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From Margin to Centre: Reading Gloria Naylor's *Bailey's Café*

Anurag Kumar, M.A. and Smita Jha, Ph.D.

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Gloria Naylor

Abstract

Bell Hooks begins the preface of her benchmark book, *Feminist Theory: from margin to center* as "To be in the margin is to be part of the whole but outside the main body" (Hooks, ix). The statement comprises of the whole lot of black feminist theory which bears the marginality in the overall discourse of feminism as a genre. Though black feminism is a part of mainstream feminist discourse, it has been pushed into the margins because of its peculiar but crucial issues of race and class. Black female writers have contributed to the separation of black feminism from the mainstream white feminism by portraying such characters that are constantly used to question the issues and strategies of white feminism by putting them into a context of racial and class conflict in order to make realize the importance of margin to the center.

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The works of Gloria Naylor are quite relevant in this tradition as she carefully chooses her characters from the edge of the world where they have to constantly struggle to support themselves and one another to survive in a racial, communal and sexist world. The present paper makes an in depth analysis of Gloria Naylor's *Bailey's Café* and assess how this novel makes a shift from and resistance against mainstream white feminist concerns. It also explores as how racial and class conflict present in the society further aggravates their problem.

Key Words: Marginality, Resistance, Feminist Discourse, Black Feminism
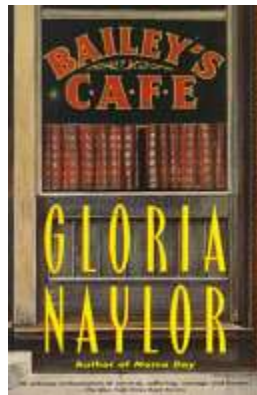
Valorizing Western Literary Canon?

Karen Schneider in her article, "Gloria Naylor's Poetics of Emancipation" defends Naylor from the allegations labeled against her as "disparaging representations of black male characters, reliance on Western cultural narratives, and even valorization of Western literary canon" (02). She finds Naylor's *Bailey's Café* as "destabilize[ing] absolute ontological boundaries defined by genre, gender politics, class, and cultural/literary tradition" (03). Thus, she transcends from what Henry Louis Gates, Jr., has called "discursive indenture" (1989, 25).

Tar, Coal and Ugly

Karen also points out that in her revision of Judeo-Christian mythic discourse, Naylor modifies the contents and scope, "infusing it with feminist and African American significance" (10). She gives an example of the character of Esther. "Unlike Queen Esther, whose beauty gains her permission to speak and to act, Naylor's "Tar. Coal. Ugly" (95) Esther finds herself in a dark, silent paralysis, sealed by betrayal and complicity" (Schneider 10).

In her article entitled, "Africana Womanist Revision in Gloria Naylor's *Mama Day* and *Bailey's Café*", Dorothy Perry Thompson points that there are critics who find Naylor constantly referring to western literary classics such as Chaucer and Shakespeare and using western literary theories such as Derrida which the critics trace have come from her education in western academia. However, Dorothy claims, Naylor presents "discursive practices of an "Other" culture" and since "as gendered ideology that does not separate itself from that culture" her approach cannot be simply termed as "feminist" (Thompson, 89).

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A Womanist Approach

Comparing Naylor's novels with Walker and Morrison, Dorothy proves that her approach is more womanist than these two writers as Naylor's *Mama Day* and *Bailey's Café* contains such elements as "the ancestor/goddess of African tradition, necromancy, ritual, spiritual exploration/investigation, communalism, and general celebration of culture" along with discursive strategic elements as "multiple-voiced narration, conflation of temporal and spatial realities, linguistic appropriateness, and a matricentric focus" (92).

Need for a Different Kind of Feminist Approach

What is common in both the above discussed papers is that they want to indicate that a different approach altogether is required to understand Gloria Naylor as a black feminist writer. Continuing the tradition, this paper explores the peculiar lives of seven black women portrayed in Naylor's *Bailey's Café* to assert the need of a different kind of feminist approach to understand and analyze the lives of black women rather than relying upon mainstream white feminist discourse. It also faults the white feminism for being narrow to the extent as not been able to penetrate into the discourse of black women's concerns. The novel appears to be revolutionary in the sense that it puts the black women at the center of feminist discourse who have previously been pushed into the margins in the mainstream white feminist discourse and that marks the black women's move from margin to center or what Montgomery says:

> The liberation Naylor fictionalizes is to be global in scope and will include men and women worldwide. Naylor's texts imply that routine tasks such as cooking, cleaning, and mothering can be means of furthering the cause of freedom, and her novels chronicle an expansion of her artistic and political vision as women move—without moving—from margin to center. (Montgomery, 55)

Assertiveness as an Essential Element

As the above passage puts, Montgomery demonstrates Naylor's commitment of the assertiveness of black women's work as a means of survival and resistance in the white, patriarchal society of America which brings these women from margin to center without letting them move from their domestic space.

In the United States, the mainstream feminism is identified with the movement defined by white, middle class, college-educated women. Betty Friedan's *Feminist Mystique* (1963) is often cited as the first book of this second wave feminism. This book expresses the frustration and exclusion of white middle class women from the positions of power and privilege occupied by white males in American society. The book also gained sympathy of the women who were the victims of sexism within their family and personal lives. The agenda that Friedan proposed is to eliminate sexist oppression imposed by the patriarchal society which would, in turn, end the

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discrimination against women on the job, in the home, and in all areas of women's lives. Equality of opportunity was the objective and sexism was the enemy.

Not Addressing Their Concerns

For a number of reasons, black women did not see this as addressing their concerns. Consequently, a number of critics reacted against it, for instance, Francis Beal in her essay, "Double Jeopardy: To Be Black and Female" (1970) criticized white women's movement for its limited focus. She says, "Any white group that does not have an anti-imperialist and anti-racist ideology has absolutely nothing in common with the Black Women's struggle" (Beal, 98).

Bell Hooks, one of the most eminent and articulate spokespersons of black feminist thought, has pointed out that black feminists are concerned about economic survival and ethnic and racial discrimination as well as sexism, and she faults the mainstream white women's movement for failing to speak to these issues.

Speaking of the movement, Hooks says:

White women who dominate feminist discourse, who for the most part make and articulate feminist theory, have little or no understanding of white supremacy as a racial politics, of the psychological impact of class, of their political within a racist, sexist, capitalist state. (1984, 04)

Shoulder to Shoulder Against Racism

Another reason for Black women not joining the white feminist movement was that they find black men closer to them in identity, in spite of their sexist behaviors, in opposition to white women. These men stand beside her in their struggle against racism. Black women were of the opinion that class differences were greater than differences between the sexes within the same class. Historically, since the days of slavery, the white woman – sometimes even more than the white man – has been responsible for the mistreatment of black women, thus, to find herself in competition with white women for the only men usually available to her as partners severely damaged any fragile chance for a relationship of trust and mutual understanding between black and white feminists. Thus, in an effort to meet the needs of black women who felt they were being racially oppressed in the Women's Movement and sexually oppressed in the Black Liberation Movement, the Black Feminist Movement was formed.

On Defining Womanism

Alice Walker has coined a new term, 'womanism' to address black feminism in her collection of essays, *In Search of Our Mother's Garden: A Womanist Prose* (1983) and states that a black feminist as womanist talks back to feminism, brings new demands and different perspectives to feminism, and compels the expansion of feminist horizons in theory and practice. The term further provides a voice to a large number of African American women who have been

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trying to define themselves outside the white dominated feminist movement. Patricia Hill-Collins defined Black feminism, in *Black Feminist Thought* (1991), as including "women who theorize the experiences and ideas shared by ordinary black women that provide a unique angle of vision on self, community, and society".

During 1970s and 80s, there emerged a plethora of African American women writers who dared to write about the topics that were taboo and constructed such characters, themes, and plots that are often untouchable for mainstream writers. In their writings, generally a black woman appeared as a protagonist who not only carries the stigma of being a woman and thus being a marginalized class in the hierarchy of gender but also as a black struggling to achieve a kind of identity in a racial, sexist, and male dominated America society.

Influential Black Women Novelists

One of the most powerful novels of the times is Toni Morrison's *The Bluest Eye* (1970) which articulates the urge of a black girl for blue eyes which is symbolic of all sorts of racial privileges that white world carries. She is unaware of the fact that achieving white beauty is impossible and so are their privileges. Through the portrayal of her characters, Morrison has depicted the world wide gender and racial disparity. All the black women characters in the novel are abused by both white women & men, as well as by black men.

Gloria Naylor is yet another distinguished black women writer who emerged on literary scene with her award winning novel, *The Women of Brewster Place* in 1982. She received the motivation of writing anything creative after reading Morrison's *the Bluest Eye* as she expresses in one of her interviews: "It said to a young poet, struggling to break into prose, that the barriers were flexible…. And it said to a young black woman, struggling to find a mirror of her worth…not only is your story worth telling but it can be told in words so painstakingly eloquent that it becomes a song" (Maxine, 11).

Naylor's *Bailey's Café*

Naylor's *Bailey's Café* (1992) emphasizes the strength of African American women and the effect of racism and sexism on their lives. The novel makes a move apart by placing black women at the center of analysis of race and racism to demonstrate how gender and race form a lethal combination in the lives of these women. What Naylor tends to portray here is that the lives of black women can never be analyzed in isolation from race and class. In other words, if one tries to analyze the lives of black women from the perspectives of white feminism, he/she would land as a failure.

Margot Anne Kelley in her article "Framing the Possibilities: Collective Agency and the Novels of Gloria Naylor" demonstrates that Naylor in her *Bailey's Café* is making "the marginal become center" by using different frames for the representation of different women "that had previously been unrepresentable" (135). She puts her characters in a natural environment and

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empowers them without uprooting them from there, making true to what Culler says, "the marginal becomes central by virtue of its own marginality" (Culler, 196).

Seven Marginalized Women

In *Bailey's Café*, Naylor takes the stories of seven marginalized women and tells their unheard stories which are previously missing from the mainstream feminist discourse.

Naylor's central character, **Eve** in *Bailey's Café* is a reaction against the notion of Black feminists being lesbians which was popularized by white feminist, in fact, she is a perfect example of what Rich calls "Lesbian Continuum" which she defines as 'the sharing of a rich inner life, the bonding against male tyranny, and the giving and receiving of practical and political support' (1993, 239). She could not be easily classified and explained in white feminist discourse which generally deals with bourgeois women sitting idly at home complaining their boredom with all possible facilities (Hooks, 02).

Eve's resistance to fit into and image of a woman white feminism is meant for stems from her peculiar socio-political conditions—her journey 'from east of the delta to follow the riverbed north…a long walk in a dry winter through the manes part of Louisiana' (89) which equates 1000 miles, the world's intense support to patriarchy that reflects in no-help from anywhere once she is thrown out by her grandfather, and hostile behavior of the society towards a black woman. Her character is further marked by her resistance against patriarchal authority which is evident in her efforts to control her sexuality and setting up a boarding house for the women torn apart by racial and gender discrimination, against all odds.

Sweet Esther is a character who is full of hatred which "stems from the commodification of Black Women within the context of a rural economic system" (Maxine, 5). Esther is subjected to the sexual exploitation of her husband perpetuated by nobody than her own brother. Initially, she seems to surrender before the demands of her husband, as she always goes down the cellar whenever she is called and allows him to do whatever he likes. She is empowered within the arena of her life experiences. Though even after coming to Eve's boarding house, she continues doing the same, in the same darkness of the cellar, what brings her to center is her control and assertion of self. At Eve's place she has certain conditions, "men must only visit in the dark. And they must bring me the white roses. And they must call me *little sister*. Or I no longer come" (*BC,* 99).

Through her experiences, **Jesse** discovered that men only want to control and enjoy sexual activities with a woman and never take her seriously which is not a case with a woman as a lover, 'So, yes, I went to… her. And I cried in her arms, never talking much sense and drunk lots of the time. She'd really become, as my husband called her, that special friend' (128). So she goes to control her own sexuality. But she has to pay for controlling her sexuality because her husband and Uncle Eli belong to such a patriarchal society where, "a woman can be only one kind of wife and mother. Any deviation in terms of sexuality is ostracized" (Ivey, 89). As a result, Uncle Eli "used every bit of influence he had to make sure my name hit the newspapers

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and stayed in the papers, throwing dirt on everything about my life, just digging, digging, until they dug up my special friend" (131) and she found nobody who could support her not even her husband, "…nobody was interested in my side of story, not the reporters, not the neighbors, not the divorce court, nobody, cause everybody was standing like vulture looking at me fall fall fall, waiting for me to smash my brains on the pavement, yeah, waiting for me to lose my mind" (131-132). Living marginalized in such a condition for quite a long time, when she comes out, there was nobody to receive her than Eve, who empowers her through a strange way of healing taking her to the hell and with a place where she could feel at home and a sense of identity. Here she could give 'a good dose of verbal and physical abuse to her gentlemen callers' (117).

Miss Maple's clothes "come to represent his marginality in the white working –class world" (Kelley, 84). Miss Maple's case is that of a disguised identity. He bears female dresses which take people to think that he is a homosexual which is, in fact, he is not. Society controls the gender of a person by attributing certain kind of dresses, language, behavior et al. His taking of female dresses could be interpreted as a resistance against gender stereotyping. He sends a message to the world that though he is wearing female dresses, he is still a man. The conflict arises between how he perceives himself and how the world perceives him. As a result, "it does no good to tell him (Sugar man and the likes of him) for the thousandth time that Miss Maple isn't a homosexual" (163).

Peaches is a character who is subjected to her father's obsession to protect her daughter's sexuality from the other boys of the street which, in turn, makes her feel suffocated and confined that finds expression in the form of her other self. Consequently, she runs away after an extended drama of being locked in her room for her sexual initiatives and became a whore taking every kind of man, 'any son of any man was my savior' (106). Much to her chagrin, wherever she went, she discovered the same kind attitude in herself. As a result, she took his razor and ripped her face apart as a mark of protest against his patriarchal practices. Wheresoever she goes, people ask her why and how she has got that scar. Eve's is a place where she is taken because of that scar which symbolizes her journey from subjugation to self assertion and is taken in the woman's sanctuary where whatever she does 'she is doing it feeling beautiful' (114) in whatever condition she is:

> Eve never asked *the* question. Gently she removed my veil, and she lifted my chin in her hands to trace her thumb down along the path I had taken in front of the mirror. I saw only the scar reflected in her rimless glasses as she felt each jagged curve, each section of twisted flesh. And it was only the scar that was reflected in her eyes when she murmured, Beautiful (*112*).

Female Solidarity – A Bond among Themselves

Further, it is the bond shared by these women that has enabled them to survive and in a way helps them to begin an altogether new life at Eve's place. The center of this female solidarity is Eve who attracts women torn apart by racial and gender conflict of American society. This racial and gender conflict prevailing in society tears these women apart and pushes

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them to the edge of the world where they have to survive on their own. In such a dilapidated condition, the least support and care they received comes from the women only. It helps them to have a bond among themselves and, hence, strengths a sense of community and cooperation. This is provided with certain amount of freedom, a strange employment, and a sense of self-fulfillment. Eve represents the collective bond between all these women. Her boarding house acts as a place of solace and comfort for them. They get healing from Eve who acts "as a matriarch and guide for most of the characters" (Ivey, 89) on the one side and feel free from patriarchal jaws that has crippled their lives, on the other.

Healing through Bonding

Perhaps the best example of the existing female bonding is the healing scene in which Eve heals Jesse Beal and let her have a new life. Eve takes Jesse to hell as Jesse describes:

Imagine, she said, that you're speeding along at, say like, seventy miles an hour. No car, no nothing, just your body, seventy miles an hour. And suddenly your whole body slams right into this brick wall. But you don't go unconscious, so you can feel crushed pieces of your skull stabbing back into your brain, your lungs collapsing in, each snapping and crumbling, your inside busting open as your guts rip apart. That's how much it hurts. Now, imagine, she said, that your body gets slammed into that same wall again and again. Red-hot bricks one time. Block of ice the next. Imagine it going on for four straight days. And imagine, when it was over, that bitch put me through it all again. (139)

Helping Mariam

Yet another evidence of Eve's care and supportiveness manifests when she helps Mariam deliver the child. Eve transforms herself into a real African mother. When it were almost the last days of Mariam to deliver the child she was "crying for days, asking for her mother. And Eve had told her she was going to her village again, and in a way she was" (224). This also brings other women of the boarding house to unite for this cause.

And Mariam's delivery could be looked as a perfect example of female solidarity and bonding as "…everyone who lived on the street was gathered inside. And I mean everyone, even strange little Esther. She'd squeezed herself into the darkest corner of the room, sitting on the floor with arms wrapped around her bent knees… It went on for four hours… Then we heard the baby's first thin cry—and the place went wild" (225).

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Impact of Learner Conversations in ESL / EFL Classrooms: An Exploration with Nigerian Students

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Abstract

English language learning/teaching in Nigeria is based largely on an admixture of the moribund Grammar Translation Method and the Audiolingual method which hardly afford learners the opportunity to practise the language and skills they have learnt in the classroom. This has led to a situation where learners are unable to function in the language with the level of accuracy expected. This paper attempts to determine the factors that promise to encourage students from Nigeria who will be involved in learner conversations in the ESL classroom as well as present to the average ESL teacher elsewhere, tips on using conversations to achieve accuracy-learning goals. Thus, classroom activities, learners' attitudes and the role of teachers which ultimately cement the gains of the theoretical learning of the structures and skills of the language are enunciated in this paper.

Key-words: verbal communication, production, accuracy and fluency, classroom, ESL

Introduction

One evidently missing aspect of ESL pedagogy in Nigeria is learner interpersonal verbal communication in the classroom. Cameron, (2001, p. 106) avouches that, "...being able to talk about language is very different from being able to talk in the language". Tarvin and Al-Arishi (1991:24) suggest that, it is true that, "... learning is seen as totally a personal and subjective matter" and that, "... language acquisition is totally dependent on interactional negotiation". Obanya (2002) believes that interaction, which should be multi-dimensional and multi-media exchanges (verbal and non-verbal) in the course of classroom language

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teaching and learning activities, is obviously absent in Nigerian schools. He concludes that teachers prefer frontal teaching which is characterised by:

- a high dependence on textbooks as the exclusive teaching learning materials;
- reading aloud by the teacher, followed by recitation and imitation-reading round the class by the learners;
- very little premium placed on the primacy of oracy and communicative practice in language teaching and learning;
- an undue rush to finish teaching lessons in the textbooks; a rush towards fulfilling the syllabus contents and, devotion of a considerable amount of time to practising exam-type skills.

These, he claims, might not help learners to grow in the language to fulfill their daily communicative functions.

In the TESOL community, several theories and methods of language learning have been propounded and championed by exponents. They were also experimented by the TESOL professional community. There had been a search in the last century for a single method of teaching learners of English. In his review, Stern (1985) sees this as a cycle without an end and Marckwardt (1972) thinks it has been an unstable process of reaching the goal of professional English language teaching which has kept going back and forth.

The search for one, single method of teaching learners saw the emergence of the Audio-lingual approach (Fries, 1945; Lado, 1964). This was about the first approach and response to English language teaching and by 1967, it had dominated language teaching in the United States for over two decades (Celce-Murcia, 1991).The Grammar Translation method principally used the principles of grammar learning as a means of language learning. According to an account by Brown, (2002), the Direct Method championed by Charles Berlitz was also influential. This account traces the emergence of the Audiolingual Method, to the 1940's. The Cognitive Code Learning method was followed by the Silent Way, Suggestopedia, Total Physical Response and other ones. This search reached a climax in the 1980s. At this time it had become almost completely clear that not a single method could take care of the learning needs of all language learners.

Traditionally, in Nigeria, classrooms used to be considered places where teachers imparted knowledge and students received knowledge while the teacher and books were considered the main authoritative sources of knowledge. The Grammar Translation method is used in both government schools and private continuing education centres in ways that relax the rigidity of robotic learning procedures. In schools, English is taught entirely in English to impart grammatical skills (as a major pedagogical focus), except for a negligible number of times when a teacher deliberately interpolates teaching with vernacular. A lot of vocabulary is practised in drills and less attention is given to pronunciation. Consequently students from Nigeria have a good memory of certain vocabulary items and fairly reliable knowledge about basic grammatical rules. However, since the teaching methodology is teacher-centered, attention is shifted from the learners to the teacher who is almost always in the centre of the speech act while the lesson lasts.

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Gradually, the Grammar Translation Method and Audiolingual method are giving way to some measure of Communicative Language Teaching, even though this is done with, in most cases, learner verbal interaction or interpersonal oral communication, in the classroom. Since English is the National Official Language in Nigeria, learners have some measure of confidence to speak out but limitedly so in spontaneous practice. Since the first learning experience of students in Nigeria is teacher-centered, they are still accustomed to memorizing vocabulary, sentences , grammatical rules and they hesitate to interact much with teachers in the English language classroom. Consequent upon this, it is not uncommon for students from Nigeria to keep silent in the classroom unless they are called on by the teacher.

Although successive ESOL teaching methods above had been useful at some points, they had fallen short of the needs of teachers and learners. Since their failure, many professionals, for example, Prabhu (1990), Canagarajah (2005) and Clarke, (1994) have thought that the circumstances of the different learners of English should be considered before any further theories should be fashioned. As such, researchers tend to have bent to this position, or responded to this challenge by coming up with the Communicative Language Teaching option which emerged in the 1980's.

Conversation as a Means of 'Production'

Conversing in the language classroom could be just a little less than Task Based Learning Ellis (1993). Task-based language learning, according to Ellis (2003, p. 243) involves "consideration of the stages or components of a lesson that has a task as its principal component". Task based learning is structured in a way that it has three principal phases that attempt a chronology of a task-based lesson. Many designs, for example, Willis, 1996; Lee 2000; Skehan 1996 and Prabhu, 1987, reflect this structure.

Usually, the first phase is a pre-task, the second, 'during task' and the third,' post-task'.

This is somehow analogous to the PPP principle in the Communicative Language Teaching theory. A feature common to both is the aspect of the practical demonstration offered the learners under these teaching dispensations. In the case of learner conversation in the language classroom, learners offer one another practical demonstrations of the language skill just taught them. The facilitator-teacher also being a part of most occasions of the 'conversation' reserves custodial role, to observe, correct and ensure that learners practically benefit from the guidance offered by the teacher. On the other hand, CLT is an approach based on extensive learner participation in speaking and carrying out diverse communicative activities in the classroom. Whereas CLT is a potentially effective language learning method, it is necessary to establish its suitability to the learners in their unique circumstances (Kumaravadivelu, 1994; 2001).

Though learners may acquire some linguistic knowledge and skill mainly through listening, many scholars avouch that interpersonal communication plays a very important role in language learning. According to Mitchell and Myles (1998), from the perspective of the Interaction Hypothesis, collaborative efforts between more and less fluent speakers should be very useful for language learning. Their struggling to maximize comprehension and negotiate their way through trouble spots helps fine-tune L2 input and encourage learner development. Johnson (1995) states that students' participation has effects on the ways in which they use

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language for learning in the classroom. Learner interactive oral communication in the classroom enhances producing a much larger variety of speech acts and engaging in the negotiation of meaning (Carter and Nunan, 2001). Moreover, student interaction in classrooms not only affects their language acquisition chances but also contributes a lot to the dynamics of communication in language classrooms (Johnson 1995).

