech, rhyme, meter; these lexical items guide students to understand the literature. Language learning is the ultimate result of the literature learning. Literature socializes students to talk, think and feel in ways that allow them to be active in communication.

To understand of one's own culture as well as other culture –

There are aspects of English culture that are expressed by English literature. In English literature there are different periods like Anglo Saxton, Renaissance, Neo classical, and Romantic, Victorian, Modern and Post- Modern periods. If we read the books from these different period then we understood that how the British culture is changed throughout these ages. We can also compare British culture with Indian culture with the help of comparisons we can understand the positive as well as negative practices of our culture.

Nowadays, terms like multiculturalism, interculturality, transculturally became a part of the academic study. World is considered as 'global village'. We must be aware of our culture and other cultures. British literature helps us to understand culture variety. Learners always wish to learn about the people living abroad. It is not possible for all to visit the country and experience the life manners there. This desire is indirectly fulfilled by literature. Literature offers us context of the social ways of behavior. Example – Jane Austen, Bronte sisters make us aware about Victorian culture. Thomas Hardy describes Wessex region in his novels.

Critical thinking -

English literature provides a basis for thinking about and criticizing society. Every individual has his/her own thinking. Ideas discussed in English literature help students to think critically and criticize the society on the basis of intellectual thinking. During the teaching of literature the conversations and questions that come of reading literature that inspire discovery of new ways of thinking. Example – George Orwell's 'Animal farm' (1945) and Nineteen Eighty – Four (1949) criticize communism. A. H. Huxley's "Brave New World" (1932) criticizes scientific development and capitalism.

English Literature is Universal –

English literature has universal appeal and artistic literary quality. Some masterpieces are created in such way that there is no need to know about particular cultural and society. It could be enjoyed for its great literary values. Due to such masterpieces, English literature teaching became enthusiastic and energetic for example in the teaching of the famous poem

‘Daffodils’ by Wordsworth. Even if the flowers Daffodils are not seen by students from India. The gaiety and the scene of golden flowers dancing merrily can be shared by anybody. The reader of Coleridge’s ‘Ancient Mariner’ needs not to go to the sea or to South Pole to see the bird Albatross.

Social Prestige –

In India, English language and literature have prestige. The person who knows English and reads English literature is considered more mature to others. It is colonial tendency of Indians. The job of professor is also considered as a prestigious. If someone is teaching subjects like Hindi language, Marathi languages are considered the professor of English literature. It is typical Indian mind set.

Personal enrichment –

It is considered that literary studies can make an important contribution in developing individual’s personality.

“The man who does not read books has no advantage over the man who read them”.

- Mark Twain

This means that the person who studies literature is always one step ahead of a person who doesn’t read. Teaching of English literature enriches personality of the student.

Teaching of English literature effects on the senses -

The study of English literature can be used to extend the range of perception of all the classic senses of sight, hearing, taste, scent and touch. These senses help us to understand mankind. A Good literature taught student and able to feel them the senses and use them in perception of literature.

English Literature appeals to intellect/rationale –

English literature trains the intellect of the students. Logical, rational, thinking depends upon the accurate judgments, classifications and deductions. English literature creates these

abilities. British writers like Bertrand Russell inspire us to look forward than any other philosopher. His “Unpopular Essays” provokes us to think more rationally for the betterment of the society. G.B. Shaw’s drama of ideas leads us from traditional ways of life and highlights intellect thinking and morality in the play “Man and Superman”.

English literature appeals to our feelings –

The culture of feelings, the training of the emotions is more associated with literature. Feelings are very complex and intricate elements in human behaviors. Literature presents those situations in ways which enable in an appropriate human way.

English literature superiority over other subject –

Aristotle in his ‘Poetics’ called Poetry (i.e. literature) superior to history, history, deals with the particular, but poetry deals with the Universal Literature elevates the particular to the Universal. Literature holds a mirror up to nature/life. We can see ourselves on the pages of a novel, or in the enactment of a play. Good works of literature are not museum pieces, presented and studied only for historical interest. They last because they remain fresh, transcending as well as embodying the era in which they have been written. Each reader reading the work is a new and unique event and the works speak to us how, telling us truths about human life which are relevant to all times. This is the difference between English literature and other subjects.

Conclusion-

In this way teaching of English literature is useful to help us to develop English language skills, it gives ideas about other culture and it leads us towards true life. English literature has had a major impact on the development of society. It has shaped civilizations, changed political systems and exposed injustice. Literature gives us detailed preview of human experiences, allowing us to connect on basic levels of desire and emotion. India as nation, developed with the help of British literature and some principles like secular thinking, non-violence movement are the results of it.

Teaching English literature in India is slightly difficult because there is no exact right or wrong way to teach English literature. We never find exact answer to any questions raised by

students so it is good to encourage student's creativity in learning literature. It is better to lead the student to study English literature rather than to teach it.

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LEARNER CENTERED APPROACHES TO TEACHING ENGLISH

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Abstract

The practice of "learner-centered" education (LCE), usually referred to as "student-centered" education. It is a method of instruction where the speed, resources, and activities used to teach the curriculum are all controlled by the students themselves. The learner is at the heart of the learning process according to this paradigm of education. Although learner-centered education is said to have a number of learning benefits, research indicates that teachers' practices and attitudes are vital in fostering the fruitful outcomes of any programme. English is often considered one of the toughest languages to learn, if it is not one's mother tongue. It is the responsibility of the instructor to foster an environment that encourages desired behaviour and discourages that which is deemed to be undesirable. Language learners should engage in the kinds of language activities encountered in real life rather than learning lists of rules for a better understanding the rules and regulations of language utilised. The teacher should act as a guide, facilitator, and stimulator. The students are not empty vessels to be filled with knowledge and information by the teacher. The study of literature can help students to practice in the key areas of the four language skills that are: listening, speaking, reading and writing. Cooperative and collaborative approach is helpful for the learner centered classrooms. Teacher has to provide adequate support and guidance to the students.

Keywords: Learner-centered education, resources, paradigm of education, instructor, classrooms, responsibility, facilitator, etc.

Education has always been focused on a dull, passive lecture model in our nation. Teachers emphasize and continuously attempt to teach the passive students. In other words, teachers frequently give more attention to what they do than to what their students are learning. Because of the focus on what teachers do, many students become passive learners and do not take interest in their own learning. The practice of "learner-centered" education (LCE), usually referred to as "student-centered" education, is one that is generally appreciated among educators. As Myers, et al. points out that "Learner-centered education is a model that emerged at the turn of the twentieth century to shape a new understanding of learning, and to pave the way for what teaching and learning ought to be like in the new millennium." (12) It is a method of instruction where the speed, resources, and activities used to teach the curriculum are all controlled by the students themselves. The learner is at the heart of the learning process according to this paradigm of education. Although learner-centered education is said to have a number of learning benefits, research indicates that teachers' practices and attitudes are vital in fostering the fruitful outcomes of any programme. This traditional strategy is frequently referred to as a "teacher-centered" approach. There is still a grammar-based curriculum in place of one created to teach English for Specific Purposes. The curriculum and materials utilised are typically not modified in order to address the specific needs of the learners. However, there has been a gradual transition over the past few decades from a teacher-centered to a learner-centered approach. Over the past few decades, higher education has pushed this method of teaching English to a greater extent.