Generally, students are hesitant to participate in classroom conversation activities in many English learning classrooms. Interpersonal, verbal communication is important for students as it is a major way in which to express their knowledge in the classroom and practically use it outside it. Rivers (1994:7) states that students in so many classes know much but cannot use what they know to express their own meaning. That is one reason the teacher needs to encourage the students to communicate orally.

The Communicative Language Teaching approach looks not only at language forms, but also at what people do with these forms when they want to communicate with each other. Conversing with peers in the classroom opens up a wider perspective on language learning. As Littlewood (1981) points out, it makes us more strongly aware that it is not enough to teach learners how to manipulate the structures of the foreign language. They must also develop strategies for relating these structures to their communicative functions in real situation and real time. Therefore conversations provide learners with ample opportunities to use the language themselves for communicative purposes in ESL classrooms. In language classrooms, as Kramsch (1994:17) points out, students use the words and structures that they have learnt to communicate, and "this internal context of language brings about an interaction created by teachers and learners".

Dialogues and other forms of conversations require "speech acts" (Malamah-Thomas 1991:146, 38). This emphasises the symbiotic and reciprocal nature of verbal communication. In this regard, learner conversation may not even be limited to student-student interaction but may extend to student-teacher oral communication. Only when an oral response is given by an interlocutor can it be considered a conversation.

Factors Influencing Learner Interpersonal Oral Communication in the Classroom

Interpersonal, oral communication plays an important part in the language learning classroom as it gives students the opportunity to produce "the language they have learnt or casually absorbed" (Rivers 1994:4). The underlying factors which shape interaction in the classroom are teacher and learner beliefs, social and cultural background of the teacher and learners, and the psychological aspects of second and foreign language learning. This provides further insights into the complexities of classroom interaction. Tsui, cited in Carter and Nunan (2001) enunciates observable tasks: teacher talk, student talk and unobservables --- teachers' and learners' psychological states, which include beliefs, attitudes, motivations, self-perception and anxiety; learning styles and cultural norms. This paper focuses on both, above. Below are some factors that influence learners' participation in interpersonal, oral communication in the classroom.

Teachers' Knowledge and Beliefs

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It is important to consider what teachers of ESOL (should) know about teaching learners in general and in particular, about teaching skills. This includes what they believe about language learning and their classroom practices in regard to teaching their learners ESOL literacy. As Faerch (1985) points out, "the interaction between the personal realities of attitudes, behaviour and environment is a vital factor in determining success or otherwise on a given task". In the strict context of language learning, Tschannen-Moran and Woolfolk (2001) say that teachers' beliefs greatly determine the extent of their students' achievement.

As Borg (2003) points out, teacher attitude encompasses a range of psycho-social constructs including what language teachers think, know and believe and its relationship to instructional decisions and practices. ESOL literacy teaching as an important aspect of a teacher's belief requires good knowledge about the various methods of teaching learners. Wray (1993) thinks that every teacher-in-training should be taken through training methodology and approach to teaching.

An important influence on teacher's attitude is Knowledge About Language, (KAL) Chandler (1988:23), after a study described the attitude of teachers of language in the United Kingdom as of "confident ignorance". Teachers' beliefs about language teaching include how they believe foreign languages are learnt. Borg (2003) suggests the need for language-teacher preparation programmes to dedicate substantial time to the development of trainees' declarative knowledge in language teaching. Teacher's beliefs can create motivation, interest, and positive attitude for learners in language learning. Richards and Lockhart (1994) describe teachers' belief systems in terms of the goals, values, and beliefs which teachers hold in relation to the content and process of teaching, and their understanding of the systems in which they work and their roles within it. These beliefs and values can create a background to teachers' decision making and action which play an important role in classroom behaviour.

Kindsvatter, Willen and Ishler (1988 cited in Richards and Lockhart 1994) suggest belief systems are derived from a number of different sources:

> 1. The teacher's own experience as language learner. All teachers were once students, and their beliefs about teaching are often a reflection of how they themselves were taught. For example, a teacher who experienced communicative language learning with much interaction would appreciate it and like to apply that kind of pedagogical approach to his teaching classroom.

> 2. Experience of what works best. For many teachers, experience is the primary source of beliefs about teaching. A teacher may have found that some teaching strategies work well and some do not. For example, letting the student individually answer teacher's questions makes them tense, but group work and pair work lessens their anxiety and encourage them to participate enthusiastically.

> 3. Established practice. Within a classroom certain teaching styles and practice may be preferred, for instance, learner-centered learning, which promotes learner autonomy.

> 4. Personality factors. Some teachers have a personal preference for a particular teaching pattern, arrangement, or activity as it matches their personality. An

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extroverted teacher, for example, might like to do a lot of drama in his conversation classes because he is an out-going kind of person and it suits the way he teaches.

5. Educationally based or research-based principles. Teachers may draw on their understanding of a learning principle in psychology, second language acquisition, or education and try to apply it in their classrooms.

6. Principles derived from an approach or method. Teachers may believe in the effectiveness of a particular approach or method of teaching and consistently try to implement it in the classroom. For example, a teacher's beliefs are different in communicative approach or belief in grammar translation method. The teacher tries to implement his belief in the classroom.

As mentioned above, teachers' beliefs, goals, attitudes, and decisions influence how they approach their teaching. On the other hand, learners also bring their own beliefs, goals, attitudes and decisions which in turn influence how they approach their learning (Richards and Lockhart 1994:52). That is why it may be reasonable to balance teachers' beliefs against learners' beliefs in the classroom and also focus on learners in order to fulfill their needs effectively.

According to Tumposky 1991 (cited in Richards and Lockhart 1994:52), "learners' beliefs are influenced by the social context of learning and can influence both their attitude toward the language itself as well as toward language learning in general". They cover a wide range of issues and can also influence learners' motivation to learn. Their attitudes towards participating orally in classroom can affect their contribution. Some students would not participate voluntarily but wait for the teacher's nomination, 'some consider asking questions as showing off', 'some may be afraid that their questions might be meaningless for the teacher and their classmates', and 'some students may think asking questions violates the unity of the class' (Johnson 1995). Having negative attitudes towards oral interpersonal communication may also be due to lack of confidence to speak out, their background learning experiences of not having to talk so much (teacher-centered learning experience), grammar translation method); their cultural background of not asking questions, being self-conscious about their pronunciation, and not having enough vocabulary or appropriate syntax. Thus, both teachers and students are responsible for promoting students' oral participation in the language learning classroom.

Learner Motivation in Interpersonal, Oral Communication in the Classroom

Motivation is an essential factor for language learning and by extension, for learner interpersonal oral communication in the classroom. It enhances learners' interest in learning a language. A student not motivated, makes less progress in his or her learning and is not very interested in communicating orally with peers or teacher, in the target language. Ryan and Deci (2000) propound a "self-determination" theory. According to them, intrinsically motivated people explore and experiment because they enjoy the activity itself and feel free to direct their attention towards these activities.

It goes without saying that the motivated individual is one who wants to achieve a particular goal, devotes considerable effort to achieving this goal, and experiences satisfaction in the

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activities associated with achieving the goal. Skill in motivating students to learn is basic to teachers' effectiveness. Thus, teachers need to create motivational conditions for the learners. Dornyei (2001:121) suggests three basic motivational conditions as follow:

- appropriate teacher behaviours and a good relationship with the students;
- a pleasant and supportive classroom atmosphere;
- a cohesive learner group with appropriate group norms;

Dornyei and Csizer's (1998 cited in Dornyei 2001) argue that teachers play a significant role in socialising and shaping the motivation of their students through their personal characteristics, verbal and non-verbal 'immediate' behaviour, active motivational socializing behavior, and classroom management practices. A study of Hungarian teachers of English confirms that almost everything a teacher does in the classroom has a motivational influence on students, which makes teacher behavior a powerful 'motivational tool'. In that study, the participants rated the teacher's own behavior as the most important and, at the same time, extremely underutilized motivational factor in the classroom. Alison 1993 (cited in Dornyei 2001) believes that when a teacher has a good rapport with the students, his attitudes 'persuade' or 'attract' students to engage in on-task behaviours. It is important for him to establish relationships of mutual trust and respect with the learners.

Creating a pleasant and supportive atmosphere in the classroom will reduce learners' anxiety and promote learning effectiveness and L2 motivation (MacIntyr, Young 1999 cited in Dornyei 2001). In a psychologically safe classroom climate, learner involvement will be the highest as they are encouraged to express their opinions and they feel as they are protected from ridicule and embarrassment.

Concerning group norms, group characteristics have important motivational bearings, and central to these characteristics is the level of cohesiveness among the class members. Dornyei and Malderez 1997 (cited in Dornyei 2001:123) state that it is beneficial to include an explicit norm building procedure early in the group's life by formulating potential norms, justifying their purpose in order to enlist support for them, having them discussed by the whole group, and finally agreeing on mutually accepted set of 'class rules', with the consequences for violating them also specified.

Promoting cooperation among the learners is also one the factors that encourage student motivation towards interpersonal oral communication. Dornyei has studied copiously and found them to be unanimous in claiming that students in cooperative environments have more positive attitudes towards learning and develop higher self-esteem and self-confidence than in other classroom structures. According to Slavin (1994:43 cited in Dornyei 2001) cooperative learning entirely built on the concept of peer collaboration has been "one of the greatest success stories in the history of educational research". There are several reasons for the very favourable impact of cooperation on motivation: when students work together they tend to like each other regardless of ethnic, cultural, class or ability difference, they are dependent on each other and share common goals. This creates a feeling of solidarity and comradely supportiveness. As counting on their peers, learners' expectation of success is likely to be higher than working individually and decreases anxiety and stress than in individual work. Moreover, cooperative teams promote learner autonomy because students have to work a lot

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without the immediate supervision of the teacher and autonomy is a powerful contributor to motivation (Dornyei 2001).

Functions of Learner, Interpersonal Oral Communication in the Classroom

Research has shown that interpersonal verbal communication in the classroom is capable of providing learners the opportunity to learn from each other and acquire comprehensible input (Tsui 1995:72). In line with the Communicative Language Teaching approach, pair work and group work can create opportunities for students to acquire the language incidentally as they communicate freely, while engaging in a dialogue, role-play, mock interview, debates or taking part in some other forms of communicative, oral activities. In whole class interaction, input can be acquired from students' participation such as answering the teacher's questions, initiating questions, giving opinions, supporting opinions, answering in chorus, and seeking clarification from the teacher (Johnson 1995; Van Lier 1994; Tsui 1995). Dornyei (2001) avers that small group activities in the spirit of Communicative Language Teaching create peer interaction and build learners' communicative competence.

Learners are believed to access the opportunity to produce comprehensible output when they are encouraged to communicate freely in the classroom (Tsui 1995:72). In doing so, they can practise using what they have learnt or acquired implicitly either from the teacher and their classmates or from exposure outside the classroom. However, it remains a cause for alarm that, "...rather than make CLT an activity-oriented engagement for learners, teachers have made theoretical, paper-work exercises of it" (Ashade, 2011: 84). CLT activities are expected to be essentially practical. Students are compelled to consider making adjustment when they try to be understood while communicating either with the teacher or with their classmates, and this gives them the opportunity for language acquisition (Johnson 2001:95).

In this case, teachers need to be aware that not all learners respond in the same way to classroom interpersonal oral communication. In describing different kinds of learners, Cook (2001) distinguishes between two types: extroverts and introverts. Extroverted learners may have little difficulty producing output in whole-class interaction or initiating questions or topics whereas introverts will find it easier to practise using the patterns they have learnt or acquired while working in pair or in groups. Introverts are reluctant to take part in whole-class oral communication. Whichever pattern is used, the benefit is that learners have the opportunity to produce output.

Learners' oral interaction also brings benefits to the teaching-learning situation in a language classroom. According to Chaudron (1995), through interpersonal oral communication, teachers can help students incorporate the language structures taught in the classroom to use them in meaningful ways. In whole-class interaction, students contribute when they ask questions or initiate topics, and the teacher can make use of the initiation for further explanation. When students answer questions that require their own opinions, the teacher could reconstruct their answers to start a discussion (Johnson 1995). Even students' mistakes in answering the teacher's questions can be considered as contributions because they will help the teacher know the students' need and provide the teacher with opportunities to give linguistic explanation to the class in later lessons even if they would not be corrected instantly (Gower, Philips and Walters, 1995). Interpersonal, verbal communication has potentials for creating a lively atmosphere in the classroom, as students do not just regurgitate

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what they have learnt or passively listen to the teacher's monologue even when language learning takes place in these situations.

Richards and Lockhart (1994) believe that learners can have different personalities and cognitive learning styles and for this reason, they can have their own preference of subjects of oral communication that they like to discuss. In the same way, Ohta (2001) assumes that a person can learn by means of private speech, dialogue with oneself in imitation and repetition of what others say.

Teacher Options for Learner Oral Communication Lessons

Since learners have different styles and preferences for learning due to affect and nonlinguistic factors such as their cultural background, past learning experiences, and personalities, teachers may not be able to force them to participate orally when they are not ready for it (Johnson 1995:56-57; Tsui 1996;146). In order to provide conditions for students to communicate in pairs or in other considered group types, teachers need sufficient knowledge of the nature of classroom interaction and its patterns.

In carrying out learner conversations in the classroom, Ur (1997:228) provides some patterns:

1. Teacher-talk, to which students respond silently without any initiative on their part
2. Choral responses – the class repeats the teacher's model or cue in the choruses
3. Close-ended teacher questioning, which requires only one right response, and is also known as Initiation-Response-Feedback (IRF)
4. Open-ended teacher questioning, for which a number of possible right answers can be given
5. Students initiate questions according to the teacher's nomination and the teacher answers their questions
6. Full-class interaction, in which students debate a topic or do a language task as a class, and the teacher intervenes occasionally to stimulate participation, or to monitor
7. Individual work: students working independently to perform a task or a set of tasks, and assisted by the teacher where necessary
8. Collaboration: students working together usually in pairs to perform a task or a set of tasks, and the teacher may or may not intervene
9. Group work: students working in small groups on tasks that entail interaction, and the teacher walks around listening
10. Self-assess. Students select their own learning tasks, and work autonomously.

It has been established that learners' participation in classroom verbal communication can bring benefits not only to individuals who take part in interaction but also to the teaching-learning situation in the classroom.

Strategies for Successful Classroom Conversation Sessions

In the teaching ESOL classroom, teachers' beliefs play a great role, as it greatly determines the extent of their students' achievement as Borg (2003) suggests that teachers' attitude encompasses a range of psycho-social constructs including what language teachers think, know and believe and its relationship to instructional decisions and practices.

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From personal experience, I have discovered some means of preparing the minds of learners for successful sessions of conversation in the classroom. Creating background music while students do group work could psychologically speaking, reduce learner's tension and anxiety and spur them to greater output. Another means of achieving or creating an atmosphere for conversation is, saying funny things and cracking jokes while asking questions from the students. Also, examples could be given in learners' native language before a role-play activity, for example.

This could ensure perfect understanding of the idea, and this could lead
to a fluid use of language. Calling for volunteer discussants before a mock interview, role-play, dialogue or other forms of conversation may prove productive. This is different from spotlighting----singling out a student and asking this student to perform or answer correctly before others) which is common in the United States (Mohatt and Erikson, 1981). Calling on an unprepared or unwilling member of class for action may have negative implications for the learner's composure.

Another way of achieving successful conversation sessions is by acknowledging students who take part in some form of conversation activities with claps, award of points and verbally eulogising them. This is in line with MacIntyr and Young's conviction (cited in Dornyei 2001) that, creating a pleasant and supportive atmosphere in the classroom reduces learners' anxiety and promotes learning effectiveness and L2 motivation.

Another dimension to facilitating conversations in the language classroom is the creation of an atmosphere of freedom for the learners. In a situation like this, learners are afforded the freedom to choose whatever subject to discuss between themselves while the teacher feels free to discuss his or her personal second-language learning experiences with the learners with a view to gaining their confidence. They may also be better off with only occasional corrections as correcting them frequently might erode their confidence and composure.

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Surrinder to Surrender: An insight into Joshi's *The Foreigner*

Bala S. Devi, Ph.D.

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Understanding Ethical Codes

Arun Joshi, a veteran philosopher himself, excels in exploring various modes of philosophies that he comes to know of, during his sojourn in Western countries and his career in India within his short span of productive life on this planet. The outpouring of his misled protagonist Surrinder Oberoi in his understanding of ethical codes are simply fantastic, though affected ones from a young man who has grown old before his time, being weary with his loneliness, as shown in the following quotations: "Foreignness lay within oneself and one cannot leave one's past behind him without reaping what he sows. Marriage more often is a lust for possession than anything else…where the couple

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gobbled up each other up" (<u>Foreigner</u> 66). And "Love is real when you know what you love must one day die" (<u>Foreigner</u> 170). Muthu, the simplest character in the novel is recognized as a powerful philosopher who is the kingpin in tuning Surrinder Oberoi to Surrender Oberoi.

None Can Avoid Work Entirely

It is impossible for any man to abandon work in its entirety. It is not at all proper to renounce work that ought to be done as duty. Detachment falsely taken as non-involvement fearing pain, suffering and loss is wrong. A man owes much to the society into which he is born for having accommodated him. Evasiveness or escapism, as of Sindi never suits an honest person. Abandonment of all desire-prompted action is true renunciation. Muthu says to Sindi persuading the latter to take up the dwindling business of Khemka saying, "sometimes detachment lies in actually getting involved" (<u>Foreigner</u> 225), in order to save the poor employees from damnation. J. Krishnamurthi states to people like Sindi that, "you are frightened to lose and you are frightened of something much greater which is to come…you think about it and by thinking about it you are creating that interval between living and that which you call death"(98).

Vedanta Sayings

The Juke box song, "Who knows where / The road will lead? / Only a fool can say." (<u>Foreigner</u> 193) reminds us of Vedanta, of the unpredictable random happenings in the realm of the Eternal. One should only be a witness to the happening; no active participation in it is demanded by Lord Krishna from Arjuna and every one of us, says The Bhagwad Gita. Instead of living in a having mode, one is expected to adhere to a being mode in order to avert the fruits of Karma besides being alert not to lean towards

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inaction. Sindi learns this supreme lesson, thus having become a Karmayogi reaching equanimity and salvation.

Sorrow and Turmoil – Our Teachers

The Hindu scriptures acknowledge experience of sorrow and turmoil one undergoes as the greatest teacher. Sindi feels sad and unhappy over his brilliant academic career that teaches him not an iota of the realities of life. Only his failure has initiated true understanding of life. "Where Kathy and Anna had taught me to be detached from others, June's death finally broke my attachment to myself" (Foreigner 164) and "Detachment consisted of right action and not escape from it" (Foreigner 162).

Ancient Rishis stress that this planet is like a school, a learning place and here we suffer and grow which is also mentioned by the famous psycho-analyst Jesse Stearn in his Matter of Immortality. Sindi gets himself smugly accommodated with the fact that one does not choose one's involvement and that the event of life that are uncontrollable by human endeavour are of therapeutic effect. The contemplative Sindi, in spite of becoming complacent is not resigned to ignore the effect of one's desire-bound involvement that adds up to his karma. He is sure that none can escape karma, which has to be answered by every mortal. He confesses to Khemka that in the past "I have sinned, and god knows, I have paid heavily for them … But you can't get rid of your sins by just turning me out. They will stalk you from every street corner … We think we leave our actions behind, but the past is never dead" (Foreigner 229) and "it had only been a change of theatre … the show had remained unchanged" (Foreigner 174).

An Interpretation of Karma

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A few glimpses into The Bhagwad Gita regarding Karma would be informative. Actions done with attachment and volition causes Karma or bondage. Such people suffer the fruits of their action according to the karmic ledger, the repercussion might be unpleasant, pleasant or none of these. All of a sudden Sindi Oberoi rechristens himself as Surrender Oberoi, fixed in Yoga which is skill in action but still in mind. The self-delusion of Sindi that perverts all ethical codes of Maya, Karma and detachment to suit his own pensive contemplation stating, "Nothing seems real to me, leave alone permanent. Nothing seems to be very important" (Foreigner 113), fades away leading Sindi to an affirmation that in many ways the past had been a waste, but it had not been without lessons as our ancient scripture espouses. Even, "The dead teach you how to overcome their death" (Foreigner 164).

An Autobiographical Novel?

Joshi's maiden novel The Foreigner could be a narration of an individual person is highly autobiographical. A Japanese biochemist says that when he smiles it is, "A little cheerful, a little sad, and very sexy" (Foreigner 128) which has a lot to reveal. The Foreigner is narrated in a series of flashbacks, with an intense ordering of past events being obviously spiritual and autobiographical. The narrator 'I' is both experiencing the foreignness and perceiving others' foreignness and hence results sometimes in a narrative distance. The novel begins in the manner of a crime thriller, the climactic moment being introduced first. Sindi identifies in a morgue the dead body of Babu Khemka, who dies in a car-wreck and hence rips the veils of feigned detachment. Thereafter, the story swings back and forth between Boston and Delhi.

Reality of Death Running through the Novel

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The simple style is enriched and made effective by means of dreams, sickness, wounds, pain and fear. Death in reality, or the very thought or reference to it could be traced throughout the novel resulting in the dynamic turn of events. He avers that, "once you are born, you spend the rest of your life getting away from your birth" (Foreigner 124). Even the idea of love and hatred are blended with death and fear. "Love is real only when you know what you love must, one day die" (Foreigner 145). J. Krishnamurti says that, "As long as there is fear there is no love … only when there is no pleasure, no desire or fear, then there is something called love" (77).

The images of wounds, scars and other physical sufferings like abortion, surgery and diseases serve to emphasize the mental agony of the protagonist. June's separation is like "an unforeseen abortion" (Foreigner 123) and her death, is "as if some indefatigable surgeon was cleaning up my soul with the sharp edge of his scalpel" (Foreigner 165). The tubercular wife of Muthu living in a single room apartment with eleven others leads to the desired metamorphosis of Sindi.

Seasons to Explore Human Emotions

Joshi makes use of seasons and time to reflect human emotions. At times the seasons forebode certain things. The first time when Sindi meets Babu, it is an "unusually cold" September evening, which is how ultimately Babu's life ends, in a freezing manner. Constant reference to masks can be detected in this novel. Sindi's concept of detachment is itself a mask. Sindi acknowledges that "we all have our masks" (30). When Mr.Ghose argues about handing over the office to the proletariat, Sindi says, "The charlatans you wish to destroy will just turn around and put on another mask" (Foreigner 38). The death of Babu and June succeed in puncturing his mask and Muthu rips it off. This mask is a

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metaphoric one as Fowler defines it as belonging "to the group of concepts which imply that artists discover a more fully integrated vision than that exists in 'reality'. It implies, too, a way out of the closed world of the ego into an objective vision communicable to others" (177).

Flashbacks Add to the Significance of Story

A series of flashbacks with mellifluous order of arrangement of past events capturing the past and the present, the imaginative world, and the factual happenings maximize the thrill of the novel. The death of Babu in a car accident, the reason that induced Babu's suicidal rash driving being eclipsed till the reader finishes two thirds of the novel, June's picture found in Babu's wallet, the identification of Babu's mortal remains at the morgue by Sindi Oberoi, letters of Babu written to his sister who well before the accident, has got an idea of Babu's discomfort at the foreign land, all brings aloft Arun Joshi on par with a thriller writer. The weight of the serious theme of The Foreigner is counteracted by the detective story mode of narration. The chronology of the incidents is not lost in spite of the riddle some sway from past and the present.

The "I" Character

The 'I' character serves its purpose well, bringing out the protagonist's psychical contact with society and environment that induce a disturbed psychological development which finally enable him to solve his turmoil of alienation. The very confession of Sindi, that he is not good at remembering events pay testimony to his simplicity of character and confessional mode. As far as possible, the narration of Joshi is neutral, unprejudiced, matter of fact revealing the identities of all the characters true to their nature, rendering

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the story on aroma of a real happening experienced by every one of the readers in his vicinity.

Language and Style

The language employed by Joshi, is free flowing. Sprinkling the novel with similes, satire, metaphors, parallelism and oxymorons to indicate variation of mood and intensity of emotional outbursts, Joshi states that Sindi "feels like a river that hopes to leave its dead wood behind taking an unexpected plunge over a steep precipice" (Foreigner 176) since he felt like " sitting in your own tomb"(Foreigner 22). Also "Strangers parted on the doorstep promising to meet again, knowing full well they did'nt mean it . It was the American way" (Foreigner 23). When Sindi's professor says that every foreign student is an ambassador of his country he wonders "what country had I represented" (Foreigner 43).

Babu's memory piercing through the statues and Jukebox song to stress Existential appeal are some of the motifs mentioned in the novel. The very title gains a symbolic value in the larger context of human existence and struggle. The metaphysical anguish of the protagonist at the meaninglessness of the human condition, the unreality, insecurity and transitoriness associated with the word 'foreigner', provides the texture and structure to the novel.

Abbreviation used

 The Foreigner - Foreigner

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Introducing Teaching English to Young Learners (TEYL) in Pakistan through Professional Development Workshop

Asim Karim

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Teaching English to young learners (YLs) has remained overlooked and uncultivated in the national education planning and policies in many countries including Pakistan. There are no specific training opportunities and facilities for English teachers of YLs. Therefore, teachers are unqualified in teaching EFL to YLs. There is a need to focus on this problem and take requisite steps to improve existing practices. The plan proposed here aims at introducing current theoretical and practical dimensions of teaching English to YLs of the government and public sector primary schools of the district DIKhan in Pakistan through two-week professional development workshops.

The main objectives are to introduce the concept of TEYL and innovative EL teaching practices in Pakistan for young learners and allow participants to experience learner centered teaching paradigm through experiential activities and demonstrations.

Additionally, the training will initiate the participants to use pedagogy 2.0 tools to develop learning /teaching into life-long and global experience through sharing and participating in productive discussions.

Key words: TEYL, EFL Teacher training, English Language Education in Pakistan

1. Introduction

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Living in an age of knowledge explosion, consistent and regular participation in professional development activities and workshops is essential especially for non native teachers of English Language. Chrisman and Crandall (2007) rightly assert that the teachers who have been trained to use innovative techniques and methodologies are more inclined to try them with the students. However, participation in professional development session and workshops is not to be taken as a forced activity.

On the contrary, it requires a self motivation as it adds to the knowledge base and equip the teachers with new skills of teaching a foreign language to the students in different contexts. In fact, Curtis and Nunan (2001) list addition to knowledge base and acquisition of new skills as one of the main reasons for teachers desire to participate in professional development.

In addition, regular exposure to innovative training sessions is a positive way to achieve teacher personality development and empower him/her to act upon ideas as well as influence events and institutions that affect their lives (Murray 2011: 3).

Department of English, Gomal University, DIKhan, Pakistan will host One Week work shop on Professional Development of the Primary teachers of Young Learners (YLs).

Teaching English to young learners is a new exciting field in TESOL. Unlike TESOL, TEYL focuses specifically on the young learners (7-12 year old). It means it focus on primary education of English language. In view of the global shift towards introducing English language early at primary level, TEYL has assumed greater value as it provides opportunity for the primary teachers to gain access to methodologies that address young learners of diverse cultural background.

The proposed workshop addresses key areas of teaching English to YLs. They are: Principles of teaching EFL to YLs, teaching reading and writing to YLs and teaching speaking/listening to YLs, use of authentic material and assessment and learning. First workshop will focus on Characteristics of YLs, Fundamental theories of teaching YLs, basic Characteristics of teaching YLs.

The Second Workshop will be on contextualized language instructions with specific focus on Content-based instruction, theme-based instruction and, organizing thematic units.

The third workshop will be on the most important component of assessment and learning with specific focus on Teaching and Assessment, principles of Assessment, Key Concepts in assessment, and Why, what, who and How of Assessment. The methodology would be learners' centered with many class room activities like TPR (Richards and Rodgers 2001), group Discussion, each teach, preparing work sheets for assessment of

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the YLs. .At the end of the work shop the trainees will be able to understand the importance of adopting new methodologies in teaching EFL to YLs.

2. Problem Identification and Analysis

English language planning has not been adequately addressed in the country. Ours is a multilingual, multi cultural and multi ethnic society. There are five major regional languages (Pashto, Saraiki, Punjabi, Baloachi and Sindhi). However, English is the official language as well as the language of the law and higher education. Apart from the official status of the language, adequate steps have not been taken to form a consistent and uniform language policy (Mansoor, 2005).

While private schools have introduced English from Montessori/KG level classes, the public schools have witnessed surprise and frequent variation in introducing English early in the curricula of schools. In view of the 2008 reform in education (Mansoor, 2005: ?) public schools offer English from Class 1 now.

There is another parallel system of education popularly known as MADRASSAH System run by the clergy and the religious class. The Madarassah schools focus entirely on religious education and make little provision for education of English Language and science/social science subjects.
There are obvious advantages of introducing English Language Learning at very early stages of primary and elementary school levels in the country. The students under this system have greater exposure and greater time to interact in a foreign language and by virtue of their greater receptive abilities the young learners show greater propensity to improve their communicative abilities in it. But benefits apart the system has its own drawbacks.

Using Joan's (2009) "Lens approach", these drawbacks in our context are:

1. A huge gap between theory and practice. Theoretically our syllabi is marked by repetition of Grammar rules that in fact amounts to overdosing, but practically the performance even in the application of fundamentals of grammar is negligible
2. Excessive reliance on teacher centered Grammar translation methods
3. English Language learning early without requisite contextual factor political motivation, substantial grants, trained teacher etc have adverse emotive and psychological impacts on the individual and society. In the absence of these contexts, a very rewarding experience of learning vital foreign language has been transformed into nightmarish, complex issue and the masses take it as unnecessary burden/requirement. It has disadvantaged them in comparison to the affluent who can afford education in institutes where this obstruction is not so glaring.

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4. The absence of English teacher not to mention trained English teachers at elementary and secondary school level in all Govt. schools has created numerous correlated complexities and problems that in turn reflect the discouraged approach to learning English language itself. Discouragement to the students to express themselves in English as they advance in their education from primary to secondary levels.
5. Inability to create constructive interaction among the students to enhance their confidence in speaking English correctly.
6. Inability to transform EFL into a pleasurable experience and process.
7. Repetition of the same contents at different levels of learning English. Too much repetition of Grammar rules has almost irritated the young and adult learners of English Language. My latest experience of teaching English language to The US Access English language Projects at English Dept of my university has further confirms this impression. The students enrolled in this project are from the educationally backward Tribal regions admitted in diverse university disciples, who have received their elementary and secondary education from the Private English Medium Schools where English Language learning starts from Montessori. The course designed focus especially on Grammar section with lots of reading, writing and speaking sessions in between Grammar instruction. But the students have least enjoyed   Grammar component on the ground that they have had a lot of exposure to it since their elementary school days. On the other hand,   they have shown readiness to talk, present, discuss and read literary text for interactive classroom discussions, something that they could not experience in their early education.
8. Inability to ensure continuity of Language learning in a school
9. Inability to connect language learning with broader aspect of developing understanding with spirit of acceptance the differences in cultural parameters of the different nations in the world, which is in fact a great loss.
10. Inability to connect English as a subject with other courses like social studies to transform language learning into a wholesome integrated process. This creates problems in integrated language learning abilities and opportunities.

Teaching English to young learners (YLs) in this context has remained utterly ignored and unexplored with the result that English language itself acts as a discouragement to the learners and the parents across the board. There are no specific training opportunities /facilities for EFL teachers of YLs. Therefore, teachers are unprepared, unskilled and untrained in teaching EFL to YLs. The work shop aims at enhancing Professional development skills of EFL teachers of the VYLs and YLs of the district DIKhan, Pakistan.

The proposed work shop has been facilitated by ten week on line course on teaching English to YLs and VYLs conducted by UMBC from October to December and the three week work shop on professional development of the EFL teachers at UMBC from July

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24, 12010 to August 12 2010. In fact, the knowledge and the experience gained in the process would lead to development of an experiential teacher training template for the EFL teachers of the district DIKhan that would cater to their needs in terms of training them from modern/current teaching practices.

Besides, a comprehensive Proposal for inclusion of such areas as Critical thinking, Learning strategies, and current methodology of teaching English as EFL will be submitted to the Department of English language and Literature Gomal university DIKhan, and Institute of Education and research Gomal university DIKhan into their syllabi for MA English and Teacher training programs for improved teacher trainings in the university.

3. Objectives

The objectives of the proposed training are:

1. To train participants to create the Constructivist Class room that ensures students autonomy, where the teacher asks open-ended questions, encourages high level thinking (thinking beyond factual and simple response), engages students in dialogue with teacher and with each other, encourages students to challenge hypothesis and discussion (Valais 2010).
2. To allow participants experience learner centered teaching paradigm through experiential activities and demonstrations.
3. To Introduce concept of TEYL in Pakistan
4. To address EFL teaching problems at the root level.
5. To minimize the existing gap between theory and practice of teaching through integration of theoretical foundations of teaching English, learning styles and strategies with experiential teaching methods.
6. To introduce elementary teachers to innovative EL teaching practices.
7. Develop lesson plans on the basis of YLs characteristics
8. Select and create appropriate/authentic material and tools that provide authentic age related language and activities to the learners.
9. To enable teachers of elementary level to establish life long relationship with colleagues across the globe through social networking.
10. To familiarize participants to collaborative techniques, e.g form teacher support group, join a teacher support network, join a local or international teacher association etc (Murray 2010).

4. Learners' Analysis

Learners in the proposed workshop will be primary school teachers of Govt. subsidized schools as well as public schools. Overall twenty five teachers will be invited to have training in the proposed areas. Their knowledge of teaching English to YLs is related to

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generalized instruction strategy for the learners. Their understanding of the new innovative techniques and styles of learning is practically nonexistent. The training is a step to familiarize them with the techniques in teaching English as a foreign language to the trainees and create an awareness of the vast possibilities of exploring strategies that make learning meaningful, productive, as well as fun.

5. Content Analysis

The training will focus on the following key areas in TEYL:

5.1 Fundamentals of Teaching English to YLs

The power point presentation will summarize fundamental aspects of teaching young Learners. It has been observed in local classrooms environment that the teachers engaged in teaching YLs need to develop a theoretical model of the ways of teaching YLs. Exposure to modern and contemporary theoretical notions on teaching YLs will by all means expand the planning and creative dimensions of teaching and equip the teachers with tools to develop effective class room environment for enhanced learning and personality development.

The training will focus on building theoretical foundation through power point presentation on innovative methods/learning styles and learning strategies (Richards and Rodgers, 2001, Celce- Murcia, 2001: 3-13, Valais, 2010, Shin, 2010).

In addition to the presentation on learning styles and strategies, the training will focus on YLs characteristics as it requires a whole change of minds set and aptitude. The YLs have peculiar characteristics that set them apart from then adult learners and consequently require a new set of methodologies and approaches to teach a foreign language to them. The training will expose the participants to the characteristics through presentations, demonstrations, video clips and handouts (Lobo, Shin, Richards and Rodgers, 2001).

5.2 Contextualized Language teaching

There may be a little disagreement over extending the teaching context to other academic disciplines in school curricula but there can be no dispute on the efficacy of contextualization or content base thematic planning and teaching (Curtain and Dahlberg, 2010). Reflecting on the practice of teaching English language literacy from elementary to graduate levels in our context, it becomes starkly clear that traditional stress on teaching EFL through grammar translation method (Richards and Rodgers, 2001: 5-7, Larsen-Freeman, 2001) has failed to inspire the Learners' interest in learning English language meaningfully and productively and has even proved counter productive in terms of creating strong repellence and discouragement to learning the vital language.

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The new approaches such as contextualized language teaching would revolutionize and transform the whole course of EFL teaching into a vibrant system. There are definite internal and external challenges in the path of adopting contextualized language teaching that a teacher would have to confront in teaching L2 to YLs. While he external factors pertain to the presence of adequate training facilities and resources, the internal challenges exist within the teachers and the school set up:

1. Motivation to use EFL teaching a means towards end of YLs "whole development" (Read).
2. Readiness to initiate ever new meaningful contexts from real life for EFL class room with repetition/recycling methodology (Shin, Curtain and Dahlberg).
3. Initiatives to focus on improving all the four skills (Shin, 2007) systematically, collectively with consistent development of vocabulary and language structures.
4. Ability to initiate total physical response (Richards and Rodgers, 2001) and create Optimum Development Zone (Shin) through different teaching materials.
5. Intuitiveness to assess needs of the class composed of learners with variable learning abilities and aptitudes. This is particularly true if we have to pay heed to "learner autonomy or learner choice" (Shin, 2007).
6. Ability and inclination to frame out relevant projects (Shin, 2007) for teaching L2 to YLs.
7. Ability to materialize close coordination with the teachers of other academic disciplines for enlisting their possible support in L2 development.
8. And most importantly teachers' behavioral tendencies to develop warm, friendly, cooperative environment in the class.

These factors are no less a challenge to realize for effective lesson planning in our traditional school system. Of these, the most challenging part would be assessing the needs of a class that is composed of heterogeneous learners with variable learning abilities and aptitudes, and planning a lesson that addresses those needs. In this situation lesson plan would require a complete knowledge of the individual learner's needs, what he/she has achieved in the previous classes, and what are the areas where he/she needs particular focus within the prescribed course parameters. Having a complete stock of the individual learner's needs would facilitate in coordinating the individual needs with the class needs.

One way to deal with this matter is to distribute task/project based activities among groups of variable learning abilities. Constant feedbacks from and to the learners, repetition, revising in different forms/styles would systematically assimilate the class into integrated whole and help in achieving objectives. Evaluation would also need to be more systematic, organized and frequent through inconsistent techniques from oral presentation to written tests and quizzes. The trainees will be exposed to discussion and activities on thematic/content based lesson planning, and process of developing thematic units (Shin 2007).

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The participants will be exposed to instructional strategies for teaching reading and writing to YLs (Sarah Shin 2010), followed by experiential activities and demonstration. Areas to be discussed through power point presentation will be: Reading is interactive, levels of text, basic approaches (phonic, whole word approach, language experience approach), developing reading skills and strategies , types of writing language, text types for the YLs (non fiction, editorials, essays, articles, diaries, journals messages as for instance phone message, labels , forms applications , memos, greeting cards, signs, recipes, bills, maps, manuals, advertisements, invitations, directions , cartoon (Brown, 2001).

The participants will also be given power point presentation on writing as an interactive process for the YLs that should have audience, purpose and topic "APT" (Shin 2009). The participants will also be familiarized with "balance literacy program" (Shin 2009) that aims at creating balance in reading and writing in the YLs class rooms. The balanced reading program comprises four kinds of reading: reading aloud, shared reading, guided reading and independent reading. The balanced writing program also comprises four kind of writing: shared writing, interactive writing, guided writing, and independent writing. "As an EFL teacher, it is important to remember to keep a balance literacy program that keeps language whole while also working on phonics and always makes use of different kinds of reading and writing activities: (Shin 2009).

The participants will also be trained to design lessons to integrate reading/writing skills instructions. Shin (2009) forwards a model that integrates reading and writing skills for effective lesson designing. The model comprises: Pre reading Activity: Activate students schema/background knowledge tp prepare them for the reading input; Reading Activity: Give reading in put by presenting target language structures with in a meaningful or communicative context and Post reading activities: Give students opportunities to practice the target language structures through writing activities.

The training will also introduce discussion on different kinds of reading skills that include:

A. Cognitive reading strategies

1. predicting the content of the passage or section of the text
2. understanding the main idea to understand the entire reading
3. expanding vocabulary and grammar to help in increasing reading
4. Expanding active (words in use) and inactive (words you understand, but not in use) vocabularies
5. Guessing the meaning of unfamiliar words or phrases to let you know what you already know about English
6. Analyzing theme .style and connection to improve your comprehension

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7. Distinguishing between onion and facts
8. Breaking down larger phrases into smaller parts to understand difficult passages
9. Linking Li knowledge of words with word sin English
10. Creating Map to understand the relationship between words and idea (cognitive mapping).
11. Writing a short summary of what is read to understand the main idea.

B. Metacognitive Reading Strategies

1. Setting goals for self to improve areas that are important to you.
2. Making list of relevant vocabulary for new reading
3. Working with class mates to improve your reading skills
4. Taking opportunities to practice
5. Evaluating things learnt

C. Compensating Reading Strategies

Relying on the previous knowledge to improve reading comprehension

1. Taking notes to recall important detail
2. Reviewing the tone and purpose of reading passage to remember more effectively
3. Picturing scenes in the mind to remember effectively
4. Reviewing key ideas and details to remember
5. Using physical action to help you remember
6. Classifying words into meaningful groups to help you remember more clearly

5.4 Teaching Speaking and listening

Like balanced reading and writing program, teaching speaking and listening needs to be taught in an integrated way. Through listening, the students can build an awareness of the inter-working of language systems at various levels and in this way establish a base for more fluent and productive speaking. This overlapping nature of the two skills need to be practiced from the elementary level and requires training for the teachers to create tools and activities as well as material for the purpose.

Burns and Joyce (1997) and Byrne (1976) argue that communication is a two-way process between speaker and listener involving the productive skills of speaking and receptive skills of listening. Thus both the speaker and the listener have important function to perform. The speaker encodes the message in appropriate language, and the listener decodes it. Burns and Joyce (1997), Carter, Hughes and McCarthy (1998) attach paramount importance to teaching speaking and listening as exclusive skills need I all academic and non academic settings.

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The main goal in teaching productive (encoding) skills of course be to enhance learners ability to express themselves intelligently and reasonably accurately as Baily and savage (1994) argue . The goal, however, cannot be achieved through written texts. Use of media (Brinton 2001: 459-477), songs, drama, story can be effectively manipulated for the purpose. Children as discussed above have different learning patterns and styles. This is so in case of learning speaking and listening as well. Unlike adults their attitude to language learning is like playing with the language (Sbarina Peck 2001). Unlike adults, a teacher has to make use of all sorts of material and be creative in activities that are authentic and facilitate language child centered language communication (Peck 2001 139).

Young learners, unlike adults, have not developed learning patterns. They are often good mimics, have short attention span and, therefore, need repetitions for consistent and measurable learning. Songs and chants (Peck 141) in this context serve important function of not only providing the desirable fun to YLs, but also the requisite methodology of repetition for exciting emotive and oral response for desirable TPR in YLs.

Speaking and listening skills of a new language are not supposed to be learnt in a vacuum. They need a real context that allows YLs to experience it through multiple strategies. The songs/chants carry very effective contextual element and the teacher needs to emphasize and ensure that it is available to the YLs from the beginning for serious language learning (Davanellos, 1999). For instance a teacher can initiate vocabulary, sentence structure, and grammar acquisition by writing the song on handouts and leaving out the key words.

The learners could be asked to fill in the missing words in the song. The wrong fill in could lead to further explanation of the meaning of the words and why the writer uses them. When designing effective speaking and listening activities it is important to remember that children love physical activities. Song/chants offer opportunities for activating learners from passive to active mode of learning. Songs on Teddy Bear, for instance "Teddy says, Stand up; Teddy says, Sit down" leads to dividing the class to practice the song in pairs.

Alternate expression and physical movement by contrasting pairs will associate learning language structure with physical response. This would be a wonderful fun experience for YLs.

As an extension of the song, teachers can ask the names of other animals that they have seen, and talk about their habits and habitat. They can elicit more information and sentences through comments such as "This paragraph has good examples. It would be even more complete if it had a cited quote or paraphrase to support your ideas with a reading." A teacher must also create visuals in the class for perfect assimilation of

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meaning between spoken and written words. This topic sentence already contains connecting words to help knit the paragraph to what came before ("also" and "spoken and written"), so that's good.

Songs/chants repeated in consonance with visual effect are likely to reinforce word meaning/vocabulary and sentence pattern expressed orally. Shin (2006) strongly supports the need of creating visuals or making learners create visuals related to lessons that not only help them to understand the context, but introduce vocabulary as well. Scott and Ytreberg (1990) also write of using mascot and puppets for exciting oral skills.

The oral presentation of song like Teddy Bear through mascot/puppet would be a wonderful way of introducing language through visuals. Similarly using BB, and charts as written forms of the songs/chants will reinforce listening/speaking and help the learners to retain/memories vocabulary and sentence structure effectively well.

Shin's song/chants combine oral recitation with visual (body movement and written form) is successful for their integration of written and spoken forms to reinforce language acquisition and their retentive force for the YLs.

A song/chant can be effectively used to take the language teaching from a teacher-centered approach to a class-participatory approach. Children, as Lobo (2003) writes, are physically active and "learn by doing". Song/chants can be used effectively for language instruction if the learners are involved in the process. They can be divided into pairs to sing, practice, and respond/follow up the singing to learn listening and speaking skills. Shin's singing is inspirational and motivates the learners to follow the chants to create TPR and integration of speaking/listening skills. Teddy Bear type songs can be utilized for pair/group work. One group chanting Teddy Bear "stand up" and other Teddy Bear "sit down" will involve the learners physically in the learning process.

A teacher also needs to exercise caution in the selection of songs.

Davanellos (1999) has pointed out numerous drawbacks that a teacher should keep in mind to ensure effective language teaching. Many songs as he writes contain "slangs, bad grammar, and unnatural word stress" (14), are noisy and need proper equipment. Songs that are noisy contain slangs or bad grammar will prove counter productive in teaching language and may cause management problems in the class room. Songs/chants that are theme based appropriate for the age group and involve learners' participatory approach will be valuable source of language instructions. Songs can also be presented as Davanellos (1999) writes in different forms that do not require teacher singing them in the class. In order to save learners form monotony that is in fact a great obstacle in the language learning process, a teacher needs to adopt multi dimensional strategy of using song in pre- stage, while-stage and post-stage (Davanellos, 1999) levels.