English is often considered one of the toughest languages to learn, if it is not one's mother tongue. Mastering English as a second or third language can be considered as a challenge but it is not impossible to assist the learners to gain a strong command of the language. It is the responsibility of the instructor to foster an environment that encourages desired behaviour and discourages that which is deemed to be undesirable. The teacher becomes the centre of attention in the context of this position. The learner-centered approach, in contrast, makes the assumption that students are engaged and have limitless capacity for personal growth. Teaching is centered on the individual student rather than the entire corpus of knowledge. Language learners should engage in the kinds of language activities encountered in

real life rather than learning lists of rules for a better understanding the rules and regulations of language utilised. In this connection, Dr. Mubasher Nadeem, in an article, “Learner- Centered English Language Teaching (An Observation: Public & Private Teachers’ Training Systems At Primary Level)” states as:

To inculcate the awareness about this paradigm shift, teacher-training institutes have to bolster responsibility. English language teaching has received special focus in the training in Punjab Education Sector Reforms Programme and meticulously taken up the challenge of training school teachers. It is observed that there is still a marked difference in the training of schoolteachers so far as government and private sectors’ roles are concerned. (114)

English is still considered a foreign language in rural India. Systematic activities, pre-reading activities, and post-reading activities can help English learners read well in the target language (TL). With this change came the emergence of various teaching philosophies in the field of second language acquisition. We have techniques like the humanistic approaches that support the idea of the learner as an individual in all aspects. Other perspectives along the same lines supported the belief that learning can only occur when the learner is prepared for it. Al-maqtri Mahmoud Ahmad in the article, “Learner-centered Instruction in English Education: Reality and Expectations” points out that:

The idea of learner-centered has become the rule rather than the exception in most of language educational institutions around the globe particularly in the developed world. This means, teachers need to allow learners to raise their own questions, generate their own hypotheses and models as possibilities and test them for validity. Education is now changing from an instructor-centered to a student-centered paradigm.

The study of literature can help students to practice in the key areas of the four language skills that are: listening, speaking, reading and writing. These skills must be enhanced in an interesting way. The study of literature will encourage learners to develop a culture of reading which will help them have access to information on a wide variety of topics, and thereby

become informed and educated. It will enrich learners' day-to-day language learning. Only the teacher has to give freedom to select the literature of their choice to read and understand. Children will learn only when they are ready. The teacher should act as a guide, facilitator, and stimulator. The students are not empty vessels to be filled with knowledge and information by the teacher. Rather, they are human beings who are as able as the teacher himself is and who can take responsibility of their own learning. This way, the paradigm started to shift away from an emphasis on teaching to an emphasis on learning.

Teachers have to make efforts to bring awareness among the students about their responsibilities in the teaching-learning process. The active role of student is mandatory for the success of learner centered education. Cooperative and collaborative approach is helpful for the learner centered classrooms. Teacher has to provide adequate support and guidance to the students who participate wholeheartedly in the classroom activities. In this connection, Nour Elimane Badjadi, in the article, "Learner-Centered English Language Teaching: Premises, Practices, and Prospects" states as:

Explaining points relevant to course content frequently occurs in most sessions, yet it does not occur in isolation, but rather in a form of feedback in accordance with students' contributions. It usually aims at helping students express their ideas appropriately and develop a sense of audience through emphasizing the clarity of students' topic sentences. As far as writing is concerned, several studies demonstrate that students' written production considerably benefits from using LCE practices. Students will have the opportunity to learn from mistakes by allowing for different sources of feedback and by being exposed to variety of activities, students acquire multiple skills and enlarge their knowledge through interacting with peers and with the teacher (19)

Moreover, learner centered education practices enrich students' vocabulary and develops their retention. It also helps students to acquire useful learning strategies through unlocking their learning potential, and relying on themselves. Besides, through LCE practices, students develop not only cognitive and intellectual abilities, but also they gradually become more proficient

learners and produce high quality pieces of accurate writing. Teachers have to promote individual as well as group activities including various games, competitions, presentations, quizzes in English in order to maintain friendly and constrain free environment in their classrooms. Certain classroom activities like vocabulary development programmes, grammar quizzes, essay writing competitions, debating, use of advanced e- libraries, reading and watching English stuff should be inculcated among the students. In such surroundings, students definitely develop their language skills. The students from rural background have to be pushed in the initial stage, they must be motivated to participate in classroom activities wholeheartedly. Moreover, the role of parents is also crucial in the learning process of their children. The parents of children should also participate in the learning process of their children. Parents have to offer assistance to the children instead of thinking only that teachers are responsible for their children's failure or success.

The administrative system also has to follow the program of student centric examination. Teachers are compelled to complete their syllabus within given time period. Instead of using traditional teaching aids and assessment methods, today's students should be examined through various lenses such as self as well as peer evaluations. The enthusiastic teachers should be given liberal approach for their teaching methods. They must be supported by the administration system. English can be enhanced through practice, and practice only. The practical hours in the timetable can definitely help the learners to dive into the new realm of language. English can be taught, however, it must be learnt like we learnt our mother tongue. The excessive importance should not be given to the grammar for studying any language. English must be broken but should be spoken.

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DIGITAL LITERACY AMONG STUDENTS AND TEACHERS

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Abstract:

Digital literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills. The main purpose of digital literacy is finding evaluating, creating, displaying, and sharing information over the Internet. Digital literacy has become indispensable for every global citizen. One of the first reasons digital literacy skills are important is because of the increased use of technology in every sector. The digital world offers tremendous benefits to us all. It provides platforms to allow us to connect and collaborate. It opens up opportunities to learn about new and important issues and empowers innovation in ways that were unimaginable just a few years ago. The concept of digital literacy has changed and improved the role of teachers and students.

Key Words: - Digital literacy, ICT, technology, education, teachers competency.

Introduction

The rapid growth of information and communication technologies and innovation in digital systems represent a revolution that has fundamentally changed how people think, behave, communicate, work, and earn their livelihood. This so-called digital revolution has established a new way to create knowledge, educate people, and spread information. All schools and colleges are struggling with the impact of the digital revolution on both the delivery of education on the learning style of our students. Online education has become the latest trend. And old face-to-face teaching method has been replaced by the online teaching method The online platform is available 24/7 so that students can participate whenever convenient since they are not tied down to a fixed schedule. Moreover, online education is easily accessible across various devices. The

present paper is an attempt to point out the general concept of digital literacy, the role it plays in today's education the challenges for modern teachers in the digital era who need to master new digital skills and introduce new methods using technology.

The Concept of Digital Literacy: -

Literacy means the ability to read and write. Literacy is a bridge from misery to hope. Literacy is the road to human progress and the means through which every man woman and child can realize his or her potential. This is very much applicable in the case of digital literacy as well.

Digital literacy means having the skills you need to live, learn and work in a society, where communication and access to information are increasingly through digital technologies like Internet platforms, social media, and mobile devices. Digital literacy is the ability to understand and use information from various sources that are accessed by computers. Paul Glister calls it the ability to understand and use information obtained from various sources.