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In pre-stage for instance a teacher prepares the learners linguistically and psychologically for the purpose of song/text. It establishes a context, introduces words used in the song etc to prepare the learners for the oral and written exercises that they will have to carry in the stages ahead. Davanellos (1999) again puts forward the activities that a teacher could use in while and post stage levels that ranges from making notes to such follow up language learning activities as role play for a particular song that purposefully links the background language knowledge with new language and ideas introduced at these stages (Davanellos, 1999, 14). It would be good to have a specific example here to illustrate how you might do this in your particular classroom. Peck (2001) also prescribes such other activities as drama, story telling as other important activities for language acquisition in terms of speaking and listening.

5.5 Assessment and learning

Assessment in integral to learning/teaching processes at any level. Depending upon the system of education prevalent in a particular society, assessment targets the agreed upon principle of judging a learners performance , his/her attitudes towards studies, her personality development and the level; of knowledge he has accumulated as he/she moves from one grade to the other. Cameron, Ioannou-Georgious and Pavlov have unanimously highlighted the significance and certain features of assessment from multiple angles.

While there is a general agreement as to the importance of assessment and features, Cameron has drawn our attention to certain factors that in his opinion make EFL assessment distinct from other FL conditions. Prominent among these are children's social and conceptual development, and methods. He also hints at social and class room realities that may come into conflicts with the factors governing assessment.

The prevalent mode of assessment in our education system on the whole is that of periodic written test and end term examination (summative assessment)., but the periodic written tests have no impact on the final result that is solely prepared on the basis of end term written examination.

For YLs (KG group) there is also a provision for oral examination in some schools that usually consists of chants, and rhymes. It has generally been observed that exclusive focus on written end-term exam does not allow enhancement of speaking and listening skills, in comparison to formative assessment that takes place during the process of learning (Bechman 2005). It has been observed that the summative assessment encourages memorization of language instead of developing real language acquisition. Besides inability to score well in the summative tests acts as one major discouragement and creates a psychic obstruction to self motivation for improved performance in learning L2.

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For YLs in particular there is a need to adopt formative assessment as Ioannou-Georgious and Pavlov assert that "children can some times be negatively affected by assessment techniques used for older learners (2003: 4).

Children vary in maturity, learning experiences and overall background, therefore techniques for the one age group in one context may not be suitable for the other age group in another context (Ioannou-Georgious and Pavlov, 2003: 4).

The role of teachers in this context is, as Ioannou-Georgious and Pavlov (2003) contend, very important and decisive in arranging an d adopting proper assessment mechanism. The proposed training will target this important area and familiarize with best alternative assessment strategies like peer assessment, performance assessment , self- assessment, conferences, interviews, criteria guidelines, journals, language proficiency, learning logs portfolios (Bechman and Klinghammer 2006) that are suitable for the YLs and take into consideration integrated skills assessment throughout the learning process.

6. Using Technology for life-long learning

There is a huge deficit of opportunity for productive interaction among the EFL faculty at the regional, national and global level. Teachers need to be developing themselves consistently to keep themselves in touch with new teaching paradigms. They need to share experiences and learn from the others experiences. This kind of approach will transform learning into life-long learning. The training will demonstrate the use of web technology for this desirable objective.

Amer (2010) asserts the use of Web 2.0 tools (pedagogy 2.0) to ensure EFL professional development along new lines. The tool allows the teachers to have access to learning material and share their work and resources with the colleagues across the globe. The training will facilitate the participants to apply pedagogy 2.0 tools like blogs, wiki, itunes, pod casts, web quests, social network (face book), goggle docs etc for language teaching and learning foreign language. The instructor will prepare presentations and handouts to help trainees apply the tool in their institutions, experience autonomous learning to gain knowledge and experience.

6. Delivery Analysis

The E. teacher professional development Workshop will be arranged in department of English Gomal University DIKhan for twenty five participants from govt. and public schools teachers. It will be a power point presentation, based on experiential learning, demonstration with predominant learner- centered approach. Articles, handouts will be distributed. Discussions will be arranged in trios and pairs on TPS pattern.

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7. Design

Objectives	Content	Learning Activities	Learning out come
By the end of 1st Work shop (two days), participants should be able to create a 5 minute demonstration activity based on at least one TEYL principle and explain current principles of teaching YLs.	Characteristics of YLs, Fundamental theories of teaching YLs, and basic characteristics of teaching YLs	Power point presentation on Learning styles and strategies, mini lecture on principles of TEYL, young learners traits, Experiential activities demonstrating the use of teaching methods and techniques Lecture on prevalent conditions of EFL teaching in the schools, principles of teaching English to YLs and characteristics of YLs. Distribution of handouts on the issues Involving participants in listing activities that associated learning for YLs meaningful and fun. Creating	Show understanding of current /modern language learning theories Develop a Student Profile based on a group of young learners that gives a description of those learners Categorize what kind of classroom situation and activities are suitable for young learners based on their characteristics.
By the end 2nd workshop (two days), participants should be able to explain what contextualized language instruction is, find themes that are appropriate for young learners, and	Contextualized language instruction Thematic unit plans Developing dynamic units foe EFL (Shin 2007), Format of thematic unit plans	Power point presentation on Contextualization of learning Distribution of hand outs o the topic Arrange learners' discussion on the topic on TPS pattern in trios and pairs Play songs and arrange discussion on the use of songs and stories as	Describe Contextualized language instructions , categorizes themes for YLs, participants develop thematic plans

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describe how to develop a thematic unit plan around a specific theme		themes for language instructions Arrange discussion on the need to make EL learning fun for the YLs. Role play between the trainer and the teacher. The teachers defend their understanding of modern theories of teaching EL to young learners and demonstrate examples of making learning process as fun and meaningful	

By the end of third training session (two days), the trainees should be able to understand the new approaches to teaching reading and writing to YLs and demonstrate activities that initiate the learners to new reading and writing paradigms.	Comprehension strategies, Providing feed back on student writing), Shared reading (http;// www.eduplace.com/rdg/res/literacy/em-lit4.html, metacognitive reading strategies, cognitive reading strategies, compensating reading strategies, using learning logs (Valais 2010)
	http ;// www.topics-mag.com/english-learning/best-way-2.htm
		Power point presentation on reading/writing skills and strategies for YLs, Cooperative activities (think –pair-share, round robin/round table/jigsaw, and Numbered heads together, corners).	Reflective journals on innovative reading writing practices, Group demonstration of the suggested techniques

By the end of this training session (two day) the participants should be able to form a clear opinion on the regular use of speaking and	Teaching oral/aural skills Use of Oral homework (Mendez, 2010) Listening and speaking integration Use of songs, drama, story telling for listening/speaking skills Us of technical and non technical material (Brinton 2001) like posters, drawings, Flashcards, magazines, pictures for speaking /listening	Demonstration of development of speaking/listening skills through songs/chants/story telling	Group summarization of new ideas about using speaking and listening for language acquisition, Developing

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listening activities for English language acquisition	activities		speaking and listening activities
By the end of this training session (two day), trainees should be able to develop understanding of principal assessment terms, connection between assessment and learning, and apply /make choices for different forms of assessment for reading, writing, speaking and listening activities.	Assessment and learning, principles of assessment, why, what and how of assessment, Some task in YLs assessment: selected response assessment, Constructed-response assessment, Personal – response assessment (conferences, observation, portfolios, role-plays, dialogue journals, oral interview, written narratives, dramatizations, self and peer assessment	Power point presentation on assessment for YLs, Follow up discussion TPS , Alternative test development project, brainstorming and peer review	Creating worksheets of formative assessment, Preparing criteria for formative assessment, Share assessment practices and grading criteria effective for various contexts, alternative assessment project by groups.
Technology in Language Teaching/learning	Blogging for English Language, www. Blogger.com social network for ELT, goggle docs, teacher resources on line, aural and oral skill building http:// websites www. esplod.com, pedagogy 2.0 and other technology tools for creating student centered classes including larger classes (Amer 2010).	Discussion and lecture, teachers will use web-based resources to learn about social networking, Participants will consult itunes/podcast/itunes(U) resources t o learn about Facebook , pair presentation (each pair will present one writing reading, speaking or listening web resource (Amer 2010).	

7. Implications for the Teachers

The proposed training will be a pioneering step in introducing TEYL in the district teaching community and can go a` long way in opening up TEYL training

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courses in the country itself. It will sensitize and familiarize elementary teachers on adopting innovative teaching patterns for the neglected YLs and prepare their lesson plan in line with the theoretical and conceptual features of teaching English to YLs.

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Case Marker in Khasi

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Abstract

The present paper investigates the case markers in Khasi. In Khasi, case is realised in the form of prepositions. These prepositions take nouns structurally to form phrases; therefore they are called prepositional phrases. Prepositional phrases are built up of a preposition followed by a noun phrase. Though prepositions are syntactically bound elements, when they occur with nouns and pronouns, they constitute phrase instead of words. However, when they occur with demonstratives, they constitute word. A few prepositional phrases take bound elements to constitute larger words which function as prepositions when they occur before nouns. They function as adverbials when they occur elsewhere. So, they are called prepositional adverbials.

1. Introduction

The North-eastern region of India comprises the states of Assam, Arunachal Pradesh, Meghalaya, Mizoram, Manipur, Nagaland, Sikkim and Tripura. Meghalaya is located between 25^o1N- 26^o5Nlatitude and 85^o49 E to 92^o52E longitude. To the North of Meghalaya is the state of Assam and to its south is the country Bangladesh. The state is located closer to the Tropic of Cancer. It is a small hilly state located in the North-eastern region of India .The northern boundary

of the state is shared with Goalpara and Kamrup districts of Assam; Goalpara and Ranjpur districts in west and Mymensingh and Sylhet districts of Bangladesh in south. In east shares its boundary with Cachar and Karbi-Anglong (Assam). Meghalaya is closer to some other countries also besides Bangladesh. They are Bhutan, China and Nepal. Meghalaya occupies 22,429km^2 of area. It stretches 300 km long from east to west and 100km north to south. There are 12 town and 526 villages in Meghalaya. The population of Meghalaya is 2.3 million. Khasi is currently spoken in the district of Khasi and Jaintia Hills in the state of Meghalaya, in the district of North Cachar Hills in the state of Assam and in the district of Sylhet in Bangladesh.

Khasi is spoken in Meghalaya. Khasi is the only language of Mon-Khmer branch which is spoken in India. The Munda and the Nicobarese branches too are spoken in India. It is interesting to note that all the languages belonging to this family which are spoken in India are spoken by the people who inhabit only the hilly tracks and mountainous regions.

An attempt has been made here to discuss the case system in Khasi. So far only a few attempts (K.S.Nagaraja 1985) have been made to study the case markers in Khasi.

The aim of the present paper is to offer a description of the case markers in Khasi spoken in and around Shillong town, head quarters and capital Meghalaya. The data for this paper have been collected from the native speakers of Khasi residing in and around Shillong town. Besides I, myself being a native speaker of Khasi, have cross-checked the data provided by others. This study, I hope, will create interest among the young scholars in this variety.

2. The Language and The People

The term 'Khasi' stands for both the tribe and the language. The Khasi people are one of the several tribes inhabiting the south-central part section of the Khasi and Jaintia hills of Meghalaya with a population of about 3,84,606 speakers including speakers of various dialects. According to Grierson (1902) Khasi has four major dialects (Pnar or Jaintia, War, Bhoi, Lyngam). Khasi belongs to the Mon-Khmer branch of Austro-Asiatic language family. Khasi proper which is considered as the standard language and employed for all literary purposes is spoken in and around Cherrapunjee. As Grierson (1966) observed Khasi was the language of the court and was recognised by Calcutta University as a subject of study as a second language even in those days. It is now taught as a subject up to post graduate level and also as medium of instruction in the schools and an associate official language in the state of Meghalaya.

3. Prepositional Phrases Marking Case

Prepositional phrases help to indicate various factors regarding a particular action denoted by the verb.

There are eight prepositional phrases which are recognised for Khasi and they mark case. The null phrase marks nominative. All of them could be presented as under:

1. Ø- phrase marks nominative

2. ya- phrase marks accusative
3. ha- phrase marks locative
4. na- phrase marks ablative
5. ša - phrase marks dative
6. bad - phrase marks associative
7. ǰoŋ- phrase marks genetive
8. da - phrase marks instrumental

Note: pm. denotes pronominal marker.

3.1. Nominative Case

From the above list it will be clear that nominative (agentive) case is unmarked. A nominal element without any overt marker preceding the verb phrase will be in nominative case.

(i)   u   Ø   daŋ   leʔkay
       he   nom.   prog.mrk   play
       'He is playing'

(ii)   ka   myaw   Ø   ka   diʔ   du:d
       pm.   cat   nom.   pm.   drink   milk
       'The cat drinks milk'

3.2. Accusative Case

/ya- / phrase marks accusative case. The phrase is built up placing /ya-/ before a noun phrase. It indicates that the following noun is the grammatical object.

(i) /u   la   a:y   ya   u   sɔʔ-pʰoʔ/

    he   past t. give   acc.   pm.   fruit-pear

    'He gave a pear'

(ii) /ŋa   itʰuh   ya   u/

    I   know   acc.   him

    'I know him'

(iii) /ŋ-ɨn   yoʔi   ya   ki/

I-future.t   see   acc.   them

'I will see them'

/ya-/ also can occur with /lade/ 'reflexive marker'

(iv) / ŋa   peyt   ya lade(hi)/

I   watch   acc.self

'I watch myself'

(v) /ka   la   šɔŋ   ya lade(hi)/

she   past t.   sit   acc. self

'She sat herself'

/ya-/ can also take interrogative element /-no/ . Then both constitute a word.

(vi) /ŋi   šoʔ   ya-no/

we   beat   acc.wh.

'We beat whom'

(vii) /ki   la   yoʔi   ya-no/

they   past t.   see   acc. wh.

'They saw whom'

(viii) /pʰi-n   ǰied   ya-no/

you- future t. choose acc. wh.

'You will choose whom'

3.3. Locative Case

/ha-/ phrase marks locative marker and indirect object as well. The phrase is built up by placing the element /ha-/ before a noun phrase. This marker has two distinct functions -(i) marker

of location in space or time; and (ii) marker of indirect object when it occurs with certain verbs like /a:y/ 'to give', /pʰaʔ/ 'to send', etc. (with ditransitive/ causative verbs).

(i)   /ha   kane   ka   kamra/

        loc.   this   pm.   room

        'in this room'

(ii)   /ŋa   šoŋ   ha   ka   kali/

        I   sit   loc.   pm   vehicle

        'I sit in/on the vehicle'

(iii)   /ha   kano   ka   binta   ka   kali   ka   la   hap/

        loc.   wh.   pm.   part   pm.   vehicle   pm. past t.   fall

        'In which part did this vehicle fell'

(iv)   /ha   ka   pɔr   la:y   baǰe/

        loc.   pm.   time   three   o'clock

        'At three o'clock'

(v)   /ha   ka   sŋi   ka   ba   nɨŋkoŋ/

        loc.   pm.   day   pm.   relativizer   first

        'on the first day '

(v)   /u   la   a:y   ya   u   kʰulo:m   ha   ŋa/

        he   pst.   give   acc.   pm.   pen   loc.   me

        'He gave a pen to me'

3. 4. Ablative Case

/na-/ phrase marks ablative case. The phrase is built up by placing /na-/ before a noun phrase. It indicates that the source as denoted by the noun phrase whose relation to the action is that of a fixed point, i.e., the source from which the movement or action takes place.

(i)   /na   ka   kʰɨnde:w/

         abl.   pm.   earth

         'from the earth'

(ii)   /u   sɔʔ   u   la   ha:p   na   une   u   di̯e̯ŋ/

         pm.   fruit   pm.   pst.   fall   abl.   this   pm.   tree

         'The fruit fell from this tree'

(iii)   / na   ka   binta   ka   lawe:y/

         abl.   pm.   sake   pm.   future

         'for the sake of the future'

3. 5. Dative Case

/ša-/ phrase marks dative case. The phrase is built up by placing /ša/ before a noun phrase. It indicates that the action denoted by the verb is directed towards the object or thing denoted by the verb. It emphasizes the 'motion' part rather than the exact location.

(i)   /ša   ka   surɔk/

         dat.   pm.   road

         'to the road'

(ii)   / ša   u   bnay/

         dat.   pm.   moon

         'to the moon'

(iv)   ŋa   pʰaʔ   ya   ki   kʰu:n   ša   yieŋ

         I   send   acc.   pm. (plural)   child   dat.   house

'I send the children home'

/ša-/ is used to indicate the direction also. A bound form /pʰaŋ/ is used with it.

(vi) /u   la   šoŋ   šapʰaŋ   sepŋi/

      he   past t. sit   toward s   west

      'He sat towards the west'

3. 6. Associative Case

/bad-/ phrase marks associative case. The phrase is built up by placing the element /bad-/ before a noun phrase. It conveys a sense of 'with/ associative of '.

(i)   /ŋa-n   leyt   bad   ka   sima/

       I-fut.   go   ass.   pm.   sima

       'I will go with Sima'

(ii)   /ŋa   la   leyt   bad   u   ri̥ewbʰa/

       I   past t. go   ass.   pm.   good man

             'I went with the good man'

(iv)   /u-n   sa   leyt   bad   ka   para   kʰatduh/

       he-fut.   fut.definite   go   ass.   pm.   sister youngest

       'He will go with his youngest sister'

3. 7. Genitive Case

/ǰoŋ-/ phrase marks genitive case. The phrase is built by placing /ǰoŋ-/ after a noun phrase. It relates two noun phrases in a clause. It can occur only as a part of another phrase, but never can be constituents of a clause.

(i)   /ka   kot   ǰoŋ   u   sam/

       pm   book   gen.   pm   sam

'Sam's book'

(ii)   /ka   kali   ǰoŋ   ŋa/

pm.   vehicle gen.   I

'my car'

(iii) /u   kpa   ǰoŋ   u   sam/

pm.   father gen.   pm.   sam

'Sam's father'

3. 8. Instrumental Case

/da-/ phrase marks instrumental case. The phrase is built up by placing the /da-/ element before a noun phrase. It indicates that the following noun phrase is the instrument (inanimate force or object) or the mean by which an action denoted by the verb is accomplished. Examples:

(i)   /ŋa   la   wan   da   ka   kali/

I   past t. come   inst.   pm.   vehicles

'I came with a vehicles'

(ii)   /u   tięd   da   u   dięŋ/

he   hit   inst.   pm.   stick

'He hits with the stick'

(iv)   /phi-m   laʔ   ban   thoʔ   da   une/

you-neg. can   infinitive write   inst.   this

'you cannot write with this'

/da-/ also occurs with /lade/ (reflexive marker).

(v)   / ma   u   da-lade(hi) u   loŋ u   ba   stad/

emp. he inst-self   pm. is pm. relativizer   intelligent

'He is intelligent by himself'

4. Conclusion

From above it becomes clear that Khasi manifests a neat and clear system of morphological realisation of case. The nominative case is conspicuous by the preferred sentence initial occurrence of the nouns, and because of this redundancy the nominative is unmarked. Other cases are clearly marked and in most cases they are prepositional placement of the case marker which are discrete forms rather than affixes. The understanding of the case system in Khasi, therefore, should not pose any learning problem for non-native learners of Khasi.

Colophon

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Effects of Inter-Personal Relationship on Code Choice in Communication – A Case of the University Community of Cape Coast, Ghana

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Abstract

The present work is based on an academic investigation conducted in the university community of Cape Coast, Ghana. The research target population comprised: students, lecturers and the non-academic staff. The study focused on the effect of inter-personal relationship on code choice. It also looked at the nature of the linguistic situation and the kinds of code choice in the university. A sociolinguistic approach was employed in the research and the investigation was conducted within the framework of ethnography of speaking and sociology of language. The study also adopted the ethnographic research design and the instruments used for data collection were: observation, questionnaire and interview. The results of the research revealed that the inter-personal relationship between interlocutors defined by age, sex, rank, status, religious affiliation, marital status, level of education and ethnicity affected code choice in discourse situations.

Key words: Interpersonal relationship, participant relationship code choice, sociolinguistics, communication

Introduction

Language is a social phenomenon. It is a medium of meaningful interaction among individuals in a social context (Gregory, 1978). In addition to being a means of communicating information, language is also an important means of establishing and

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maintaining relationship with other people (Trudgill, 1983). Although the role of language differs from society to society, it often includes the identification or marking of social categories, the maintenance and manipulation of individual social relationships (Saville-Troike, 1982). Communication in a social context, therefore, patterns according to particular roles and groups within a society defined by sex, age, social status, occupation, level of education, rural or urban residence and other features of social organisation.

A group of people living and working together in close proximity enforced by an institution like the university have to get on with one other. To do this, they need to use language frequently to make what Thorton (1974) calls "social talk". The linguistic situation in the university community of Cape Coast is multilingual. Students and workers are drawn from the heterogeneous ethnic regions of Ghana. Due to the multilingual nature of the community, the subjects are normally faced with the problem of code choice. This paper is a report on a research the writer conducted on the effect of inter-personal relationship on the choice of language of members of the university community in discourse situations.

Participant Relationship

In certain speech events turns to speak are regulated by the relationship between particular participants. We can describe speech in terms of two participants: a speaker who transmits a message or information and a listener who receives it (Coulthard, 1977). There are at least four participant roles: addresser, speaker, addressee and hearer or audience. A Conversation, for instance, may require only an addresser and an addressee but other speech acts may require different configurations.

Bell (1976) identifies primary and secondary relationships. The former is characterized by informality among participants. Primary relationship involves a small number of people. The individuals in this type of relationship tend to feel free and able to express themselves spontaneously. On the other hand, secondary relationship is formal. It involves a large number of participants. The individuals express power rather than solidarity. There is a feeling of inhibition brought about by the operation of formal controls on the behaviour of participants.

Relationships are also defined in terms of social distance. The term "social distance" is used to describe the relationship between participants in discourse (Brown and Gilman, 1960). Generally two types of social distance are recognized, namely, vertical and horizontal (Owusu-Ansah, 1992). Vertical social distance is hierarchical and it recognizes three kinds of relationship between individuals. "Superior to", "equal to" and "inferior to" relationships. On the other hand, horizontal social distance is non-hierarchical. It has to do with the degree of acquaintance between participants and is often expressed in terms such as "get-close-to", "keep at arms length" and approachable" (Owusu-Ansah, 1996). The relationship between a superior and a subordinate and that between interlocutors who are not familiar with each other illustrate the phenomenon of vertical and horizontal social distance respectively.

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The Concept of Code

The concept of linguistic code was introduced by the English social scientist, Basil Bernstein. The concern of Bernstein is the different types of language social groups employ (Bernstein, 1971). He is of the view that there are two quite distinct varieties of language employed for communication in society. He refers to one variety as "elaborated code" and the other "restricted code". According to Bernstein these codes have very different characteristics. Elaborated code "is a language use which points to the possibilities inherent in a complex conceptual hierarchy for the organizing of experience" Bernstein, (1961 P. 169). It makes use of complex grammatical order and syntax. In contrast, restricted code "is a language of implicit meaning" (Ibid., P. 169). It employs short, grammatically simple and often unfinished sentence structures. It is Bernstein's opinion that every speaker makes use of this code in some situation. For instance, it is the language of intimacy between familiars. However, not all social groups have equal accessibility to the elaborate code, especially the low working class and their off-spring are likely to have little experience of it (Bernstein, 1972).

Wardhaugh (1986) defines "code" as a language or a variety of a language employed for communication in discourse situations. Crystal (1985) views the term code as any system of communication involving language. This means that when two or more individuals communicate with each other in speaking, for example, we can name the system of communication that they employ a code.

Bernstein is of the opinion that there are two different varieties of language. These varieties are what he refers to as codes. According to Wardhaugh and Crystal the concept of code does not refer to only a variety of language, whole languages are also codes. In the present study, the researcher concerned himself with whole languages that are spoken in the university of Cape Coast. The concept of code in the current work means a language.

The Linguistic Situation in Ghana

The linguistic repertoire of Ghana can be described as multilingual. There are numerous and diverse indigenous languages. The most widely spoken of them is the Akan Language which comprises variants of Twi and Fante (Forson, 1979). Akan is the dominant language in the Central, Western, Ashanti, Eastern, and Brong Ahafo Regions of Ghana. It is most widely distributed geographically. The Ewe Language is the next most important in terms of the number of native speakers. Some of the other indigenous languages are Ga, Efutu and Nzema in the south and Dagbani, Dagaare, konkonba and Frafra in the north. Speakers of these local languages employ them for communication in homes, offices, schools, markets, in the streets, at festivals, funerals, naming and marriage ceremonies, durbars, at the beaches, and so on.

English is the language of wider communication in Ghana and it is used side by side the indigenous languages. The English Language is sometimes code mixed with the local

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language in informal spoken discourses. Where participants share no common Ghanaian language, they are forced to use English, if they are educated. English brings people from different linguistic backgrounds together. It is so closely associated with education that it is generally considered as the language of educated people. English is the official language of government, the judiciary and education. It is employed in formal situations like in Churches, Courts, Schools, Parliament, Offices, by the media, at meetings and for public speech delivery. Apart from Akan, no other Ghanaian language has more speakers than English (Ansre, 1971).

Pidgin owes its origin to the coming together of people of different linguistic backgrounds for the purpose of trade. Pidgin is part of the linguistic configuration of Ghana. It is mostly used by uneducated Ghanaians who have to communicate with others they did not share a common Ghanaian language. Pidgin is widely spoken in the armed forces, in the police service, at work places and in schools and colleges in Ghana. The use of pidgin signals informality and solidarity.

Code Choice in Ghana

There are three types of code choice in Ghana: unmixed Ghanaian language, mixed English and Ghanaian language and unimixed English (Owusu-Ansah, 1997). Ure and Ellis (1982) describe the framework of code choice in Ghana in terms of High, Middle and Low. "High" corresponds to English, "Middle" to mixed English and Ghanaian languages and "Low" to pure Ghanaian languages. The Unmixed languages are employed for communication in highly formal situations as in a Ghanaian chief's address to the public in the Akan Language and news broadcasting or parliamentary proceedings in English. However, both the Ghanaian languages and English are also used in informal discourse situations. Mixed Code and Pidgin are used as the level of formality declines. In code mixing English items are introduced into the local languages.

The linguistic configuration of Ghana is quite complex. Some Ghanaians can be described as monolinguals. These people have not had formal education and for that matter cannot speak or write English. They have not learnt any other local language apart from their mother tongues. There are bilinguals who speak English and their mother tongues, for example, Dagbani-English bilinguals and so on. Some uneducated Ghanaians can speak just two indigenous languages. For instance in the capital city of Ghana, Accra, many Gas can speak Akan. There are therefore many Ga-Akan bilinguals in Accra. Most Ghanaians can speak three to five languages. Some can speak Ga, Akan, Ewe, Dagbani and English. Contact with different ethnic regions and inter-ethnic marriages may result in the acquisition of other local languages.

According to Forson (1979) another type of code choice in Ghana is code switching and this is the product of bilingualism or multilingualism. People who can speak two or more languages sometimes switch from one code to another in discourse situations. Code switching may occur as a result of a change in the topic of discourse or the presence of another person in conversation. For instance, in most work places in Ghana, a subordinate is likely to initiate an informal discourse with a superior in English. In this

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situation, the latter can and does often respond in a Ghanaian language common to them. The discourse may finally shift to that language. Code switching is an indication of multilingualism in Ghana. It portrays a sense of belonging between people of a particular ethnic group or linguistic background.

A diglossic situation exists in a society when it has two distinct codes, which are kept quite apart in their functions. One code is employed in one set of circumstance and the other in an entirely different set (Wardhaugh, 1986). A similar situation exists in Ghana, in which local varieties of English may be employed for conversation among friends, but a different variety of English that conforms more to native variety may be used to perform formal tasks such as teaching in a classroom setting. This is diglossia from the perspective of Ferguson (1959). In the original proposal of the concept, two varieties of Arabic are used in different social situations. For instance, classical Arabic is the appropriate code in the mosque situation but spoken Arabic is used in informal discourse situations. Fishman (1967) also proposed another version of diglossia which also exists in Ghana. According to him, in diglossic situations, two whole languages are employed differently. One is used in formal situations and the other in informal circumstances. In certain social situations in Ghana, the local languages are used in informal situations while English is employed in formal ones. For example, in Ghana, English is the medium of instruction in the education service but the Ghanaian languages are used outside the teaching and learning environment.

The Research Design

The current research adopted the ethnographic research design. This type of design emanates from anthropological fieldwork technique employed by Franz Boas and his followers (Hymes, 1964). The ethnographic research design enables investigators to deal with social phenomena or human interaction. This research design is based on the anthropological research technique of participant observation. Fasold (1984) considers data collected by means of interview and questionnaire as supplementary; the core of data is through observation. The present researcher interacted closely with the informants in order to gather first-hand information.

Population

The target population for the research was the university community of Cape Coast. The community is made up of students pursuing various academic courses, academic and non-academic staff and other people who provide supporting services. The University of Cape Coast is a multilingual entity. It consists of people from the diverse ethnic groups in Ghana. As a result many different languages are spoken by the students and workers. The investigator had a large corpus of linguistic diversity to deal with.

Sampling

The present study employed the cluster and stratification sampling designs. The reason was that the researcher needed various categories, which he could not leave to chance. A

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random sampling method, for instance, would have limited the research to only students of the university and would have also introduced foreign nationals into the data.

The total sample frame for the research was two hundred and thirty (230). Two hundred responded to questionnaire and thirty were interviewed. Out of the total number of two hundred respondents to questionnaire, one hundred and twenty five were students and seventy-five were workers. These classifications in the sampling were influenced by the available statistics of the university, which show that student population is more than the workers. The thirty informants in the 230-sampling frames who were interviewed included ten students ten lecturers and ten non-academic staff.

The Research Instruments

The instruments used for data collection were observation questionnaire and interview. Observation is an ethnographic research technique that has been employed in many anthropological works; some of which are Blom and Gumperz, 1972; Gillian Sankoff, 1980; and Rubin, 1968. Observation was the main research instrument used in the present study. It provided an empirical basis for capturing language used in its social context. The methods of observation used were participant and non-participant. The investigator interacted with the research target population and observed closely the use of language in various contexts of situation. The researcher sometimes got directly involved in discourse situations in order to find out about informants choice of code. He interacted with students, lecturers and the non-academic staff. The researcher in certain situations stayed at the background and observed informants choice of language

The questionnaire instrument was designed and administered to the research target population. The questionnaire helped the investigator solicit information for both demographic and sociolinguistic data of the research. In all, about two hundred and thirty (230) questionnaire handouts were administered directly to the informants. The researcher had a checklist in place to ensure that respondents provided accurate information. A number of follow-ups were also done in order to retrieve all the questionnaire handouts administered.

The interview was conducted with the aid of a schedule. The researcher established rapport with the interviewees. Appointments were booked with some of the informants while others agreed to be interviewed immediately. The interview was carried out on one - on - one basis. It was conducted at a time and place convenient for the informants. The interview proceeded smoothly without personal contributions from the interviewer.

The Research Findings

In this research, the investigator concerned himself with the effect of inter-personal relationship on the choice of code in the university community of Cape Coast. The variables that were employed in determining the relationship between participants in discourse situations were: ethnicity, sex, age, rank, status, academic qualification and degree of familiarity.

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Ethnic Differences and Code Choice

The University of Cape Coast is a multilingual community. The subjects are from different ethnic backgrounds. As a result, several languages co-exist and individuals speak more than one language. Some of the languages spoken which the research revealed were: Akan, Ga, Ewe, Nzema, Ahanta, Guan, Efutu, Dangme, Dagbani, Frafra, Dagaare, Wala, Hausa, French, English and Pidgin. Normally a Ga and an Ewe could not communicate in view of the fact that the two languages were mutually unintelligible. The English Language, however, cuts across ethnic barriers; it functions as lingua franca. English facilitated communication between interlocutors of different ethnic backgrounds.

The data of the research revealed that about sixty five point five percent (65.5%) of the target population was Akan. Among the Ghanaian languages, Akan had the highest number of speakers. In fact, virtually everybody in the university community can speak some form of Akan. Speakers of other Ghanaian languages can speak it in addition to their mother tongues. The position of Akan vis-a-vis the other Ghanaian languages makes the former a potential national language.

In the university community, there are bilinguals as well as multilinguals. Almost all the informants spoke English and their mother tongues. There were therefore Akan-English, Ewe-English, Dagbani-English, Dagaare-English bilinguals and so on. There were also individuals who could speak two or three Ghanaian languages in addition to the English Language. There were Akan-Ga-English, Ga-Ewe-English, Akan-Dagaare-English, Akan-Ga-Ewe-English, Dagbani-Frafra-Dagaare-English multilinguals and so on.

Mixing the Ghanaian languages with English was very common in the university. Many Akan speakers, especially Fantes, claimed they could not speak Fante without mixing. The introduction of English items into the Fante was observed as the manner of speaking of most educated Fantes. Some of the Fantes claimed colonisation had something to do with this linguistic behaviour. Other Ghanaian Language speakers also explained that mixing the local language with English occurred because certain registers in English did not exist in the Ghanaian language and this made Code-mixing somehow unavoidable. Furthermore, many respondents were not very proficient in the local languages and this also brought about mixing. It is worth nothing that in mixing, it was the Ghanaian language that was mixed with English words, phrases and expressions but not the other way round. The result of the research showed that people actually mixed, whether or not they were conscious of it. Code-mixing occurred in informal discourse situations. In mixing the quantity of English items in the Ghanaian language depended on interlocutors' repertoire of English.

Switching from English to the Ghanaian languages or vice-versa occurred in most discourse situations in the university. For instance, the presence of a third person in a dialogue in English triggered-off a situation of code-switching when this new person who joined the conversation switched to a Ghanaian language common to one of them. The conversation went on between the two in the Ghanaian language for a brief time. After

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the departure of the third party, the conversants switched back to the English language because they did not have a common Ghanaian language. Code-switching also occurred. When two students were discussing a topical social issue in Akan, they had to switch to English as the discourse became academic. The interactants used English and Akan inter-changeably as the discourse progressed. In the same discourse situation, a third student joined the discussion but had to switch to the Ga language with one when a private issue came up. A sense of oneness and loyalty to one's ethnic origin were manifested when there was a switch from English to the Ghanaian language.

Sex and Code Choice

The research target population among other categorisation was stratified into males and females. Variation according to the sex of participants in discourse has been the subject of many recent researches. The general inference from dialect surveys is that female speakers tend to use more prestigious forms than male speakers with the same general social back ground (Yule, 1996).

The present study revealed that most males especially students spoke pidgin to their male counterparts in informal discourse situations. The majority of the male students did not speak pidgin to female students. It is worth noting that eighteen (18) females out of the research female population of ninety (90) spoke pidgin. Female pidgin speakers spoke it with males but not females. The bulk of the latter did not employ pidgin in their speeches because they had attached some stigma to it. The females regarded pidgin as an inferior language that was associated with rogues and illiterates.

They were therefore not enthusiastic about the use of pidgin. Most of the males were aware of the female perception of pidgin so the former did not speak it with the latter. The males also thought the females were not proficient in pidgin so they did not interact with them in it.

A research on language choice in the university of Cape Coast (Agbali, 1998) showed that the language employed by the sexes in student courtships was English irrespective of the differences or similarities in the ethnicity of the sexes. Agbali's study revealed that students in courtship were not conversant with registers in the local languages regarding courtship. These students in question, therefore, preferred English as the language of courtship. According to Agbali's findings, two students of the opposite sex who initiated a conversation in the Ghanaian language spontaneously switched to English when the discourse assumed an intimate dimension.

It was discovered that some male students always spoke English to females irrespective of the degree of familiarity and the previous knowledge of their common ethnic backgrounds. This category of male students always wanted to impress the opposite sex in discourse. The males in question had attached some prestige to the English Language. They regarded English as the language of enlightened people and wanted the females to recognize them as such. Another category of male students spoke the indigenous language to females and in the process always mixed the Ghanaian language with English

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and this was to bring the females' attention to the high proficiency level of the males' English.

Research has shown that sex affects language choice in discourse situations. In some parts of the world, it has been reported that the different sexes used different codes. One of such reports is by Yule: "When Europeans first encountered the different vocabularies of male and female speech among the Carib Indians, they reported that the different sexes used different languages" (Yule, 1996, p. 242).

Age and Code Choice

The student sample frame within the age range nineteen to thirty years spoke pidgin. The lecturers who spoke pidgin were six in number and they were in the age range thirty to thirty-five years. Only four non-academic workers spoke pidgin and they were in the range twenty to twenty-nine years.

Student pidgin speakers did not speak it with mature students or with lecturers. Student pidgin-speakers employed pidgin in discourses involving those of their age group. Students who spoke pidgin perceived mature students as elderly people who would not be enthused to speak pidgin. Students would not speak pidgin with lecturers, since the former regarded the latter as elderly and with higher academic qualifications and status. The relationship between students and lecturers could be described as formal.

Most lecturers on their part did not speak pidgin to students because according to them, pidgin is a sub-standard language and it did not befit their status. The few lecturers who spoke pidgin said they were not too proficient in it and they spoke it to some labourers but not to other lecturers or to students.

Mature students spoke either English or Ghanaian Language (but not pidgin) to their colleagues in the same age group. Students who were within the age range nineteen to thirty years chose English or the Ghanaian language when communicating with older students or lecturers. However, if a mature student initiates a dialogue in pidgin in a conversation with a younger student, the discourse can continue in pidgin. This exceptional instance depends on the degree of familiarity or intimacy in relationship between the interlocutors.

The choice of pidgin among the non-academic workers of the university could be linked to their ages. The young workers in the age twenty to twenty-nine years who spoke pidgin did so to people in their age group and to illiterate workers. The non-academic workers who were in the age range thirty to fifty years did not speak pidgin to younger employees. However, English or the Ghanaian language were employed for communication between the younger and the elderly in discourse situations.

Academic Qualification, Status, Rank and Code Choice

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The status and rank of respondents were determined by their levels of education. The status and rank of informants showed their positions on the social hierarchy of the university. Academic qualification, status and rank brought about social differentiation and this established distinction in relationships.

The ranking system of the workers of the university is hierarchical. It comprises senior members, senior staff and junior staff. The senior members comprise lecturers and the non-academic staff who have higher degrees like Masters, Doctorates and other qualifications from Professional bodies. The senior staff members have first degrees or their equivalents as their basic qualification. This group may have additional qualifications in their various fields of specializations. The minimum academic qualification of the junior staff is the General certificate of Education Ordinary or Advanced Level or the Senior Secondary School Certificate. It is worth nothing that the illiterate labourers who do menial jobs have no rank because they do not possess any academic qualification.

The student sample frame of the research was pursuing various programmes in the university. Those studying for Bachelors' Degree had undergraduate rank. Postgraduates were students with either first or second degrees pursuing Masters or Doctorate Programmes. Academic qualification brought a distinction between undergraduates and postgraduates and this affected their choice of code. This difference in rank, for instance, did not make the undergraduates speak pidgin or the Ghanaian language with postgraduates. However familiarity and the previous knowledge of the ethnic background of interlocutors determined the choice of code.

The relationship between lecturers and students was also determined by academic qualification. Students perceived lecturers as persons with either Masters or Doctorate Degrees and this knowledge generated deference and formality in the relationship between them, which went a long way to affect their choice of language in discourse situations. Students know that high-ranking officers like the registrar, deputy registrar, assistant registrars and so on have high degrees and credentials. They respected senior members of the university and regarded their relationship with them as formal.

Normally, lectures, tutorials and other academic meetings involving lecturers and students were conducted in English. However, students who became familiar with lecturers could speak the indigenous languages if there was a common Ghanaian language between them. In many instances, it was the lecturers who initiated the discourses in the local language. Many student informants preferred to communicate with their lecturers in English.

Lecturers employed either Ghanaian language or English in most informal discourses like conversations and discussions. In discourse situations in which the local language was chosen, a lot of code-mixing occurred. The Ghanaian languages were mixed with English elements. In many instances, if the subject of the discourse was academic lecturers spoke English in the communication process. However, a change in the discourse subject to a social issue brought about a switch to the Ghanaian language. The

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cordial relationship between lecturers shrouded the existing distinctions between them. Depending on the formality or setting of the discourse, lecturers employed either English or the Ghanaian language for communication.

Among the non-academic workers of the university, English was the official language used for communication. The Ghanaian languages were chosen for communication during informal interactions. One would expect that an assistant registrar would speak English when discussing an issue with the deputy registrar or the registrar but in the informal discourses the Ghanaian languages were employed except in a formal discourse like a meeting that English was strictly used. In the offices of the various departments of the university administration, the Ghanaian languages, especially Akan was spoken. Mixing the Ghanaian languages with English was characteristic of many a respondent. A switch from the local language to English or vice versa was also realized. In situations where there was no common Ghanaian language, English was chosen. Workers at the subordinate level like messengers or labourers were not proficient in English. It was observed that they always spoke Akan to their superiors. The senior members and senior staff used the indigenous languages in communicating with the junior staff when they share similar ethnic background or when a superior is on familiar terms with the subordinates.

The research showed that most students were not familiar with the non-academic staff. It was not easy for the two groups in question to know of the Ghanaian language that was common between them. As a result, English was employed in communication. Some of the junior staff were not proficient in English but they tried to speak it with the students. Very few students spoke the local languages with the non-academic staff. The majority of the students said they knew of the ethnic background of the vice-chancellor of the university but could not speak the Ghanaian language with him because they considered the relationship formal.

Conclusion

The findings of this research showed that the inter-personal relationship between participants determined in terms of ethnicity, familiarity, age, sex, status, rank and academic qualification, affected code choice in discourse situations in the community of the university of Cape Coast. An elderly lecturer might not speak pidgin with a young student and this could be because of the age difference between them. In certain circumstances these variables of inter- personal relationship did not affect code choice in isolation. For instance, a young worker with a junior rank might speak English to the registrar and this could be in view of the difference in age, status, rank and academic qualification. In other words, sometimes, a combination of the variables might affect code choice.

This sociolinguistic investigation also revealed the kinds of code choice that existed in the university community. One of them is unmixed code, which comprises pure English or the local languages employed in both formal and informal discourses. Others are

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code-mixing that is a blend of Ghanaian language and English and code-switching which is a switch from English to the Ghanaian language or vice versa.

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A Clarion Call for Socio-economic and Emotional Consciousness in Mulk Raj Anand's *Untouchable*

R. Baskaran, M.A., M.Phil., Ph.D. Scholar

Mulk Raj Anand

Discussing the Dreadful Evil Called Untouchability

A close study of the novelist M.R.Anand, whose very name is the synonym of commitment, shows that he juxtaposes the social evils against the mindsets of individuals and some privileged sections of the society. In *Untouchable,* Anand mainly discusses the dreadful evil called untouchability that has been, like a scourge afflicting and agonizing a considerable section of Indian community for centuries in pre-independent and pre-partition India.

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Bakha, a Representative

The story is based on a singled day in the life of Bakha, an 18 year old Bhangi, who is a toilet cleaner and a sweeper boy. The novel presents the life-like portrayal of the most downtrodden, despised and oppressed section of Indian society. As Srinivasa Iyengar points: "The novel presents the picture of a place of a society, and of certain persons, nor easily to be forgotten picture that is also an indictment of the evils of a decadent and perverted orthodoxy".

Bakha, the central character of this novel, is not only an individual but a species representing the socio-economic and emotionally oppressed whole community of the outcasts in India. In the novel, there are many characters like Bakha who face the inexpressible hardships of many kinds and emotional humiliation for the fault not of their own but of their so called cast.

Aiming at Creating Awareness

The novel is a genuine attempt to bring awareness among them of their due and respectful life and mainly to focus on the hardships or crisis and humiliation that these people must undergo. The character of Bakha represents not only of his own but also of the people like him. Dr. Balarama Gupta says:

> The climax of the novel, the incident wherein Bakha 'touches' the Lallaji, is especially significant for the slap dealt on Bakha's face is symbolic not only of all the cruelty to which untouchables are subjected, but of the scornful treatment meted out to the under-privileged all over the world as, for instance, the negroes in the USA.

The very opening paragraph of the novel epitomizes the chasm between the untouchables and other resident communities in the town. The untouchables live in mud-walled cottages crowded up in a colony and the people who live there are from different walks of life by their professions by what they are doing:

> The outcasts' colony was a group of mud-walled houses that clustered together in two rows, under the shadow both of the town and the cantonment, but outside their boundaries and separate from them. There lived the scavengers, the leather-workers, the washer men, the barbers, the water-carriers, the grass-cutters and other outcastes from Hindu society. (*Untouchable*, p.11)

Inhuman Conditions

The conditions which these people of outcasts are forced to live in are really awful and inhumane and we share their aches and agony emotionally. The most deplorable sight is their sorry plight for getting their basic needs fulfilled. They have to depend on the mercy of high-caste Hindus for such things like water and food. The outcastes are not allowed to go even near to the platform surrounding the well, for their very presence anywhere around the well, could

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pollute the entire amount of water in the well, "So the outcastes had to wait for chance to bring some caste Hindu to the well, for luck to decide that he was kind, for to ordain that he had time - to get their pitcher filled with water" (*Untouchable,* p.27).

Contrasting Attitudes of Local versus Foreign Persons

Bakha who is the son of Lakha, the *jamandar* of all sweepers, has to start his routine work of cleaning three rows of public latrines clean after a cascade of abuses from his father, "Get up, ohe Bakhya, son of a pig!"(*Untouchable,* p.15). As Bakha has been for some time working in the barracks of a British regiment, he wonders and gets attracted by their life style. Moreover he wants to imitate the 'Tommies', as he used to call them, through "fashun" by which he learns the art of wearing trousers, breeches, coat, boots, etc. All these costumes are given by the so-called 'Tommies' for they, it seems, respect him despite his caste. Though Bakha wants to rise above his community at least by westernizing the style of his dressing, he receives nothing but insults and humiliation from his own friends. It seems that Bakha's friends would have been thinking that it is their "Kismet" to live such state of life and they are not having an access to such an elevation in life.