According to American Library Association's task force, "Digital literacy is the ability to use information and communication technologies to find, evaluate, create and communicate information, requiring both cognitive and technical skills."

The digitally literate person should have the skills to live, learn and work in a society where communication and access to information are increasingly through digital technologies like Internet platforms, social media, and mobile devices.

A] Importance of Digital Literacy for Teachers:

The teachers of today's generation must prepare themselves with the digital skills necessary to help their students become responsible digital citizens. Digital literacy can improve the academic performance of students by allowing them to create such as presentations, videos, and blog posts.

1. Ability to establish a blog or Wikipedia.
2. Ability to create engaging visuals.

3. Ability to use and create video content.
4. Ability to use social media for professional development opportunities.
5. Ability to create and edit online documents.
6. Ability to use devices like a computer, tablet, or mobile phone for simple, personal, and work task.

1. Teaching learners to be ideal digital citizens.

Being a good digital citizen means understanding and applying appropriate and responsible uses of the Internet and technology. Academic plagiarism and cyberbullying these two top of the list when it comes to digital citizenship. Digital literate teachers know how to inspire students to use today's technology as a powerful toolset to expand their learning opportunities.

- Academic Plagiarism

In a Culture where students are constantly sharing content. They may not know what plagiarism is, let alone when they are doing it. Teachers should set clear anti-plagiarism policies at the beginning of each year.

- Cyberbullying

Cyberbullying is bullying that takes place through the use of electronic technology and is a universal issue in schools and online communities. And while today's students may be digital natives, they still need to be taught that social norms apply to online behavior Resources should be in place to prevent cyberbullying and to help students who are being bullied.

2. Optimal usage of search engines:

It is the digitally literate teacher's responsibility to guide the students regarding which sources are authentic and which are updated regularly, or whether there are other useful sites linked to the subject. And more importantly, if the piece of information is written in biased

language or objective, the teacher should encourage students to have an all-around knowledge of the software which is relevant.

3. Motivating proper usage of Digital Media:

Students are proficient in using various apps and sites very well, but in many cases, they are not able to measure the potential of the app. It is the responsibility of the teacher to help students use their digital knowledge appropriately. For example, Students use Instagram to post photographs but never think of using it for their projects. They use ticktock and similar apps to upload insensible stuff but never think of using it as a journalism tool to showcase based practices.

4. Choosing the correct app or tool for teaching.

A digitally literate teacher can use various available apps and information to impart better education. Keeping in view the different students, the teacher can formulate lesson plans and mode of delivery that is best suited to an individual student. A student who gets easily distracted can be shown visuals. If someone is more comfortable hearing what the teacher says, can be provided audio clues. Similarly, the teacher can share information based on individual needs, thus making use of technology. A digital literate teacher knows his/ her class properly and in cases when the school management forces irrelevant apps or culturally specific programs to be included in classroom teaching, the sensible teacher may logically explain the pros and cons of using such a tool.

5. Improving Technology:

Digitally literate teachers can give crucial suggestions to education-based technology developers on pedagogical practices or specific subjects. This enhances the quality as well as the quantity of useful data for educational purposes. Digitally educated teachers can even share their knowledge with their peers, thus upgrading the teaching standards.

Digitally literate teachers see technology for all of its creative potential, rather than something they are engaged to do in a step-by-step fashion. Digital literacy doesn't require

teachers to become experts, but it does require that they understand the digital tools that can unlock their deeper teaching potential.

B] Importance of digital literacy skills for students:

The importance of digital literacy skills for students is becoming more and more clear as technology continues to wrap up the daily lives of both children and adults. From social interactions to entertainment and education to professional life, the ability to use technology effectively is now considered essential for modern progression and success.

1. Digital Literacy Enriches Students Knowledge.

Mastering digital technology is a must in the 21st century. The development of technology for example computers and systems helps students to improve their digital technology skills. Students need to be talented and familiar with the systems they might use. Students can develop their skills by going to the class of ICT or perhaps learning by themselves. Digital literacy enriches students' knowledge since it motivates students to find information from many references. The process of searching, selecting, and recognizing the information that is gathered from the Internet may train students to analyse the information, especially to know which information is valid based on their needs.

2. Digital Literacy Provide Opportunity to connect and Collaborate

Technology is a key tool to promote and enhance collaboration skills. Learning to work with others is a life skill that will stand out to every student in the future. Technology makes collaboration and teamwork easy. There are lots of platforms teachers can use to utilise collaboration as a main component of learning in class or at home. Collaborative writing and task-based projects are all some of the activities that can be done using technology. The Digital world offers incredible benefits to all of us. It provides platforms that allow us to connect and collaborate. With social media, video calling, and other means of connectivity students can connect with each other on daily basis than ever before in our history.

3. Promotes Creativity and critical thinking of students:

Digital creativity is about using digital tools and technologies to explore creative ideas, apply different approaches, and find new ways of displaying work and research. Students develop analytical and problem-solving skills and gain additional competency in creative digital technologies. Digital literacy boosts student engagement. Students need to develop critical thinking skills in order to get the best use of digital technologies. By critical thinking, they will be able to recognise what is fake news, whether the information they read is valid or not, whether sources are reliable, and if bias is present. Students who practice critical thinking and evaluation skills are less passive in their consumption of content.

4. To be an ideal digital citizen:

Good digital citizenship means positive online behaviour and treating other people as one would like to be treated. Students need to learn about digital citizenship. When students read online, they access embedded hyperlinks and videos. When they write a paper, they use search engines. Digitally literate students know how to not only find digital content but also distinguish it so that they can use it appropriately. Students should follow some rules, they should avoid offensive language as well as respect people's privacy by not forwarding information they don't have permission to share.

Conclusion

To conclude we can say that digital literacy is the stepping stone toward achieving an education in a new way. When it comes to introducing digital learning into the curriculum, it is up to the government, online providers, parents, and teachers to work together to support and protect pupils online. Only schools must work. Digital safety curriculum for schools, soon we will see our digital literacy teachers building the pathway towards a digitally educated India who has full knowledge of digital education and is a responsible digital citizen. India Still has to improve over existing infrastructure. We should not lose hope. A smart blend of online and offline teaching can help in bridging the digital gap with the growing use of smartphones by all categories of people. Mobile-based learning can also help in serving as a tool to provide digital literacy. Moreover, modern-day youth is aware that digital literacy places them in a better position to earn a job.

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**IDENTITY AND CRISIS IN BABY KAMBLES JIN AMUCHE :TRANSLATE IN
ENGLISH AS PRISION WE BROKE BY MAYA PANDIT**

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Abstract

The Present Research Paper seeks to explore the crisis and identity explored by Baby Kamble in her Autobiography prison We Broke Which is translated into English by Maya Pandit. Baby Kambe depicts the Struggle of the Downtrodden community which is Identity earlier as Mahar Community. Before 1939, It was a marginalized condition of the Dalit Community due to Varna System in society. The present community is Categorized in the fourth class through which They Lived In Outside The Village in Filth Condition, Baby Kamble attempts to explore the condition of her community and elaborate terrible treatment given to the Mahar community by upper-class people as slaves and animals. The Architecture of the constitute Dr. Bhimrao Ambedkar gave new birth to the downtrodden class which was living in filth, illiterate, and bearing the injustice treatment given by upper-class people for generations. The Architecture of Hummanty Bhimro had given justice to his people. Such a journey is explained very sensitively by Baby Kamble in her Autobiogtrophu Jin amuche.