A Real Individual, Not an Imaginary Character

Throughout the novel Anand has been able to embody in Bakha a genuine person that attracts our attention. Also E.M. Foster in his preface tells:

Bakha is a real individual, lovable, thwarted, sometimes grand, sometimes weak, and thoroughly Indian. Even his physique is distinctive; we can recognize his broad intelligent face, graceful torso, and heavy buttocks, as he does nasty jobs, or stumps out in artillery boots in hopes of a pleasant walk through the city with a paper of cheap sweets in hand. (p.9)

The All Embracing Caste Hierarchy

Anand not only criticizes the Caste-Hindus for ill-treating and exploiting the untouchables but also is conscious that even among the lower castes those somewhat higher in the hierarchical caste-scale consider the lower ones to be inferior to them, and exploit them.

Sohini being the lowest caste among the out castes, is naturally looked down upon by Gulabo, a washer-woman, who calls her "a bitch of a sweeper woman" as she considers her "potential rival" and might surpass her in beauty "in the eyes of man" (26-27). Like Bakha is humiliated and insulted for his 'Tommies' dress on him by his friends belonging to lower castes, the naturally beautiful Sohini is looked down upon as "a bitch" by an another outcaste washerwoman.

Bakha's Experience in Public Places

A strong believer in the dignity of man and equality of all men, Anand is naturally shocked by the inhuman way; the untouchables are ill-treated by those that belong to superior caste – so called "twice-born." When Bakha has gone to sweep the bazaar, he is just transfixed on seeing the activities going on there and at the sight of the shops located, especially the sweet stall with beautifully arranged sweets in. The degradation and humiliation inflicted on the unfortunate sections of society is highlighted through the oft-repeated refrain of Bakha 'Posh, Posh, sweeper coming' (*Untouchable*, p.57). As Bakha is lured by the very sight of the beautifully arranged sweets - the *jalebies,* he is tempted to spend a few *annas* from his small but long-hoarded savings, that too after much after speculation:

> 'Eight *annas* in my pocket' he said himself, "dare I buy some sweets? If my father comes to know that I spend all my money on sweets,' he thought and hesitated, 'but come, I have only one life to live,' he said to himself,' let me taste of the sweets; who knows, tomorrow I may be no more (*Untouchable,* p.51).

Bakha feels so because he is not certain of his future which is in darkness. He being a young boy belonging to suppressed section of the society and an uneducated out cast, wants not to be humiliated by others, including his father because he cleans their dirt and something to eat sufficiently at least twice a day. Besides, he, being an illiterate boy does not know about Hell or Heaven or even about the rebirth of one's soul. What all he wants, is to lead a decent life like the so called Tommies whose style he tries to imitate.

Soon he asks the shopkeeper to give him jalebis for four annas. Though Bakha knows that he is being cheated in the transaction, he does not mind nor complains.

Deliberate and Wanton Humiliation

It has to be noted down here that Bakha who is being humiliated and cheated behaves proper and proves to be studious enough. The confectioner, like adding fuel to the fire, throws the packet like a cricket ball, and places the coins on the shoe-board for his assistant to splash some water on them before taking it into his possession. Bakha, on seeing what the shopkeeper has been doing, stands speechless for some time and walks away embarrassed. As Bakha is much absorbed in eating, rather, tasting a portion of his delicacy, he unconsciously touches the tunic of a caste Hindu who immediately starts shouting:

> Why don't you call, you swine, and announce your approach! Do you know you have touched me and defiled me, cocked-eyed son of a bow-legged scorpion! Now   I will have to go and take a bath to purify myself. And it was a new dhoti and shirt I put on this morning. (*Untouchable,* p.53)

The crowd that gathers around him long before he can realize what has happened encourages the touched-man further in his denunciations and said "This dirty dog bumped right into me. So unmindfully do these sons of bitches walk in the streets" (*Untouchable,* p.54). The crowd of

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people gathered there take the side of the aggrieved man and Bakha who stands motionless with a hopeless expression of meekness on his eyes felt as if he is going to collapse.

Suddenly, a street urchin who has just then joined the cynical and sadistic crowd says that Bakha, the sweeper boy, used to beat small innocent children like him. Bakha tries to defend himself against that fresh yet a false allegation but in vain, for there is none to raise their voice in support of him. He rather feels that every second is an endless age of woe and suffering. His whole demeanour is concentrated in humility, and in his heart, there is a queer stirring against but he cannot overcome, the moral barriers set by his predecessors. The novelist describes his misery, hopelessness and helplessness in these words:

> His first impulse was to run, just to shoot across the throng, away, away, and far away from the torment. But then he realized that he was surrounded by a barrier, not a physical barrier, because one push from his hefty shoulders would have been enough to unbalance the skeleton-like bodies of the onlookers, but a moral one. He knew that contact with him, if he pushed through, would defile a great many more of these men. And he could already hear in his ears the abuse that he would thus draw on himself. (*Untouchable,* p. 54).

The touched man slaps him and disappears. Bakha though feels like losing his humility for a while and as self-revelation comes to him, he later realizes that he is an untouchable and has to bear with such social injustice. Strangely, the upper caste man, who protested against Bakha touching him accidentally, was quite willing to slap him, that is, to touch an untouchable to punish him and physically injure him. His conduct is utterly irrational even within his religious belief.

Faint Stirrings of Rebellion

A sense of consciousness to disobey and the faint stirrings of rebellion that Bakha feels after the humiliating slapping incident at the market begin to take an articulate form. He, after roaming around aimlessly and fascinated by the stalls of various kinds at the market, enters the temple courtyard to sweep, as it is one of his duties, besides cleaning the latrines. Though the sight of stone deities in the *sanctum sanctorum* – holy of holies, seems to calm down his agitated mind, his curiosity to know more about them, has driven him up the stairs leading to the holy place inside at last, after a long hesitation. He is very much carried away by the chorus of devotees; the smell of ritualistic chanting overpowers him and stands motionless in prayer position with his instinctively folded hands.

Before he can, thus, stand in worship of the idol god, he could hear a scream "polluted, polluted, polluted!" (*Untouchable,* p.69). When he turns thinking that he is undone, he can see his sister Sohini "with sobs and tears" (*Untouchable,* p.70). On reaching his sister he is told of a different story that the temple priest tried to molest her while she is cleaning the lavatory in his house. She also tells that the priest, on her protest against his indecent approach, rushed out of his house shouting that he has been polluted by her touch. The priest, besides disgracing Bakha's

sister, also attracts the sympathy of the crowd by accusing Bakha of having polluted the temple premises. The lies people utter to maintain their social righteousness and religious sanctions clearly reveal how deep is the injustice against the so-called untouchables established in our thinking and conduct. There is no moral basis whatever here to support either their belief or their conduct.

Bakha, who is enraged at this, with his clenched fist, flaring eyes rushes back to the middle of the temple court yard taking his sister with him to show the indecent and cynical crowd of what that Brahmin has done to his sister. But neither the man nor the crowd is there, for they all have disappeared, the moment they have seen the furious face and the 'giant stride of the sweeper' (*Untouchable,* 70). Bakha who is feeling much troubled at heart soon realized his helplessness and can do nothing to expose the hypocrisy of the priest. Rather he along with his sister walks towards his house crestfallen.

False Beliefs and False Assumptions

Only when he is walking down to his house he is reminded that his father has asked him to collect food for the family from the houses which the Bhangis clean – the only means to their food. Having asked his sister to go home, he himself goes to the silversmith' colony and shouts: "Bread for the sweeper, mother, bread for the sweeper" (*Untouchable,* p.76). Even after repeated requests there is no response from the other end. The tired and defeated Bakha, though he knows that his place is near the drain, has been sitting on the wooden platform of a house leaning against the door, and falls asleep in absolute fatigue. He is but awakened by loud words, "Alakh, Alakh" shouted by a half-naked sadhu. A house wife, who has been deaf so far to the humble requests of Bakha, comes out with chapattis and dal for the holy man. On seeing Bakha, resting on the threshold of her house she scolds:

> 'Vay, eater of your masters,' she shouted, 'may the vessel of your life float in the sea of existence. May you perish and die! You have defiled my house! Go! Get up, get up! Eater of your masters! Why didn't you shout if you wanted food? Is this your father's house that you come and rest here?'(*Untouchable,* p.80).

After a lot of fuss, she flings a chapatti as if giving it to a dog, "Vay Bakha, take this. Here's your bread coming down. And she flung it at him" (*Untouchable,*p.83). He picks it up and wraps it in a duster with the other bread he has received. Feeling that he has no moral strength to face further humiliation, and knowing not how to explain his father about the very little of the ration that he could collect that day, returns home. Also he is totally confused and uncertain whether to tell his father of what all happened to him and to his sister that day.

Father's Advice

But, Lakha, his father, is able to sense that something must be wrong with his son and daughter for he finds both of them are lost in thoughts. Learning everything from them, he consoled his son impressing upon him the hopelessness of their situation and asks him that he

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has taken care not to abuse any Hindu and not to hit back at any stage. Bakha, being pacified by anecdote told by his father, reflects himself in an interior monologue, his early association with Ramcharan's sister and his desire to marry her and its eventual consequences.

Better Treatment from Some Quarters

Another aspect of untouchability that Anand unfolds is the kind of treatment meted out to Bakha and other out-casts by Muslims, Christians and the men in the armed forces. Bakha is humanly consoled by the Muslim tongo-wallah after he is slapped by the touched – Lalla, Havildar Charat Singh too offers him tea and gives him a hockey stick. The nobility of the medical profession is held high through the unexpected visit of Hakim Bhagavan Das to Lakha's house when Bakha's health deteriorated. But still there are some people like the wife of the military Babu who scolded Bakha when he helped the injured and seriously wounded child by carrying him in his hands up to his house:

> 'Vay, eater of your masters! What have you done? You have killed my son!' she wailed, flinging her hands across her breasts and turning blue and red with fear. 'Give him to me! Give me my child! You have defiled my house besides wounding my son!'(p.129)

The much dejected Bakha, having hidden the hockey stick among the bushes, starts to walk towards his home, thinking that he is ill-treated, humiliated, and cursed against whatever good he wants to do to people. Bakha is ill-treated both by his father and his younger brother for wasting his time instead of engaging himself in the job of cleaning the latrines in the barracks. When he is told to leave home, Bakha is filled with utmost despair. He starts wondering what he has done to deserve the misery he has been experiencing. He says that he would rather prefer dying to being ill-treated both at home and outside. Bakha on realization of his position says:

> All of them abused, abused, why are we always abused? […] Because we touch dung. It is only the Hindus and the outcastes who are not sweepers. For them I am a sweeper […] untouchable! Untouchable! Untouchable! That's the word I am untouchable (p.38)

All in One Day!

Deprived of hope and fed up with humiliations, Bakha has a difficult day and has to leave his house. Yet, Anand towards the end of the novel seems to suggest a few solutions to this evil of untouchability.

Anand's Ideology and Solution to the Problem

One of these refers to the efforts being made by the Christian missionaries who invited Bakha to join Christianity where Christianity and Christ stand for equality of all human beings. As Bakha could not understand who Christ is and the idea of being called a sinner, he could not bring to accepting conversion to Christianity for the sake of equality. Moreover the religion of his father is in no way inferior to Christianity. Here the novelist assumes that replacing one faith

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with another will not solve the problem of untouchability, rather it would further complicate the matter.

The second solution is the idea of sacrifice from Mahatma Gandhi who has come to deliver a speech at Gol Bagh. He, in course of his speech, recounts the story of a Brahmin boy and a sweeper in his ashram. He wants that the people in general should come forward to share the suffering and sorrows of untouchables. But at last, he condemns their bad habits of drinking alcohol and eating dead meat and the habit of accepting the leftovers from the plates of high caste Hindus. Bakha could not understand, rather does not like what he says in the end and felt as: "but now, now the Mahatma is blaming us. That is not fair" (*Untouchable,* p.165). But Bakha is highly impressed when Mahatma said that the public wells, temples, roads, schools, sanatoriums should be kept open, so that the untouchables could have an equal access. Even he considers Mahatma to be the champion of the untouchables.

> There was an insuperable barrier between himself and the crowd, the barrier of caste. He was part of a consciousness which he could share and yet not understand. He had been lifted from the gutter, through the barriers of space, to partake of a life which was his, and yet not his. He was in the midst of a humanity which included him in its folds, and yet debarred him from entering into a sentient, living; quivering contact with it. Gandhi alone united him with them, in the mind, because Gandhi was in everybody's mind, including Bakha's. Gandhi might unite them really (*Untouchable,* p.153).

At the same time he also feels that the solution suggested by Mahatma in term of practicality less satisfying for he could realize that he has only a nominal part to play in his own release and must wait for a change of heart in the fickle-minded crowd, so that the entire untouchables across the country could be set free from oppression and humiliation.

The third solution is offered by modernization. Bakha hears that some machine could clear the latrines without any one having to handle it – the flush system. According to Mulk Raj Anand, the caste system has been prevailing with the job one carries and the easy way to eradicate it is to upgrade the work - machinery along with the healthy atmosphere so that every individual "can be free from the stigma of untouchability and assume the dignity of status that is their right as useful members of a casteless and classless society" (*Untouchable,* p.173) and feel economically uplifted and free from the humiliation of all kinds.

However, this deep-rooted social evil continues even today. The novel written for an earlier generation seems to be still valid in many aspects, but not in all aspects. The description of the suffering of the untouchables in the hands of the members of the upper castes in rural areas is still a reality in many areas. The political ideas of Anand have lost their relevance: that is, the solutions offered by Gandhi and his followers are not any more acceptable to the vast majority of those who suffer under the caste system. Glorification of Gandhi is no more a fashionable act when it comes to the abolition of untouchability. It is also proved that Anand's suggestion that

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the caste system prevails with the job one carries is not valid. Caste system still prevails even if one follows their ordained caste jobs or not. Up grading the working conditions with the help of machinery is not going to eliminate the caste system. It may reduce the harshness of practices, but will not result in the abolition of the caste system. India is now in the phase of doing lip service to declare that the caste system will be or is already abolished.

In any case, a novelist is entitled to have his or her own opinion and offer his or her solution from his or her perspective. Such political wisdom may not be acceptable to all but the story content will continue to be appealing. Bakha is an archetype and he will continue to live in the sad and repeated experience of *crores* of Indians.

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Role of Conducive School Environment on the Performance of the Students at Secondary Level in Khyber Pakhtunkhawa

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Abstract

Education is the process of bringing desirable change in the behavior of humans. It is integrated part of human activity. Present study was designed to investigate the role of conducive school environment on the performance of the students at secondary level in Khyber Pakhtunkhawa. All students studying in secondary schools of Khyber Pakhtunkhawa constituted the population of the study. The study was delimited to students of secondary schools in district Kohat. Sample of the study was taken randomly from the different schools. In this way, 100 students were taken as sample for the current study.

A questionnaire was developed for the students to collect data for the research study. Data thus obtained from the students and then tabulated for analysis. Appropriate statistical tools were applied which assisted in analyzing the data for reaching at the conclusion. Problems faced by the students due to not availability of favorable environment into the schools were highlighted and suggested appropriate actions for bringing improvement on the achievements of the students.

Key Words: Conducive, Environment, Performance, Improvement, Teachers, Achievements

Introduction

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"Education considered as e ac one of a society. Education is provided to the students through various dimensions: Formal, informal and non-formal. Formal education needs school and teacher every teacher his / her own working style. Working behavior of the teachers plays a significant role in the process of education" (Tanveer, 1970).

Learning environment of schools largely depends on the way of teachers teaching into the classrooms. They are the creators of favorable environment for the students into the classrooms. Students of the schools work and learn under the influence of that particular working behavior. The quality of life is dependent on a number of factors, for which, education is responsible for paramount importance. Education is in fact the most effective instrument to meet the challenges ahead. Only education can fill the people with the knowledge, the sense of purpose, and the confidence essential for building a dynamic, vibrant, cohesive nation, capable of providing its people, a fuller and more purposeful life.

The concept of education and the role of educational institutions have undergone a sea change in recent years. Education is no more limited to the building up of knowledge and development of skills among pupils; it is instead concerned with the entire social ethos. It has been pointed, that "the system of education is an integral part of the total socio-economic system and that transformation of the system of education will have to go side by side with critical changes in the rest of the system, (Challenge in Education-a Policy Perspective' 1985).

It is felt that if most of the teachers perceive the environment as well it would have an impact on their work behavior and pupil's academic achievement. School is more than a place where academic skills are taught and learnt, it is a diminutive community in itself where members interact and influence the behavior of each other (Shoben, 1962). The particular environment of a school may affect the role participants in numerous ways: their perceptions, motivations, morale, satisfaction, behavior, adjustment, learning and performance. The investigation done by Kirk (1966), Hamlin (1967), Hoagland (1968), Scot (1979) and Southam (1980) found that the teachers working in colleges with an open environment tended to exhibit good work behavior then those in schools with closed environmental factors.

In addition, it can be said, that when the school environment is unfavorable, its psycio1ogical sickness spills over to the teachers (Kirk, 1966, Phoughlan 1971, Scott, 1979) and makes them dissatisfied. This dissatisfaction would naturally affect their work behavior (Lawler and Porter, 1967). Teachers in their frustration then communicate to the students, a mood of despair which can greatly affect their academic achievement UNESCO Study, 1961)

Review of Related Literature

Getzels and Jackson (1963) briefly mention research conducted in the 1950's that had begun to acknowledge the effect of perceptual and conceptual organization on the way teachers teach. Comb (1962) reinforces this thinking by arguing, that the way persons actively structure and attach meaning to their environment affects significantly their teaching behavior.

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It is generally held that climatic factors affect behavior not by themselves, but rather to the extent that they interact with other individual or personal factors. The importance of this interrelationship was first discussed by Lewin (1938, 1951). Lewin proposed a model of human behavior, based upon his research, which took into account both individual and personal difference (P) and the environment surrounding the individual (E). In brief, Lewin posited that human behavior (B) was a function of the interaction of both P and E. More recently, several management researches, most notably Likert (1961), Katz and Kahn (1966), and Vroom (1964), have attempted to develop more complex models.

Frederiksen, et. al. (1972); Pritchard and Karasick, (1973) and Argyris, (1957) in their respective researches have all considered organizational environment as an important factor which influences work related attitudes, motivation and behavior. Hunt (1963) stressed that interactions among modes of response, situations and persons were more important than any of the individual sources of variance alone; Rausch, Diltman and Taylor (1959) have presented a study on the interaction between personality characteristics and environmental conditions in predicting work behavior.

Pervin (1968) too, treats work performance as a function of the interaction between the characterization of the individual and those of the environment. According to chamber's 20th Century dictionary, "Environment- a surrounding, conditions influencing development and growth". New Webster's dictionary defines environment as; "All the physical, Social and cultural factors and conditions influencing the existence or development of an organism or assemblage of organisms the act of surrounding, the state of being surrounded, that which surrounds, surroundings".

The Concise Dictionary of Education defines the term environment as; "The totality of external surroundings, including conditions, circumstances and events, in education, often considered for the extent to which such surrounding facilitate or impede learning'. Schein (1970) has also stressed upon the man's interactions with his environment as a primary dominant factor in determining the job performance. Evan (1976) in his study has emphasized the importance of attitudes as organizational climate perception. According to him, organizational members tend to perceive the climate differently and this perception whether real or unreal has behavioral consequences for the organization. Feather (1961) discussed the interactions between personalities and job qualities leading to high efficiency. Forehand and Gilmer (1964) in their study have found that organizational climate is capable of influencing the behavior of the people in an organization. .

Which type of environment can be readily understood when reference is made to what everyone must have experienced on entering a school? Each school has a subtle, though clearly noticeable atmosphere pervading it. In spite of similarly of structure, facilities and functions, school differ in the impact they made on both the external observer and internal participants. Such difference are elusive of description and in many cases defy identification, nevertheless,

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there is a feel, an atmosphere' or a tone' unique to each college. This individually is called the school's environment or the school's personality.

One may find in one school, the teachers and headmaster are zestful and exude confidence, whereas, in the other, the brooding discontent of teachers is palpable and the headmaster tries to hide his incompetence behind a cloak of authority. The psychological sickness of such a situation spills over to the teachers, who in their own frustration feed back to the students a mood of despair. Thus, when one moves from school to college, one finds that each appears to have its own personality. This is called the environment of the school, which is the product of interactions taking place between the participating individuals and their environment.

Research Methodology

POPULATION

All students of government secondary schools in Khyber Pakhtunkhawa were constituted population of the study.

DELIMITATION

A study was delimited to the students of Government secondary schools in district Kohat.

SAMPLE

Hundred students were taken as sample of the study.

RESEARCH INSTRUMENT

In order to find the role of environment on the performance of the students at secondary level, a questionnaire was developed and administered for the collection of the data.

Results and Discussion

Following results were concluded from the study through applying statistical tools for the analysis of the study;

Table 01

Do the teachers perform their duties with full commitments?

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No of Students	Yes	No	Yes %	No %
100	43	57	43 %	57 %
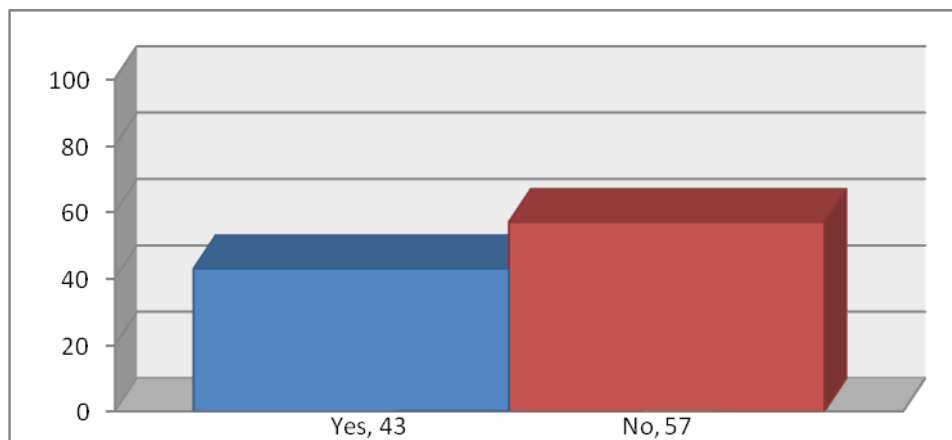
The above table illustrates that 43% of the teachers were committed and 57% of the teachers do not take interest into their job.

TABLE 02:

Do the teachers teach friendly?

No of Students	Yes	No	Yes %	No %
100	28	72	28 %	72 %
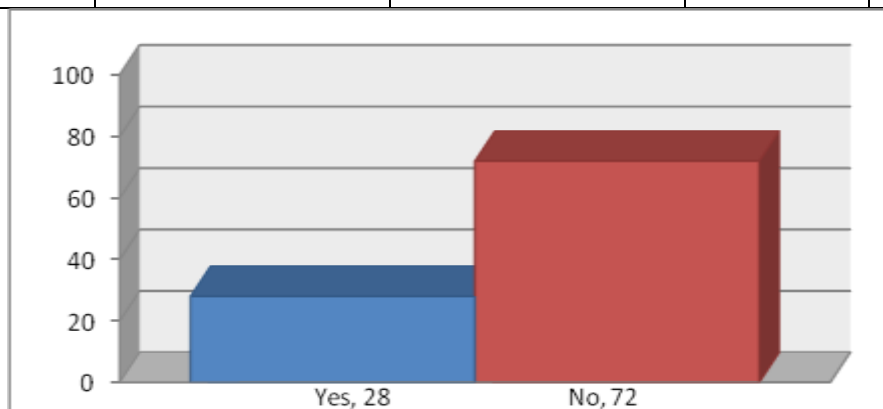
This table shows that 28% of the teachers teach friendly and 72% of the teachers usually adapt rude behavior with the students while teaching into the classes.