Key Words: Autobiography, Crisis and Identity, Chaturvarna, Downtrodden.

Baby Kamble attempts to explore the pathetic condition of the Downtrodden community in the late 18th century and the beginnings of the 19th century. The People get suffered due to the dominance of the upper class .probably community lived in the shadow of Illiteracy, ignorance, and the burden of the upper class, the life faced by them, It was Like animal and slave treatment given to them. Initially, people worshiped and followed the supremacy of god. The tradition of waghya and murali begins with Mahar Community for Livelihood.

The mask of Waghya Murli wears by Mahar

Make salvation of community through worship for God,

Vaghya and muril was worshipper god, they traveled from one village to another, peoples belonging to the upper class worshipped them, peoples serve them groceries, peoples were illiterate and believed in false beliefs, and followed the customs and tradition which was implemented up to Vedic period. Mahar people were called servicers of upper-class people, They have working-class peoples work in fields of the upper-class alternatives they had served them steal food on which they lived life. the costume of Vaidic not allowed them to roam freely in the village. People lived in deep ignorance :

“They called srivice to peoples is service to god.

The community burden was their always on their head high,

The Vaidic culture allowed this peoples to live in outside the villages and skip them away from education and civilized life. They were lived on the left over food by upper class community which was served them after slave works in the field. Spitting openly provincely prohibited such peoples instead the pot which is made up from mud it was always hang in there around neck .the buch of sticks always binded on there back to removed the walking thumbs . illetercy was central reason peoples won't have touch with education since thousand of year.due to that reason false belif insisted on the minds of peoples from generation ,It was bad impact on the deprived class fed up them from clivilization, they were lived as slave life .

Due to the lack of medical facilities during epidemics, several animals died, and upper-class people ordered them to throw them out of the villages, People from the Mahar community waited for such incidents because they were victims of hunger, dead animals for them like festive season. The change is a place where commonly announce that animals died, all running toward them to chop them. People from this community chopped and make pieces it was divided into each family. during that time there wasn't cooking system people boiled that piece eat It deliciously.

Peoples were deities of the god Vaghya, Murli, and was a god/goddess worshipped by them. Dr. Babasaheb Ambedkar Architecture of the Indian constitution arrived from a foreign country after completing his education as Barrister- at- Law. He was very much obsessed with the

condition community. He was the most knowledgeable countryman during that time. Indian struggling for freedom, but Babasaheb worried about his caste, He wanted to give justice to his community members who were victims of Vaidic rules sine generation. In 1939 He conducts his first meeting with the community people at Jejuri Temple. Peoples come across various parts of Maharashtra to worship the god Jeuri. Few numbers of people respond to the meeting, due to a generation of ignorance worth on the minds of people. Babasaheb strive hard to give justice to his community members and had given them dignity in society. People were victims by generation he gave them freedom and identity through which able to enter in civilized path mentioning reservations for downtrodden communities and shepherd landless and poor, economically bankrupt peoples.

Objective of Reasech Paper :

- 1) To express agony of downtrodden community.
- 2) Trying to analyze pre history of dalit peoples.
- 3) To explore revolution Dr, Babasaheb Ambedkar and path dignity rewarded by him for community.

Hypothesis: Research paper attempt to explore victimized dalit economically bankrupt society .

Conclusion: The current research paper expresses the suffering of those who are being prevented from entering a civilized path, especially the Mahar community. It also emphasized how the Varn system treated the lower classes unfairly because they were illiterate and devout followers of god at the time. Finally, Babasaheb gave them the light of civilization.

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DIGITAL EDUCATION IN TEACHING LEARNING ENGLISH LANGUAGE

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Abstract

The present paper tries to analyse the digitalized educational industry. It describes the era of 21st century which has been taken over by digital devices in terms of educational progress. The way we teach and learn is changing a lot. The traditional educational systems became the up-to-date advanced digital education system. The aim of innovative education is to cultivate student's consciousness and creative spirit, to foster the student's innovative competence so as to meet the demand of the rapid development of the society. We are living in a digital world where the use of technologies such as instant messaging, video sharing, social network tools, podcasting, and blogging is synonymous with the students' lifestyle. The globalisation of education has already necessitated the application of digital technologies. Teacher can make use of different digital devices to focus on English language teaching and learning and try to find out different ways of making English language learning to be very effective. The COVID-19 Pandemic has forced the institutes to adopt the online teaching mode to sustain the education system. The web 2.0 technologies enable learners move towards co-learning. With access to information at our fingertips and a world that is becoming more and more connected.

Key words: Digitalisation, technology, knowledge, education, skill, teaching-learning, etc.

“Technology can become the 'wings' that will allow the educational world to fly farther and faster than ever before; if we will allow it.” - Jenny Arledge

Technology knows no bounds in the 21st century. It is radical level of development where technology is taking over every corner. Smartphones, laptops, and tablets are very familiar to this era. The students will deprive if we kept on teaching the way taught yesterday. Our old educational system lacks the capability to outlook in the 21st century. So we are compelled to use digitization in our educational system.

English has been considered as a major foreign language in India since independence. While tracing the introduction of English in India, Vasco da Gama’s discovery of the sea route to India also paved way in the sub-continent in 1498 and it came to India in the 17th century with the East India Company. But the spread of the language took place when the British became the rules of this country. It became medium of instruction in 1813 at all the levels of education. English has a status of associate language, but in fact it is the most important language of India after Hindi. English in India is used not only for communicating with the outside world, but also for inter-state and intrastate communication.

Language is a system. The languages play a very important role in our lives. They help us express our emotions. Though theoretically English is still the second language /third language, practically it is gaining importance in every walk of life. With the spread of information technology, every type of advanced knowledge is stored only in English. Hence status of English is enhancing day by day in all fields.

Digitalization is widely used phrase with many definitions. “Digitization is the integration of digital technologies into everyday life by the digitization of everything that can be digitized.” Digitalization has most often to do with organizations functioning data and information. Digitalization in education refers to the use of desktop computers, mobile devices, the Internet, software applications, and other types of digital technology to teach students of all ages. Test-taking using a computer, online universities, e-books are examples of digitalization in education today. Effective learning takes place only when the learner is able to communicate fluently both in writing and speaking. Learning becomes easier with the help of digital techniques.

It is important that pupils acquire the latest knowledge and skills. Digital literacy is a basic skill which today's pupils need in order to participate in society. The education system needs teachers and schools that can prepare pupils for a digital future. We are in the era where unprecedented ideas are unfolding in our education industry and creating the advancement that can't be matched by lagging behind in terms of technology.