TABLE 03:

Are teachers qualified?

| No of Students	Yes	No	Yes %	No %

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100	39	61	39 %	61 %
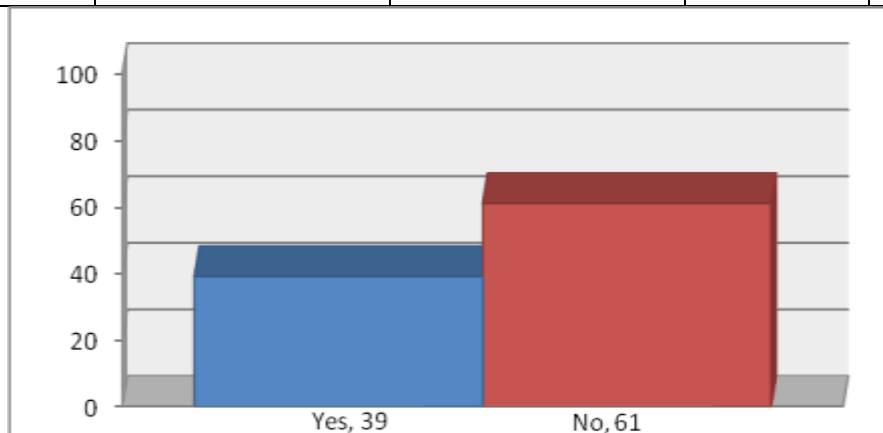
From the above table we conclude that 39% of the teachers having their higher qualifications and 61% teachers do not have higher qualifications and even they haven't any advance courses of teaching.

TABLE 04

Do the students take interest during the learning process?

No of Students	Yes	No	Yes %	No %
100	35	65	35%	65%
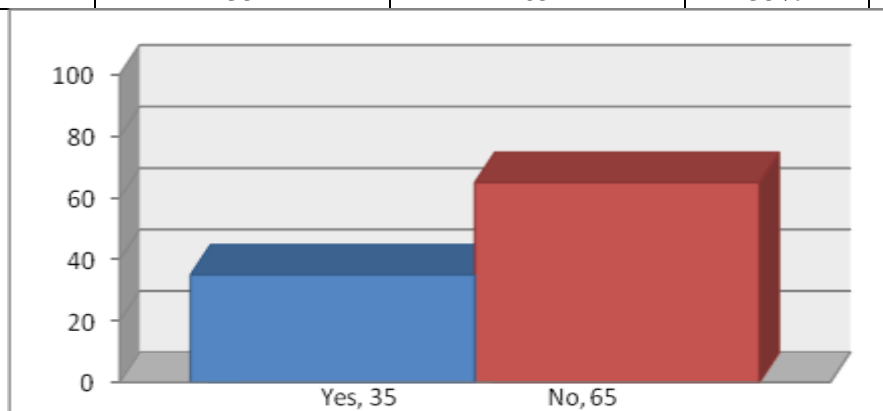
The table shows that 35% of the teachers teach with enthusiasm and 65% of the teachers try to pass the time into the classes or they just adapt traditional methods of teaching.

TABLE 05

Do the schools offer comprehensive programme for getting success in life?

No of Students	Yes	No	Yes %	No %

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100	60	40	60 %	40 %
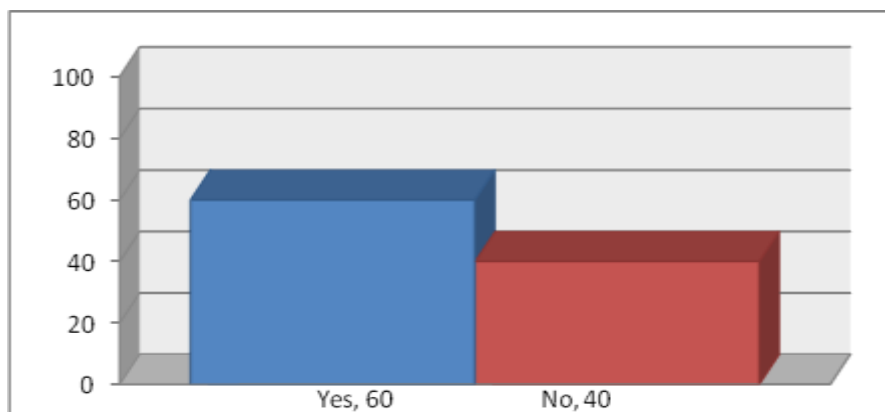
The above table shows that 60% of the schools have very comprehensive program but they may not provide favorable environment to the students and 40% of the schools have no such comprehensive programs because they do not have any good resources for making good reputation.

TABLE 06

Do the schools have discipline?

No of Students	Yes	No	Yes %	No %
100	69	31	69%	31%
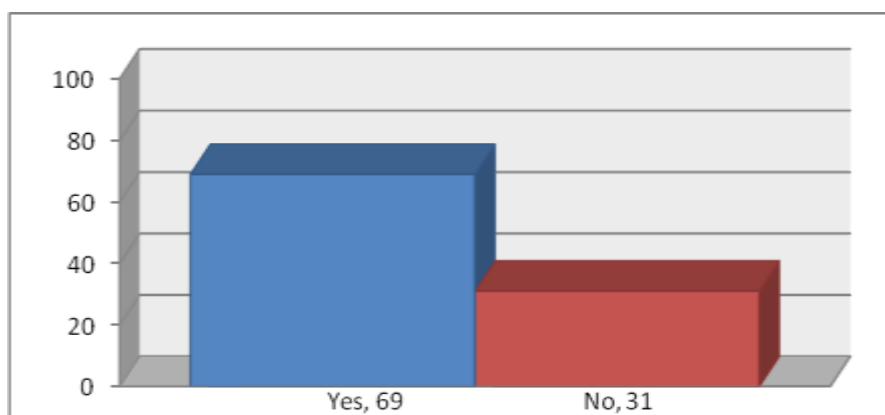
This result shows that 69% of the schools have good discipline but 31% of the schools do not have such setup regarding discipline.

TABLE 07

Do the schools provide extra co-curricular activities?

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No of Students	Yes	No	Yes %	No %
100	52	48	52 %	48 %
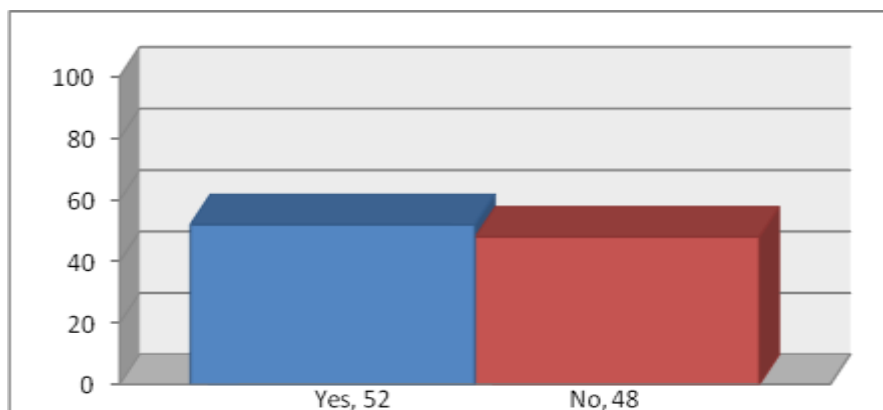
The table indicates that 52% of the schools provide extra co-curricular activities and 48% of the schools do not provide due to their less resources.

Conclusions

From the above study, it is analyzed that:

1. There is lack of higher qualification into the teachers which do not bring new innovations into the students.
2. Teachers have no understanding with the students due to which they are unable to give fruitful results to the society.
3. There is lack of interest into the students which shows that there are some environmental effects on the performance of the students.
4. Schools have comprehensive programs but there is no conceptual teaching at secondary level of the government schools.
5. There is discipline but no output which shows there are still gaps between the performance of the students and the environment of the school.
6. Schools cannot provide co-curricular activities due to having less resources and funds.

Recommendations

Following recommendations are suggested in the light of above results;

1. Teachers should be appointed into the schools having higher qualification or even having fresh courses regarding teaching learning process.
2. Teachers should be motivated to build understanding with the students so that better results could be achieved.
3. Environment of the schools should be made favorable and interest should be developed into the students through different activities and exhibitions.

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4. Teaching should be conceptual rather cramming work or fatigue.
5. Schools should maintain good discipline but that should be in favor of the students and schools must arrange some co-curricular activities for the students to get physical fitness.

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Fostering Study Skills, Attitudes and Habits among Students Using the Multiple Intelligences Approach

Charlene John, Research Scholar
Rajalakshmi. M.S., Ph.D., and Suresh. K.P, Ph.D.
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Abstract

For effective learning to take place study skills, attitude and habits play a crucial role. The theory of multiple intelligences could be used to foster the learning experiences of students and provide proactive learning opportunities, based on the student's unique strengths and interest. Therefore, the present study was undertaken to assess the influence of the multiple intelligences approach on the study skills, attitude and habits of sixth grade students towards academics.

A total of 119 students (both boys and girls) in the age range of 11-13 years were identified for the study, constituting an experimental group (N=56) and a control group (N= 63). The experimental group was exposed to an intervention programme, where a part of the curriculum was introduced using the multiple intelligences approach for an academic year. The results of the pretest - posttest data analysis indicated an improvement in certain areas of the study skills, attitude and habits of students in the experimental group.

Key words: Multiple Intelligences Approach, Study skills, Attitude and Habits

Introduction

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School age is a crucial period in the life of an individual. It is during this period that an individual begins to develop a sense of self worth, a positive self-image and builds on his or her self esteem. Most children enter school, eager and excited to learn. Schools' should foster this positive mind-set towards learning and motivate children to reach their full potential and continue learning throughout life. Effective learning can take place, if students are motivated to develop the requisite skills, attitude and habits voluntarily in their own unique ways. In contrast, negative attitudes and anxiety towards studies, can make students feel disengaged, doubt their competence and reduce their potential for learning. If at this period of time, a student is labelled as 'not intelligent' or as a 'slow learner', the damage is done for life. Students, who feel anxious about their ability to cope in any particular subject, may avoid them and may lose important career and life opportunities as a consequence.

The education scenario in India has alarming facts on school drop-outs. Research evidences (Kripalani 2005; Varma 2010) indicate over 50% of children who join up in Class I drop out by Class VIII. Total enrollment in primary classes (Class I to V) was 134.4 million in 2008-09, the latest year for which complete data is made available in the District Information System for Education (DISE) flash statistics, collected by the National University for Educational Planning and Administration (NUEPA). In Classes VI to VIII, the total enrolment had dramatically dropped to 53.4 million. In fact, earlier data from 2006-07, containing class-wise enrolment shows, that with each successive class, students quit in large numbers. By Class V, every third student has dropped out and by Class VIII every second student is no longer attending school. Research evidences (Jayachandran 2007; Chany 2007; Khokhar, Garg and Bharti 2009) also indicate that disinterest and negative attitudes towards studies are some of the common reasons that account for the highest proportion of dropouts in India.

An important approach to motivate students and capture their interest is to focus on their study skills, attitude and habits. Interest-based learning is student-centered and increases the likelihood of students being active participants in the learning process, which in turn could lead to a fall in the school drop-out rate.

Pychyl (2008) states, that 'an individual needs both a "Will" component and a "Skill" component to light a fire for learning. Unfortunately, many educators assume that one or the other of these components – are simply the student's responsibility and overlook the student's lack of motivation to learn'. The theory of multiple intelligences, put forth by Gardner (1983) proposes a major transformation in the learning experience of students. It could provide opportunities for authentic learning, based on the student's needs, strengths and interests and motivate students to be active involved learners. Therefore the present study was undertaken to assess the influence of the multiple intelligences approach on the study skills (skill component), attitude and habits (will component) of sixth grade students.

Objectives

- To elicit information on the dominant areas of intelligences in students.

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- To assess the study skills, attitude and habits of students towards academics.
- To design the academic curriculum of VI standard students based on the perspectives of the experiential learning theory, the situated learning theory, the constructivist theory, using the Multiple Intelligences theory as its pivotal framework.
- To introduce the designed curriculum to VI standard students for an academic year.
- To assess the impact of the designed multiple intelligences approach on study skills, attitude and habits of students towards academics.
- To study the gender differences in the study skills, attitude and habits of the experimental and control group samples.

Methodology

The study was carried out in the following VIII phases:

Phase I. Development of appropriate tools for the study:

Three tools were developed (in English) for the study.

Tool -1: Multiple Intelligences Statement-Based Checklist (MISC):

The researchers' developed a Multiple Intelligences Statement-Based Checklist, compatible for the Indian context and suitable for the age group selected for the present study with the following features: The checklist consisted of 80 statements covering Howard Gardner's eight areas of intelligences, with 10 statements per intelligence area. The dominant and weaker intelligences of the students were assessed by categorising their responses into weak, fairly strong, strong and very strong intelligences for each of the eight intelligence areas.

Content Validation: 25 statements were identified initially, for each of the eight intelligences areas and given to subject experts in the field of Psychology, Human Development and Education for scrutiny. Based on their inputs, 10 statements for each intelligence area were shortlisted for the present study.

Reliability: Split-half test of reliability was applied to test the reliability of the tool. The reliability of the tool was found to be 0.74.

Tool-2: The Activity Oriented Tool (AOT):

For accurate classification and cross-verification of the Multiple Intelligences Statement-based Checklist, a pictorial/ activity-oriented version with reference to the Multiple Intelligences Statement-based Checklist was developed.

Tool-3: Study Skills, Attitude and Habits Checklist:

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This checklist was designed to be administered for pretest - posttest analysis.

Extensive review on learner characteristics, learning styles and curricular skills were carried out and a comprehensive checklist was developed to elicit information on the study skills, attitude and habits of students towards academics. The Indian context and the age range were considered, while developing the tool.

Reliability: The reliability of the tool was found to be 0.71 after applying the split-half test of reliability.

Content Validation: Through extensive review of related literature and discussion with subject experts in the field, 101 statements were identified, that could be used in the scale to be developed. The identified statements were given to subject experts in the field of Psychology, Human Development and Education. The feedback obtained from these experts lead to the finalization of 54 statements for assessing study skills, attitude and habits towards academics and were further classified into

Study Skills (25 statements) to elicit information on

- Learning Skills (7 statements)
- Time Management Skills (4 statements)
- Exam/ Test Taking Skills (6 statements)
- Memorizing Skills (related to Multiple Intelligences) (8 statements)

Attitude towards studies (20 statements) to elicit information

- Towards Learning (5 statements)
- Towards Time Management For Homework (2 statements)
- Towards Exams/ Tests (4 statements)
- Towards Subjects (9 statements)

Habits toward studies (9 statements) to elicit information

- Related To Learning (5 statements)
- Related To Time Management (4 statements)

Phase II Identification and selection of schools

A total of 20 schools were surveyed in and around Bangalore city to identify two schools which would be willing to introduce the multiple intelligences approach in their sixth grade curriculum for an academic year. Similarities in the type of schooling offered (syllabi followed, fee structure etc), cooperation of school management and the socio demographic characteristics of the school, were the broad norms for selecting the schools. Two schools were shortlisted for the study namely, The Titan School, Hosur and J.S.S Public School, Bangalore. The two schools were isolated

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from each other to avoid spill over effects. The lottery method was adopted to classify the schools into experimental and control schools.

Phase III Sample selection

The selection of the sample was done on a voluntary basis, as the researchers' felt that a voluntary participation would yield more accurate results than a captive participation. Standard VI students from The Titan School were selected for drawing the experimental group samples.

In Erikson's theory of psychosocial development (see Berk 1997), the fourth stage i.e, *Industry vs. Inferiority (6-11 years)*, is when children develop a feeling of competence and belief in their own skills. In the fifth stage i.e, *Identity vs. confusion (12-18 years),* they explore their independence and develop a sense of self. Therefore the researchers' opined that the age range between the fourth and fifth stage (11 to13 years), would be an ideal representative age group to assess the influence of the multiple intelligences approach on study skills, attitude and habits of students for the present study. It was assumed, that this age group would be ideal to foster competence and a sense of self worth through the multiple intelligences approach, which in turn could lead to better academic performance and a life-long love for learning.

Potential research participants were given sufficient information about the study and consent was obtained from a total of 56 sixth grade students, from Titan school, who agreed to participate in the research study. The control group comprised of 63 sixth grade students, from J.S.S Public school.

Phase IV. Pretest data collection

Pretest data collection was carried out in two stages:

i. The Multiple Intelligences Statement Based Checklist was administered to the respondents from both experimental and control group, to elicit information on their dominant areas of intelligences.
ii. Respondents from both the experimental and control group were administered the Study Skills, Attitude and Habits Checklist, to assess the study skills, attitude and habits of students towards academics.

Phase V Development of modules

A total of 14 modules were designed for the intervention programme, which spanned across 72 sessions. Sessions were designed to be offered thrice a week for approximately 2 hours per session.

Modules were developed using a blend of learning theories, namely,

- **The Experiential learning theory-** to cater to the four types of learners.

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- **The Constructivist theory** – to ensure maximum opportunities for active self-learning and hands on experience
- **The Situated-learning theory-** to present knowledge in authentic contexts or settings and foster social interaction and collaboration
- **The Reggio Emilia Approach-** to initiate learning through social interactions, sensory learning experiences and self directed learning and
- **The Multiple Intelligences theory** – as the core framework, to give leverage to the diverse intelligences of the students by allowing them to plan and create their own unique learning strategies through their dominant/ preferred intelligences.

Phase VI. Intervention programme

The experimental group students were exposed to the modules, developed in phase V, for an academic year, i.e., 2009-2010. Each session of the intervention programmme was introduced to the experimental group through a warm-up activity and a brief introduction on the topic. This was followed by, organising students into groups. Topics and duties were then assigned to the groups on the subject introduced for a particular session. Students were directed to discuss and plan activities using any one or more of the eight intelligences, for the assigned topic. They were expected to come up with their own unique activities, props, aids and strategies. Students were given the freedom to exhibit their understanding of the topic through any multiple intelligences areas such as art activities – (painting, posters, collages, puzzles, pottery and puppet skits), team activities- (role-play, organised games, dance, demonstrations, conducting experiments, nature walks, debates, powerpoint presentations), music activities- (singing, composing and playing instruments) etc. The important points about the topic were highlighted during the recap time by the researchers'. Students were cheered and rewarded ocassionally for their efforts, co-operation and team work.

Phase VII Post test data collection

To elicit information on any significant differences in the study skills, attitude and habits between the experimental and control group, the Study Skills, Attitude and Habits checklist was re-administered to the respondents of both groups.

Phase VIII Statistical analysis

Descriptive statistical analysis has been carried out in the present study. Results on continuous measurements are presented on Mean $\pm$ SD (Min-Max) and results on categorical measurements are presented in Number (%). Significance is assessed at 5 % level of significance. Student t test (two tailed, independent) has been used to find the significance of study parameters on continuous scale between two groups Inter group analysis) on metric parameters, and Student t test (two tailed, dependent) has been used to find the significance of study parameters on continuous scale with in each group. Chi-square/ Fisher Exact test has been used to find the significance of study parameters on categorical scale between two or more groups.

Hypotheses

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The study hypothesised that

- Integrating the **Multiple Intelligences perspective** for designing learner-centric curriculum, will not be effective.

- There will be no significant difference in the **study skills** of students after exposure to curriculum taught using the Multiple Intelligences approach.

- There will be no significant difference in the **attitude** of students **towards academics** after exposure to curriculum taught using the Multiple Intelligences approach.

- There will be no significant difference in **study habits** of students after exposure to curriculum taught using the Multiple Intelligences approach.

- There will be no significant **gender differences** in the study skills, attitude and habits of experimental and control group samples.

Results and discussions

Table 1. Socio-Demographic Data of Respondents

BASIC DATA	Experimental School		Control School	
	No.	%	No.	%
Age in years				
11 years	20	35.8	19	30.2
12 years	35	62.5	39	61.9
13 years	1	1.8	5	7.9
Total	56	100.0	63	100.0
Gender				
Male	35	62.5	33	52.4
Female	21	37.5	30	47.6
Total	56	100.0	63	100.0
Type of family				
Joint	10	17.9	23	36.5
Nuclear	46	82.1	40	63.5
Total	56	100.0	63	100.0
Ordinal position				
1	39	69.6	43	68.3
2	16	28.6	20	31.7
3	1	1.8	0	0.0
Total	56	100.0	63	100.0
No. of siblings (Brother)				
0	35	62.5	37	58.7
1	19	33.9	23	36.5
2	2	3.6	2	3.2

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3	0	0.0	1	1.6
Total	56	100.0	63	100.0
No. of siblings (Sister)				
0	30	53.6	43	68.3
1	25	44.6	19	30.2
2	1	1.8	1	1.6
Total	56	100.0	63	100.0
Fathers' Education				
Below SSLC	1	1.8	0	0.0
SSLC	3	5.4	4	6.3
PUC	7	12.5	5	7.9
Diploma	4	7.1	7	11.1
Degree	17	30.4	18	28.6
Post Graduation	12	21.4	7	11.1
PhD	2	3.6	0	0.0
Professional	10	17.9	22	34.9
Total	56	100.0	63	100.0
Mothers' Education				
Below SSLC	2	3.6	1	1.6
SSLC	13	23.2	12	19.0
PUC	12	21.4	6	9.5
Diploma	1	1.8	5	7.9
Degree	18	32.1	21	33.3
Post graduation	9	16.1	8	12.7
Professional	1	1.8	10	15.9
Total	56	100.0	63	100.0
Fathers' Occupation				
Banking	0	0.0	3	4.8
Business	9	16.1	23	36.5
Doctor	0	0.0	1	1.6
Engineering	5	8.9	12	19.0
Inspector	3	5.4	3	4.8
Managerial/Management	7	12.5	15	23.8
Purohit	0	0.0	1	1.6
Teaching	2	3.6	5	7.9
Technician	30	53.6	0	0.0
Total	56	100.0	63	100.0
Mothers' Occupation				
Administration	1	1.8	0	0.0
Banking	0	0.0	4	6.3
Business	0	0.0	1	1.6
Engineering	0	0.0	5	7.9
Home-maker	38	67.9	38	60.3
Managerial	0	0.0	1	1.6
Teaching	11	19.6	14	22.2

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Technician	6	10.7	0	0.0
Total	56	100.0	63	100.0

Table 1 shows the socio demographic data of the respondents in both groups. Statistical similarities were established for the following variables. Age distribution (P=0.151); Gender distribution (P=0.266); Type of family (P=0.023)*; Ordinal position (P=0.687); Distribution of Number of siblings (brother) (P=0.969); Distribution of number of siblings (sister) P=0.189; Distribution of fathers' education (P=0.413); Distribution of Mothers' education (P=0.207) and Distribution of fathers' occupation (P<0.001) **.