Before using technology in teaching English, anybody should know how to teach a lesson and about teaching methodologies. The more that you know about a topic, the better presentation with reasoning held. Learning how to Teach English with Technology is more than using a laptop and a projector to display some power point slides. Teacher can make use of different digital devices to focus on English language teaching and learning and try to find out different ways of making English language learning to be very effective. Following are some tools to teach English with technology:

You Tube: To improve English, learning with watching videos is an exciting way which improves your listening comprehension as well as vocabulary. There are various resources one should follow channels with professional teachers and communication experts' giving you tips and free lessons. You can stop video and repeat important information which helpful in practicing and memorizing as well as solving your queries by commenting on it. Though it is easy way to access knowledge, anyone must listen actively. BBC Learning English, EnglishClass101.com, Learn English with Let's Talk, Real English, etc. are the most popular English learning channels on YouTube.

Blogs: Blog, an online journal or diary, originated in 19 . It has multimedia features, simple web publishing, interactivity, and ability to support cooperative and independent learning. . A typical blog combines text, images, and links to other blogs, web pages, and other media related to its topic. Entries are posted chronologically, with the most recent at the top. It published on internet instantly and offers worldwide readership. Blogging helps to become engaged and active in own learning. It also provides an opportunity to practice writing and communication skills as well as motivates and engages students in higher-level communicative learning. A student blog can have many purposes like discussions, reflections, sharing images, links. Blog

activities make them attractive and powerful curricular factor which helps students to enhance and develop language skill.

Emails: Email is one of the most important tools which help in learning a second language. The learner can receive a lot of information which helps them to learn a new thing. Its main function is a written communication. The learners get quick response by knowing mistakes and correct them. As Jung (1999) states: “E-mail based projects can be motivating and exciting to students because they interact with real people about real things in a meaningful context. When we move to examine the effectiveness of using email in enhancing SLA, we can find some studies that are done on this field and reveal that email is a very useful tool to improve writing skills.” It has software features like automatic reply, auto forward, redirection of the message and sends copies to several people. Also, we can store the addresses in our address book, attach signature, receives notifications if a message cannot be delivered. Files, graphics or sound files can be sent as attachments. Such features make it more accessible while teaching as well as learning English language.

Language Laboratory: Language laboratory, started from 1991, is software based on learning a language. It is an audio or audio-video installation used for modern language teaching. The audio activated headset thus provides immediate feedback to the student’s. It is helpful in practicing and accessing ones speech in any language. It allows students to listen model pronunciation, repeat and record the performance and self-assessment. It is used for development of both speaking as well as listening skill.

WhatsApp and Hike: WhatsApp and Hike is the important messenger apps which are used in India on large scale with the help of smart mobile phone. It is used to support teaching and to sustain the students' interests. It keeps students learn and practice English outside the classroom and motivate them to learn from each other. Teacher can send messages about latest updates, lessons and transferring data on large scale. Students can work in peer groups. Students can improve their speaking, reading, writing and communication skills. Teacher can send various study materials such as lesson themes, appreciations, grammatical examples, writing skills, notes, etc.

Video/Tele Conferencing: Bell Labs, in 1956, became the first organization to develop the concept of telephone conferencing. Video / tele conferencing is a live flexible conversation using telephone lines or satellite in the form of two way communication by connecting learners at different places. Audio, video and computer conferencing are types of it. Teacher can make use of it and organise discussion between students and native speakers. It plays very important role to grab valuable lessons of specialised personalities to communicate with remote students. It can be conducted as live as well as pre-recorded sessions so that students engage in real-time both audibly and visually. It connects students and classrooms around the world. As it makes lessons interesting and interactive so it come to be more engaging than other traditional online learning methods. The use of teleconferencing applications increases in 2020 and 2021 due to the COVID-19 pandemic and students as well as employees began working from home more.

Whiteboard: Whiteboards are valuable classroom tools when teaching a language. It is a way of learning with the help of computer, projector and White board. . It can be also used with wireless P.C . It has a clear, uninterrupted view. We should use marker to explain the content on White boards. It is available in various sizes and most famous size is 190cms (75 inches). It gives students the visual side of language and allows flexibility in teaching, so the teacher can adjust to student responses. It is not only useful in writing but also for giving instructions, reinforcing oral instructions.

With the help of such tools teaching as well as learning becomes stress-free. Technology has become boon in educational field. Though it has lot of advantages there are some drawbacks of it. Digitization can be a physically slow process involving selection and preparation of collections that can take years if materials need to be compared for completeness or are vulnerable to damage. Price of specialized equipment, storage costs, website maintenance, quality control, and retrieval system limitations all add to the problems of working on a large scale.

In this way, with access to information at our fingertips and a world that is becoming more and more connected. Teacher can make use of different digital devices to focus on English

language teaching and learning and try to find out different ways of making English language learning to be very effective.

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“LANGUAGE LABORATORY AND ENGLISH LANGUAGE SKILL”

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Abstract

Language, a medium of human communication, helps us share information, knowledge, ideas, thoughts, views and opinion. To learn and master any language, Reading, Writing, Speaking and Listening are the four basic requirements. In the changing scenario of globalization, the language, English is being used and spoken by most of the countries. These countries and the rest have their regional languages but they could not come up to deal with trade, international affairs and for socio, political, economic and cultural transmission as well. The basic skills (LSRW) enable learners to acquire knowledge of English. But now they need to catch new opportunity which is open to them in the era of technology. The use of computer, various educational websites, and audio- visual aids are the gifts of technology which help learners to remove the fear of expressing their ideas in English. Along with this, Language Laboratory Software also play vital role in improving learners word pronunciation and personality development also. Language Laboratory software is one of the most useful options for those who desire to work in Multi National companies (MNCS). It helps them to prepare for global challenges when they improve English skills with the software. So learn English and dominate the world. It is here we realize the scope and importance of learning English. The Language Laboratory Software can help learners to improve English and remove stage fear, lack of

confidence and acquire skills of global language- English. The present paper aims to emphasize the advantages of language laboratory software and how it works for bright prospect of learners.

Keywords: LSRW, Language lab, Ovell, LAN, Wireless

Introduction:

Language is the most significant medium of human communication which helps us all to share information, knowledge, ideas, thoughts and feeling. Any language can only be mastered or learnt, when we learn four skills of language- Listening, Speaking, Reading and Writing. Regional languages in India and the rest of the world have preserved its position as people use it in their speech and writing. But these languages could not come up at the international level for communication, business, trade international affair and socio political, economic and cultural exchange (transmission). Here we realize that the only language which is being used and spoken by most of the world is English. Maulana Abdul Kalam Azad, then the Minister of Education and Scientific Research, while addressing the 25th meeting of Central Advisory Board of Education in New Delhi (February 2006) accurately caught the essence of the knowledge of English by saying that “knowledge of English is essential if adequate standards are to be maintained in the universities:” This underlines the position of English in education in India. In teaching-learning process, textbook and books of reference are mostly used to inculcate habit of reading, writing, speaking and listening. In the changing scenario of modern education, various tools of technology are being used now-a-days in teaching-learning process to improve student’s English skills. The use of internet, computers, audio-visual aids, PPT, LCD and OHP are some of the tools which have proved beneficial in developing skills in English. Along with all this tools, use of language laboratory has been considered an important medium to enhance knowledge of English language and skills also. The concept of language laboratory has been crystal clear as it is software based on learning language. It is a self-learning device. When we learn a language, it means we learn language skills which is useful for good communication.

Language laboratory was first originated in the most powerful country in the world i.e. United States of America. Now it is being used as useful technique in several countries to teach foreign language. Language laboratory enables learners to improve pronunciation of words,

accent and intonation. Language lab also help helps learners to develop an ability to use the words, idioms and phrases in the language in the appropriate way, and his idea are communicated effectively in the language. Language laboratory provides learners a platform to listen the language spoken by a native and speak the language through this latest technology and educational content of language laboratory, educational institutions offers students a perfect solution of effective language learning. It's really useful tool for practicing and accessing learner's speech in any language. The term language laboratory is well defined as an audio or audio-visual installation and is used as a tool in teaching and learning language. We find its technical definition in some of the dictionaries. American Heritage Dictionary defines it as "A room designed for learning foreign languages and equipped with tape-recorders, video cassettes recorders or computers connected to monetary devices enabling the instructor to listen and speak to the students individually or as a group". The Webster's New World College Dictionary defines it as, A classroom in which students learning a foreign language can practice sound and word patterns individually or under supervision with aid of audio-visual equipment".

The definitions cited above make it clear that practical classes helps learners in the acquisition of language skills, apart from Classroom lectures. Both classroom teaching and use of language laboratory- practical work are integral part of learning any language. But language lab training is entirely different from traditional classroom training. In practical sessions, learners are encouraged to use language lab and participate actively in language learning exercises. Pronunciation, vocabulary development, fluency in English etc. Learners can record their speech; listen to their recording and access whether their pronunciation is up to the mark. In other words, language lab helps teacher's teaching method to be successful in an innovative manner. Western countries have been using language lab very effectively to develop language learning process.

Benefits of English language laboratory:

In language learning process, language lab plays a pivotal role. The pronunciation of language becomes easy with technical tools of language lab. Interactive videos also develop learner's basic skills of English language. Some software's of language lab builds confidence in learners, removes their fear and develops their personality also. For example, Spears Language Software is useful in school, Higher Education, Skill Development Institutes, Career Institute

and Corporate World also. Now-a-days corporate world especially MNCs demand global business communication skills from employees. Those who desire to work in MNCs must learn the required communication skills for which use language software can be significantly useful to enter into this world and make a bright career. Some of the Career Institutes train learners to speak English language or any other foreign language with the help of English lab software. The learners may remove their hesitation of speaking English language and face the challenges by the use of language lab software. Spears language lab software covers English vocabulary, grammar, intonation, pronunciation, pace of speech, soft skills and assessment of speaking and listening skills also. In brief, the software used for language laboratory is based on listening, speaking, reading and writing skills and they are useful in schools, colleges' universities and corporate world. They are also useful for interactive learning process. The software's overcome traditional teaching system and soft skills like personality development, resume writing, group discussion and interview techniques are also taught.

Language laboratory software is design to train learners for Russian, French, German and Japanese languages. It is used in India for teaching English language skills. Modern language laboratory is equipped with LAN, Microphone, Headphones, Intercom switches, Monitoring switches and Media player. Of the software's used for language laboratory, Ovell Talk Language lab software is the world's most recognized software which is known for its interactive and user- friendly features. It is always tedious for people, when they learn a foreign language. Most of their time and efforts are wasted on reading and writing with no output. What they need to do is to follow natural way of listening, speaking, reading and writing. This is the natural method of learning any language which is actually logical order. A newly born child learns mother tongue by listening to sounds and words. Then it attempts to repeat them. His knowledge of language is gradually improve when it forms fuller sentences. Then the child is able to speak fluently without reading and writing phase. So it is clear that human being acquire his native language through listening and speaking first (LS) and then he follows reading and writing (RW). In short, he adopts LSRW method. On the contrary, he learns any foreign language by reverse method. Though he is able to read and write foreign language, he has no perfection in listening and speaking skill. The language labs software's are mainly designed on LSRW method which is natural method.

In modern market, there are varieties of language laboratories with specific components to teach language. The conventional laboratory uses tape recorder and audio cassettes to teach language. The tape recorder is played and learners used to listen it to improve word pronunciation. Lingua phone laboratory is also primitive based language lab system. Learners listen to audio cassettes recording with headphone. Voice recording facility is also available in this system. Computer assistant language laboratory consists of course material which is fed into the computer and students learn English language through its display. Then the dial access lab is broadcast operation. Students access any task assigned to him and acquire skills of English language. Wireless lab is designed with wires connected to the sources of students. In this system radio transmission replaces headset. Portable lab means movable lab which is powered by portable electric generators or batteries. We can also move Mobile lab from one room to another. One of the advantages of this lab is that we can convert any classroom into the lab. The only drawback of this lab is that it consumes time and energy for setup. So the equipment's used in language laboratory are mainly LAN, Microphones, Intercom switches, Headphones, The recorder/Media player and Monitoring switches.

In India, we do not have curriculum which includes laboratory sessions for Arts and Commerce. Language learning with the help of laboratory sessions is something new to Indian students. But in western countries, it is very common and students are trained in the laboratory to enhance language proficiency. The speech of students is also accessed with the help of language lab. Broadcasting television programs, web-assisted materials and video tapped off-air recordings help students to learn language in a better way. Students get an experience of having interaction with native speakers through the language laboratory. Use of language lab is now the need of the hour in the process of learning any language. Communication becomes much easier in a multilingual and multi-cultural world. Language lab is used not only for learning a single language but it is also used for teaching a number of languages effectively. Students can acquire a sensibility for sounds and rhythm of a language. It can also assist the general public, private and corporate sectors. Junior and senior level officers for effective communication. We can also organize short term and long term coaching classes for international examinations like ICELTS and TOEFL and can also conduct paperless examinations. One gradual change that we observe in the policies of Government and private Institutions is their focus on students

developing their communicative skills. Language laboratory helps students in the development of their personality and communication skills. A student with good academic record has good opportunity in finding respectable jobs. Many Universities and colleges have reduced the conversational teaching of prose and poetry. 50% of the teaching time has been allocated by them to train students for communicative English (The Hindu 2006). The cost of the installation of a language laboratory sounds high but many Institutions thought it beneficial for students. Hence they have invested for the better prospect of youth.

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COMPARISON BETWEEN ONLINE AND OFFLINE TEACHING-LEARNING PROCESS

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Abstract:-

Teaching is the process where teacher understands the needs, learning objects, enforces the plan of work. Learning is the process where learner acquires new things, values knowledge, skills etc. This paper introduces Teaching-Learning education systems are effective when the teachers and the Students share a good bond and they understand the essence of education. In offline teaching and learning process are Design, Identifying topics, Presentation, Assessment and Reflection.

Now a days we all are facing the problem of COVID-19. Because of this pandemic we have to shift our teaching-learning process from offline to online. Most of all our work turned into online. This disease had stopped the world to offline work and we bound to remain at homes for several days. As we realised that there must be a solution against offline working so we started to shift our work towards online as more as possible. Work such as office work, grocery, medicine delivery and even doctor's consultation also.

Similarly Education also became online from offline. So it becomes important to use different tools, technology and techniques.

Keyword:-Tools, Methods, Online, Offline, teaching and learning, technology, advantages & disadvantages.

Introduction:-

Teaching – learning process aims at the transmission of knowledge, skills, information etc. It is organised in a systematic way to achieve the educational goals and objectives. It is extremely important in modelling adolescents to become a better human being in society as we are grown up.

The main difference between online and offline teaching-learning process is location. Because for offline it required to travel from one place to another place and online teaching-learning process is not required to travel. We can access the classes anywhere and anytime. Offline process is face-to-face communication, it create the classroom environment and easy to engage the class bitterly. And online is computer-mediated communication, which is one-way communication system, where teacher provides required materials and information to learners. At the beginning of the online teaching-learning process everyone face many difficulties. Someone who was techno friendly earlier finds easy as he/she have knowledge of online tools and techniques. Because online communication is different than offline communication. It is hard to deliver effective teaching & also notice or capture pupil's reaction on teacher action. Sometime pupils turned off their cameras and do their other work. But when teachers taught offline or face to face that time pupil are more attentive than online.

Online Teaching –Learning Process:-

Now a day's online teaching-learning process became more interesting, because teachers use new tools & methods for teaching any chapter such as Google meet, zoom meeting, WhatsApp, text messages etc. Using these tools teachers and pupils communicate each other. While using these tools teachers use new methods like showing images, ppt. By the help of these teacher can explain concepts and later on learner can ask doubts related to the topic. Sometimes it is difficult for learner to understand any concept at single class only, so he/she can record the class and watch video again and again to understand the concept. So that "Recording the class" became another tool which students can use after completing the live class.

For Online homework and assignments teachers and learners can use the technology like Wikis or blogs. These are the web-pages where teachers and learners can edit the pages. It means teachers can assign the homework/assignment on this page & learners can answer on that page using editing system. It helps the teachers to give grade and pupils know the grade points. It saves time for both.

Online teaching-learning is more flexible because both can log in when they get time. It does not require specific place or time. It is easy to submit assignments for the learners. The New generation is already familiar with technology and internet. Due to this they can easily grasp way of using new tools. Now a days everyone has latest technology in their hand which is smartphone. And in future technology will become more user friendly. These are the all advantages of online teaching-learning.

There is a chance that pupil can take disadvantage of technology for cheating in exam and may will acquire more marks. But as technology is advancing day by day so there will be more control and fraud prevention will possible. Another disadvantage of online teaching-learning is social isolation which not good for pupils personality development and learning social ethics. Online teaching-learning process can create health issues like damaging the eyesight's for watching screen for a long time, back problems due to incorrect seating position. Pupil may face internet shut-down or slow-down issues so he/she may miss some important points.

Offline Teaching – Learning Process:-

Offline Teaching-Learning process uses traditional tools & techniques. Tools like book, whiteboard, pen, notepads, teaching aids etc. Techniques like Teacher can read and explain the chapter or topic and learner only listen & write down the notes which teacher gives them.

While using whiteboard teacher uses mind map or tree diagram to explore the concepts effectively, due to this students became fully attentive and does not distract easily. Also teacher can give attention to each & every pupil individually. It becomes helpful to learn to solve problems of chapter. This method can be initiate quickly by the help of whiteboard or by group discussion for which online can take some time.

In offline class other students can also help someone to solve the doubt or problems. We call this as Peer activity or Group activity, where peers helps & discuss the topic and also present it in front of the class. This techniques help to prove their selves & it increases stage daring quality of pupils.

Offline teaching-learning class have some disadvantages like if students misses the class due to any reason. That time they will not have any data of missed class as teachers may not repeat for single person. Here learner lost important class lecture due to his/her absence because he/she didn't have the facility of recoding the class. Offline teaching have less opportunity to learn new technology & also less opportunity for the teachers to use different tools and techniques.

Offline class didn't have any tools for homework or assignment to edit or submit quickly. It takes more time to write the answer. Also it takes time for teachers to check, give grades in notebook and maintaining notebook.

Comparison of Online and Offline Teaching-Learning Process:-

In online teaching-learning process we can teach and learn from anywhere and anytime. It's no matter that you are going outside to learn-teach. But in offline teaching-learning process you need to go a specific place or location. Its need to be on time. In online we can save those time. In offline teaching-learning process we have a limited number of teachers but in online we have numbers option to learn from anyone. Online teaching-learning process is flexible and it bring the education at home than offline.

In offline teaching-learning process need to bring the textbooks and other materials. But in online teaching-learning process have advantage of virtual resources, where teachers and learners access free textbooks and material for their education. Online teaching-learning process involved various tools like videos, audio, animations, whiteboards and live chats which can developed students and teachers skills, abilities and increases their knowledge. But in offline teaching-learning process provides teachers and learners a particulars atmosphere or environment to improve their knowledge and it is within the walls of physical classroom.

Offline teaching-learning process used their traditional methods and tools. But online used digitalised methods and tools. Online have virtual classrooms but offline have physical classrooms. Offline have instructional and synchronous approach but online is a facilitation and asynchronous approach. In offline teacher-students interaction is synchronous and they have an active communication which allows for lively debates and discussions. It will clear the doubts of students immediately and received feedback from teachers quickly. But in online teaching-learning process allows two way communication. Because it allows students to get in touch with their teachers, where no matter of place and time.

Online teaching-learning process always create challenges to learner and teachers with the technical issues. It access to proper electronic equipment like smartphone, headphone, webcams and computers, etc. such an electronic equipment needs electricity and it developed day-by-day. So you need to update through these equipment. But in offline teaching-learning process not required such equipment. It allows students to engage with their friends in rest hours. They can play physically on ground and its good for their health but in online class it not allows to chat or play with each other.

Conclusion:-

It is easy to find what are the teaching-learning have different advantages and disadvantages of both online & offline education. Sometimes it is flexible and convenient but sometimes it shows lack of communication. Online education have more opportunities in future but offline education is more responsive and attentive. Online education is predicted to be the future of teaching-learning but it cannot replace the holistic aspect of offline education.

So this paper introduced the tools and techniques of online & offline teaching-learning. Also paper compares & explains the advantages and disadvantages of the online and offline classes.

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AUTOBIOGRAPHY OF ACTIVISTS

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Abstract

The present research paper attempts to study autobiographies of activists. The selected autobiographies are Nelson Mandela's Long Walk To Freedom, Barack Obama's Dreams From My Father and Martin Luther King Jr.'s Autobiographies of Martin Luther King Jr. and Autobiography of Malcolm X. The study like this will certainly enhance the understanding of autobiography as a powerful mode of self-expression and protest in literature. It would try to discover new facts and the fresh interpretation of text which would add new information to the existing body of criticism.

Autobiographies of Activists are not only merely the life history of political leader or an individual but it is also a reflection of its time and protest. The autobiographies of M.K. Gandhi, Jawaharlal Nehru, Nelson Mandela, Martin Luther King Jr., Barack Obama, Malcolm X, Booker T. Washington, Bill Clinton, Ian Smith, Leon Trotsky and others are cases in point. Thus autobiography as a literary genre ascribes power of expression, awareness, and empowers the subjugated to claim. The selected autobiographies of Activists are making relentless efforts to contextualize their individual feeling of subjugation, experiment, non violence, exploitation, and protest with its wider ramification on the whole community.

Keywords: Activists, Subjugation, Protest, Criticism etc.

The present research paper attempts to study autobiographies of activists. The selected autobiographies are Nelson Mandela's Long Walk To Freedom, Barack Obama's Dreams From My Father and Martin Luther King Jr.'s Autobiographies of Martin Luther King Jr. and Autobiography of Malcolm X. The study like this will certainly enhance the understanding of autobiography as a powerful mode of self-expression and protest in literature. It would try to discover new facts and the fresh interpretation of text which would add new information to the existing body of criticism.

Autobiographies of Activists are not only merely the life history of political leader or an Individual but it is also a reflection of its time and protest. The autobiographies of M.K. Gandhi, Jawaharlal Nehru, Nelson Mandela, Martin Luther King Jr., Barack Obama, Malcolm X, Booker T. Washington, Bill Clinton, Ian Smith, Leon Trotsky and others are cases in point. Someone who is actively involved in a protest or a political or social cause can be called an activist. Demonstrations, strikes, and sit-ins are all ways that an activist might work toward the change he believes in. The root word of activist is the Latin *actus*, "a doing, a driving force, or an impulse". Someone who acts on what he believes is an activist. Civil rights leaders are influential figures in the promotion and implementation of political freedom and the expansion of personal liberties. They protect individuals and groups from political repression and discrimination by governments and private organizations, and seek to ensure the ability of all members of society to participate in the civil and political life of the state. Civil rights include individual rights to equal protection and service, privacy, freedom of expression, freedom of speech, assembly, freedom, freedom of worship, protection of civil liberties, the right to vote, and the right to freely share ideas and opinions through all forms of communication and media.

Autobiographies of Activists are not only merely the life history of political leader or an Individual but it is also a reflection of its time and protest. The autobiographies of M.K. Gandhi, Jawaharlal Nehru, Nelson Mandela, Martin Luther King Jr., Barack Obama, Malcolm X, Booker T. Washington, Bill Clinton, Ian Smith, Leon Trotsky and others are cases in point.

Long walk to freedom (1995) is an autobiographical work written by South African President Nelson Mandela (1918-2013). The book profiles his early life, coming of age, education and 27 years in prison. Under the apartheid government, Mandela was regarded as a terrorist and jailed on the infamous Robben Island for his role as a leader of the outlawed African National Congress. He has since achieved international recognition for his leadership as President in rebuilding the country once segregated society. It describes his political ascension, and his belief that the struggle continue against apartheid in South Africa.

The South African activist and former president Nelson Mandela (1918-2013) helped bring an end to apartheid and has been a global advocate for human rights. A member of the African National Congress party beginning in the 1940s, he was a leader of both peaceful protests and armed resistance against the white minority's oppressive regime in a racially divided South Africa. His actions landed him in prison for nearly three decades and made him the face of the antiapartheid movement both within his country and internationally. Released in 1990, he participated in the eradication of apartheid and in 1994 became the first black president of South Africa, forming a multi-ethnic government to oversee the country's transition. After retiring from politics in 1999, he remained a devoted champion for peace and social justice in his own nation and around the world until his death in 2013 at the age of 95. Thus, his autobiography describe show an ideal freedom fighter and political activist struggle to overturn the white supremacist, minority dominance and create a free South Africa.

Dreams from My Father: A story of Race & Inheritance (1995) is an autobiography by Barack Obama (1961-). It was published in July 1995 as he was preparing to launch his political career in a campaign for an Illinois Office. All men live in the shadow of their fathers. Barack Obama describes his confrontation with this shadow in his provocative autobiography. He also persuasively describes the phenomenon of belonging to the different worlds, and thus belonging to neither. *Dreams From My Father* is a remarkable story, beautifully told, and inspired by its author's divided family history. The son of a black African farmer from Kenya

and a white American mother from the Midwest, Obama was two years old when his father walked out on the family. Years later, after many situations, Obama received a call from Nairobi to say that his father had been killed in a car crash. This news triggered a quest in which Obama sought to discover the truth about his father, in the process becoming reconciled to his troubled inheritance. Travelling to Kansas, Hawaii and finally Kenya, Obama undertook a journey of heart and mind into a family gulf of identity, class and race.

The story “The dreams from my father” by Barack Obama is twisted. From one side its biographical and tells about hard steps to the stars, and from the other hand these are memories about Barack parents’ lives, his birth and the opinion of the surroundings toward the racial disparity. The desperation and disorder of the powerless, how it twists the lives of children. Hence, Miscegenation strike individuals and crushes fortunes.

Autobiography of Martin Luther King Jr. (1998) is edited by Clyborne Clarson. Martin Luther King Jr. (1929-1968) was one of the twentieth century’s most influential men and lived one of its most extraordinary lives. If King’s rhetorical flourishes and use of the word “negro” sometimes seem outdated, the compilation still offers a concise first-person account of his life from his birth in Atlanta in 1929 to his awakening social consciousness and discovery of the teachings of Mahatma Gandhi. History propelled King to center stage in the struggle for Black Liberation. When Rosa Parks refused to surrender her bus seat in 1955, the one dormant and quiescent Negro Community, organized the bus boycott that would launch King into his leadership role in the civil rights movement. The book reveals King’s family life as well a view of famous Americans such as Stokely Carmichael, & Malcolm X. C. Carson focuses the moral courage that sustained King and allowed him to inspire a largely peaceful mass movement against segregation in the face of bloody reprisals.

Thus, Martin Luther King Jr. was a social activist and Baptist minister who played a key role in the American civil rights movement from the mid-1950s until his assassination in

1968. King sought equality and human rights for African Americans, the economically disadvantaged and all victims of injustice through peaceful protest. He was the driving force behind watershed events such as the Montgomery Bus Boycott and the 1963 March on Washington, which helped bring about such landmark legislation as the Civil Rights Act and the Voting Rights Act.

Autobiography of Malcolm X originally published in 1964, Malcolm X, the Muslim leader, firebrand, and anti-integrationist, tells the extraordinary story of his life and the growth of the Black Muslim movement. His fascinating perspective on the lies and limitations of the American Dream, and the inherent racism in a society that denies its nonwhite citizens the opportunity to dream, gives extraordinary insight into the most urgent issues of our own time. The *Autobiography of Malcolm X* stands as the definitive statement of a movement and a man whose work was never completed but whose message is timeless. It is essential reading for anyone who wants to understand America. Orator, activist and leader Malcolm X was born on May 19, 1925 and died in 1965. Malcolm X was one of the most iconic figures to emerge in the mid-twentieth century. The Schomburg Center houses materials in its research divisions on Malcolm X, some of which may be accessed remotely, that document his evolution and efforts to liberate people of African descent from oppression, racism and colonialism.

Thus autobiography as a literary genre ascribes power of expression, awareness, and empowers the subjugated to claim. The selected autobiographies of Activists are making relentless efforts to contextualize their individual feeling of subjugation, experiment, non-violence, exploitation, and protest with its wider ramification on the whole community.

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