Table 2. Classification of the Eight Intelligences Areas among Respondents.

MISC	Classification of areas of intelligence			
	Weak	Fairly strong	Strong	Very strong
EXPERIMENTAL (n=56)				
Total	0	1(1.8%)	39(69.6%)	16(28.6%)
Verbal- Linguistic	0 (0%)	6 (10.7%)	38 (67.9%)	12 (21.4%)
Math- Logical	0 (0%)	3 (5.4%)	35 (62.5%)	18 (32.1%)
Visual Spatial	0 (0%)	5 (8.9%)	32 (57.1%)	19 (33.9%)
Bodily Kinaesthetic	0 (0%)	4 (7.1%)	34 (60.7%)	18 (32.1%)
Musical	0 (0%)	9 (16.1%)	34 (60.7%)	13 (23.2%)
Interpersonal	0 (0%)	4 (7.1%)	38 (67.9%)	14 (25%)
Intrapersonal	0 (0%)	2 (3.6%)	38 (67.9%)	16 (28.6%)
Naturalistic	1 (1.8%)	0 (0%)	26 (46.4%)	29 (51.8%)
CONTROL (N=63)				
Total	0	4(6.3%)	52(82.5%)	7(11.1%)
Verbal- Linguistic	2 (3.2%)	12 (19.0%)	41 (65.1%)	8 (12.7%)
Math- Logical	0 (0%)	7 (11.1%)	43 (68.3%)	13 (20.6%)
Visual Spatial	4 (6.3%)	12 (19%)	39 (61.9%)	8 (12.7%)
Bodily Kinaesthetic	0 (0%)	7 (11.1%)	36 (57.1%)	20 (31.7%)
Musical	6 (9.5%)	20 (31.7%)	29 (46%)	8 (12.7%)
Interpersonal	1 (1.6%)	11 (17.5%)	33 (52.4%)	18 (28.6%)
Intrapersonal	1 (1.6%)	7 (11.1%)	36 (57.1%)	19 (30.2%)

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Naturalistic	0 (0%)	6 (9.5%)	39 (61.9%)	18 (28.6%)

Table 2, shows the classification of the eight intelligences areas among respondents. The table indicates that the majority of the respondents from both groups were found to have strong to very strong ranges of all eight intelligences. Majority of the experimental group respondents exhibited very strong naturalistic intelligence and strong verbal, interpersonal and intrapersonal intelligences. Majority of the control group respondents exhibited very strong bodily kinaesthetic intelligence and strong math-logical intelligence.

Data presented in this table, leads to the inference that all students possess eight different intelligences at varied levels and therefore can be taught through eight different ways, as suggested by Armstrong (2009). He states that "one of the most remarkable features of the theory of multiple intelligences is how it provides eight different potential pathways to learning. It suggests that lessons can be viewed and presented to students in a wide variety of ways and student's approach to understanding concepts from different angles can be addressed".

Table 3. a. Effectiveness of the intervention programme on the study skills of the respondents

Study Skills	Assessment	Experimental school	Control school	Significance	Effect size
Learning	Pre	9.86±2.22	9.16±2.62	t= 1.558; p=0.122	0.28
	Post	10.49±2.20	9.02±1.85	t= 3.842; p<0.001**	0.72
Time management	Pre	5.09±1.63	4.95±1.59	t= 0.463; p=0.644	0.09
	Post	5.60±1.42	5.32±1.43	t= 1.055; p=0.294	0.20
Exam	Pre	7.45±1.57	7.16±2.02	t= 0.860; p=0.392	0.16
	Post	8.15±1.99	7.82±1.51	t= 0.964; p=0.337	0.19
Memorising	Pre	9.41±3.32	7.78±2.74	t= 2.939; p=0.004**	0.54
	Post	10.51±2.72	8.21±2.79	t= 4.413; p<0.001**	0.83

+ significant at 10% Level, * Significant at 5 % ** Significant at 1%

Table 3.a, indicates the effectiveness of the intervention programme on the study skills of respondents, under the following areas namely, learning skills, time management skills, exam skills and memorizing skills. There was a significant difference noted in the learning skills and memorising skills area between the experimental and control group, when the post test data is considered.
The impact of the intervention programme on study skills of respondents indicate that the intervention programme has had a moderate effect on the learning skills area, a

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small effect on the time management skills area, no effect on the exam skills area and a large effect on the memorising skills area.

The small effect noted in the time management skills may be because the multiple intelligences approach, being a new concept, may require more time to be conceptualised and executed in the daily learning routine of students.

The probable reason why there was no effect noted on examination skills could be because as a practice, during exams, students tend to learn by rote, for a short period of time, due to a time constraint, rather than understanding information to retain for long term. Another reason could be, that children predominantly, are trained to learn by rote from their lower grades and thus this method of learning is deeply ingrained in them. Therefore students may require more time to unlearn this method.

However the moderate effect observed in the learning skills area and a large effect observed in memorising skills using the multiple intelligences framework indicate that there is a scope for addressing this dimension of learning to help students perform better.

Table 3. b. Effectiveness of the intervention programme on the attitude of respondents toward academics

Attitude Towards Academics	Assessment	Experimental school	Control school	Significance	Effect size
Learning	Pre	6.09±1.86	6.03±1.71	t= 0.176; p=0.861	0.03
	Post	7.20±1.59	6.86±1.63	t= 1.117; p=0.266	0.21
Time management	Pre	2.13±0.92	2.32±1.04	t= 1.063; p=0.290	0.19
	Post	2.44±0.90	2.21±1.15	t= 1.159; p=0.249	0.22
Exam	Pre	4.68±1.59	4.84±1.66	t= 0.545; p=0.586	0.10
	Post	5.00±1.72	5.49±1.57	t= 1.578; p=0.117	0.30
Subjects	Pre	9.54±3.21	11.54±2.71	t= 3.693; p<0.001**	0.67
	Post	12.16±2.75	12.46±2.61	t= 0.578; p=0.565	0.11

+ significant at 10% Level, * Significant at 5 % ** Significant at 1%

Table 3.b, shows the effectiveness of the intervention programme on the attitude of respondents towards academics, which covers the following areas namely, attitude towards- learning, time management, examination and various academic subjects. There were no significant differences noted in any of the areas of attitude towards academics.

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When the impact of the intervention programme, on the attitude towards academics is considered, it is observed that the intervention programme has had a small effect on attitude of students towards learning, time management and examination and no effect on the attitude towards the academic subjects.

The reason for a small effect size could be that, attitudes are formed based on an individual's prior experiences and sets an impression in the psyche of an individual which cannot be undone overnight. The small effect size is an indicator that, if this approach of teaching and learning is carried out, over a long period of time, there is all possibility that a larger effect size can be observed as the preset attitude could slowly be undone and new attitude could be fostered.

Dillihunt (2004) examined how using multiple intelligence techniques as a teaching strategy as opposed to a direct instruction teaching strategy effects third and fifth grade math achievement, student motivation, student task engagement, and teacher efficacy. Results suggested that students' performance on mathematics and the task engagement by students had increased in the multiple intelligences classrooms but student motivation had shown no increase. This result supports the analysis reflected in the table above.

Table 3. c. Effectiveness of the intervention programme on the study habits of respondents in both groups

Study Habits	Assessment	Experimental school	Control school	Significance	Effect size
Learning	Pre	5.91±1.53	5.89±1.55	t= 0.077; p=0.939	0.01
	Post	6.65±1.64	6.14±1.29	t= 1.852; p=0.067+	0.35
Time management	Pre	5.64±1.61	4.79±1.70	t= 2.791; p=0.006**	0.51
	Post	5.80±1.68	5.40±1.68	t= 1.249; p=0.214	0.24

+ significant at 10% Level, * Significant at 5 % ** Significant at 1%

Table 3.c, shows the effectiveness of the intervention programme on the study habits of respondents which covers the following areas namely, habits related to learning and habits related to time management. There was a significant difference noted in the habits related to learning in the post-test data. The impact of the intervention programme on the study habits of respondents indicate that the intervention programme has had a small effect on habits related to learning and time management. The small effect may be contributed by the intervention programme that was carried out for an academic year. It can be assumed, that students are habituated to certain learning methods from their childhood and may require longer durations of time to break off from the older habits and form new ones. Hence students may need longer time and constant reinforcements to inculcate new and positive study habits.

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Table 3. d. Effectiveness of the intervention programme on the study skills and attitudes and habits towards academics (Overall)

OVERALL	Assessment	Experimental school	Control school	Significance	Effect size
STUDY SKILL	Pre	31.80±5.29	29.05±6.06	t= 2.629; p=0.010**	0.48
	Post	34.75±6.14	30.37±5.02	t= 4.134; p<0.001**	0.78
ATTITUDE	Pre	22.43±5.46	24.73±4.41	t= 2.541; p=0.012*	0.46
	Post	26.80±4.89	27.02±4.66	t= 0.241; p=0.810	0.05
HABIT	Pre	11.55±2.26	10.68±2.5	t= 1.986; p=0.049*	0.36
	Post	12.45±2.77	11.54±2.29	t= 1.899; p=0.060*	0.36
OVERALL	Pre	84.79±10.53	85.22±13.07	t= 0.199; p=0.843	2.53
	Post	96.75±14.63	89.46±12.18	t= 2.869; p=0.005**	0.55

+ significant at 10% Level, * Significant at 5 % ** Significant at 1%

Table 3.d, shows the overall effectiveness of the intervention programme on the study skills, attitude and habits of respondents. When the impact of the intervention programme is considered collectively, it is observed that the programme has had a moderate effect for study skills, no effect on the attitude towards academics and a small effect on the study habits of the respondents.

It is quite strange, however, to note that the attitude of respondents have shown no effect, since on a normal course, it is assumed that it is easier to change attitudes and more difficult to bring about changes in the skills and habits of an individual.

However, it is interesting to note that, similar results were found in Dillihunt's study (as quoted in table 3. b discussions) and in Koksal and Yel's (2007) experimental study with 10th grade high school students (Experimental N = 25 and Control N = 25) who were enrolled in classes in Ankara Anatolian High School during the 2004-2005 spring semester. They concluded that, the MIT- based instruction has had a statistically significant effect upon the academic success of students and the permanence of teaching process, whereas there was no significant effect of the MIT-based instruction on the attitudes of students towards the course.

Thus it can be inferred, that the intervention programme has had an impact to a certain extent, on the study skills and habits towards academics and no significant impact on the attitude of students towards academics in general. Although the empirical evidences indicate no effect on the attitude of respondents, during the intervention programme, the researchers' observed the respondents exhibiting a positive attitude

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and enthusiasm towards learning through the multiple intelligences approach and incorporating these strategies in their daily learning routine.

Table 4. Influence of the intervention programme on the study skills, attitude and habits towards academics among boys and girls in the experimental group.

Dimensions of SAHI	Assessment	Experimental school		Significance
		Boys	**Girls**	
STUDY SKILL	Pre	31.06±5.04	33.05±5.57	t= 1.375; p=0.175
	Post	34.00±6.68	35.95±5.07	t= 1.148; p=0.258
Learning	Pre	9.86±2.10	9.86±2.46	t= 0.000; p=1.000
	Post	10.18±2.34	11±1.9	t= 1.359; p=0.180
Time management	Pre	4.74±1.56	5.67±1.62	t= 2.114; p=0.039*
	Post	5.38±1.37	5.95±1.47	t= 1.459; p=0.150
Exam	Pre	7.09±1.65	8.05±1.24	t= 2.303; p=0.025*
	Post	8.21±1.89	8.05±2.18	t= 0.285; p=0.777
Memorizing	Pre	9.37±3.04	9.48±3.82	t= 0.113; p=0.910
	Post	10.24±3.18	10.95±1.72	t= 0.949; p=0.347
ATTITUDE towards	Pre	21.57±4.68	23.86±6.42	t= 1.538; p=0.130
	Post	25.65±4.64	28.67±4.79	t= 2.315; p=0.025*
Learning	Pre	6.06±1.68	6.14±2.17	t= 0.165; p=0.869
	Post	6.85±1.65	7.76±1.34	t= 2.123; p=0.038*
Time management	Pre	1.97±0.92	2.38±0.86	t= 1.645; p=0.106
	Post	2.44±0.86	2.43±0.98	t= 0.050; p=0.960
Exam	Pre	4.49±1.29	5±1.97	t= 1.180; p=0.243
	Post	4.91±1.52	5.14±2.03	t= 0.480; p=0.633
Subjects	Pre	9.06±3.03	10.33±3.41	t= 1.456; p=0.151
	Post	11.44±2.86	13.33±2.13	t= 2.612; p=0.012*
HABITS related to	Pre	11.37±2.18	11.86±2.39	t= 0.777; p=0.440
	Post	12.21±2.83	12.86±2.69	t= 0.846; p=0.402
Learning	Pre	5.74±1.44	6.19±1.66	t= 1.062; p=0.293

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	Post	6.50±1.85	6.9±1.22	t= 0.890; p=0.377
Time management	Pre	5.63±1.59	5.67±1.68	t= 0.085; p=0.933
	Post	5.71±1.43	5.95±2.06	t= 0.524; p=0.602
OVERALL	Pre	83.86±10.82	86.33±10.11	t= 0.849; p=0.399
	Post	93.09±14.86	102.67±12.42	t= 2.467; p=0.017*

+ significant at 10% Level, * Significant at 5 % ** Significant at 1%

Table 4, indicates the influence of the intervention programme on boys and girls in the experimental group. It can be observed that the intervention has had simliar effects on boys and girls in the study skills and study habits dimensions. There was a significant difference between boys and girls, in the attitude towards subjects and attitude towards academics in general, when the post test data is considered, indicating that the intervention has had an impact on the attitude of girls more than boys.

When the impact on the study skills, attitudes and habits are collectively considered, again it can be noted that the girls are at an advantage when compared to the boys in the experimental group.

This difference could be attributed to the Indian context, where girls are expected to be shy/ timid, introverted, self-conscious and cannot express freely. Also, girls are expected to have an open mind, be flexible to change and fit in to the system.
During the intervention programme, girls and boys were provided with equal opportunities to involve actively in the classroom activities. This could have motivated the girls and brought about a positive attitude in girls since they were given a chance to shed their inhibitions and participate freely.

Validation of hypothesis

- It was hypothesised that integrating the **Multiple Intelligences perspective** for designing learner-centric curriculum for classrooms will not be effective. The feedbacks obtained from students, teachers and parents; at the close of the intervention programme indicated that the multiple intelligences approach was successful. Another indicator was the school adopting the multiple intelligences approach, on a trial basis to teach in all classes.

Sohn's (2004) study supports the present study. The researcher examined how effective the researcher-created methods and instruments are, in fostering the exploration and development of the students personal profile of intelligences within the multiple intelligence (MI) framework, and applying their newly gained insights to help solve novel mathematical problems. Findings suggest that student's self-identified MI profiles assisted them in selecting appropriate strategies to solve mathematical problems. When students were able to choose their own mathematical strategies, a very high percentage of them used strategies that matched their MI profile.

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- It was hypothesised that there will be no significant difference in the **study skills attitude and habits** of students after exposure to curriculum taught using Multiple Intelligences approach. However, analysis of the data indicated that there was significant difference noted in certain areas of the study skills, attitude and habits towards academics among respondents. Hence it can be concluded that the intervention programme has improved the study skills, attitude and habits towards academics to a certain extent, in the experimental group respondents.

- It was hypothesised that there will be no significant **gender differences** in the study skills, attitude and habits of the respondents in the experimental group towards academics. Analysis of the data revealed that impact of the intervention programme on the study skills and study habits of respondents were similar among boys and girls in the experimental group. There was a significant difference noted in the attitude towards academics, particularly in the attitude towards subjects.

Conclusion

Today's schools are essentially passive experiences and the curriculum is designed to address a majority of the student population while students with specific learning needs are neglected. There are very less opportunities provided for the students to explore their learning strengths and pursue their own interests in school. The curriculum is content centric and immense emphasis is laid on exam scores leading to intense competition and stress in students. Students resort to rote learning and memorise the concepts they are taught, rather than understanding them. This mechanical way of learning renders students with the lack of motivation to learn.

The intervention programme guided by Gardner's theory of multiple intelligences has influenced the learning process among students. Students were given the opportunity to identify their dominant intelligences using the multiple intelligences framework. They were given the choice to learn in various ways based on their interests and were lent with a chance to exhibit what they have learnt using their learning strengths in creative and meaningful ways. Cooperation was the hallmark of interactions in the intervention programme and participants shared their responsibility to make choices and to participate in the decision-making process about projects and class assignments. They had the freedom to express and voice their opinions regarding a topic or assignment. Participant feedbacks have conveyed that the students enjoyed the myriad opportunities they had to succeed at learning and were motivated to learn using this holistic approach in their future learning.

Therefore the researchers' earnestly appeal to the present educational system to abandon the traditional teaching methods that emphasize on rote learning. They urge schools to provide opportunities for students to learn in tune with their unique minds through the multiple intelligences approach and nurture in students, positive study skills, attitude and habits towards learning.

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Evaluation of Present Practices of Lesson Planning in Public Sector Secondary Schools of Punjab (Pakistan)

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Abstract

Lesson planning is the first and foremost step in teaching. A good planning for lesson results good teaching and better results. The lesson planning has its roots in the history of teaching. Objectives of this study include the following: To evaluate the present practices of the lesson planning in the public sector secondary schools of District Attock, to investigate the motivation for lesson planning by the heads of institutions, to enquire about proper training of lesson planning.

100 teachers from the public secondary schools were considered the sample of the study. A fifteen items questionnaire was developed and data was collected from the teachers who were considered the sample of the study. The study found that Majority of the teachers held that they did not plan their lesson regularly and daily, Majority of the teachers perceived that they did not get proper training of lesson planning during in-service training, They perceived that lesson could be presented in a sequence with the help of lesson planning.

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Introduction

The effective teaching always demands proper planning. The planning phase of the teaching is termed as lesson planning. Without planning and setting out objectives we can not achieve the desired outcomes. In the literature of education and teaching the planning for teaching is very much emphasized being the foremost component of the teaching process. Unfortunately in our educational institutions the practices of lesson planning are few and far. So it is very important to evaluate these practices. Furthermore, in the institutions where these practices exist are very traditional and just for the formality. A research study in this regard was a dire need of the time to properly evaluate these practices and suggest some measures for improvements. The present study was conducted to evaluate the present practices of lesson planning in public secondary schools of district Attock.

According to the Dictionary of Education by Mehandiratta (n.d), lesson planning is a teacher's outline of significant points to be covered in a class session and, in addition, including learning objectives, methods and material to be used, assignments, and evaluation steps.

In a classroom situation you are sure to find some students who are not as able as others. They need special attention. You do try to pay attention to them, but sometimes due to other pressing demands you find that they have not had the individual attention. This individual attention is very important for their personal development. In order to stream line the individual attention for such students the remedial teaching is the ideal thing to do (Dunkin, 1998, p.89).

Teaching is one of the helping professions. It requires many personal contacts with young people in the classrooms. Certain independent relationship skills are part of the repertoire of all successful teachers. Indeed some have seen the interpersonal relations or counseling function of teaching as all but inseparable from the instructional function some understanding of the emotional condition of youngsters is essential before the instructional program can be designed in such a way that learning takes place (Gustafson's 1977, pp.123-124).

Good teaching cannot be carried out method careful planning. It is the foundation on which the building of effective teaching is built right from the first day of teaching to the last day. According to Kochhar (1992) lesson planning caters to certain specific functions. These include:

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1. It forces contemplation of goals and objectives, the section of the subject matter, the choice of procedure, the planning and activities and preparation of tests of progress.
2. It helps the teacher to remain focused. It ensures steady progress and a definite outcome of teaching and learning process.
3. It is essential for effective teaching. It requires the teacher to look ahead and plan a series of such activities, and progressively modifies children's attitudes, habits, knowledge and abilities in desirable direction.
4. It helps the teachers to be systematic and orderly. It encourages good organization or subject matter/ activities and prevents haphazard teaching.
5. It helps the teacher to delimit the teaching field. It gives her an immediate impetus to realize the aims and objectives.
6. It encourages proper consideration of the learning process and the choice of appropriate learning procedures. She employs the best technique to judge the outcomes of instructions.
7. It serves as check on un-planned curriculum. It provides sensible frame work to help the work, directing along the lines of syllabus at a suitable rate. The hierarchy of lesson planning becomes well knit and inter connected. Continuity is assured in the education process. Needless repetition is avoided.
8. It gives the teacher great confidence and, therefore, greater freedom in teaching. It can remind him of the telling phrase, the apt quotation or the effective simile or illustration at the moment in the lesson. The teacher can enter the classroom without nervousness read to embark with self assurance, upon a job she understands and equipped to carry it to conclusion. (Amin, 2005)

Objectives of the Study

- To evaluate the present practices of the lesson planning in the public sector secondary schools of District Attock.
- To investigate the motivation for lesson planning by the heads of institutions.
- To enquire about proper training of lesson planning.

Methodology

All the teachers of the public sector secondary schools of District Attock were included the population of the study. The sample was selected randomly which constituted 100 teachers from the whole district. A questionnaire was developed as the tool/instrument of the study. The data collected through the questionnaire was tabulated and analyzed by using percentages.

Analysis and Interpretation of Data

Table: 1 Showing the regularity in preparing lesson plans

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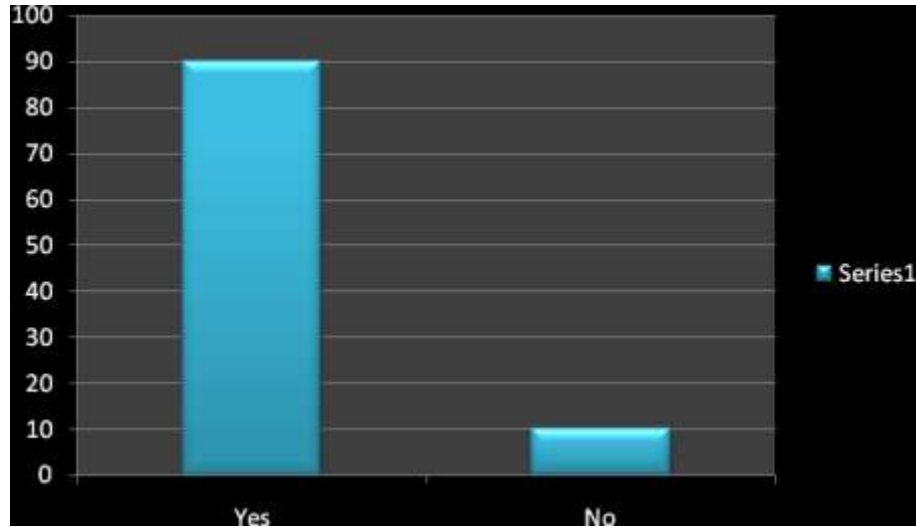| Statement	Yes	No
Do our teachers plan their lesson regularly?	36%	64%

From table: 1 it is depicted that 64% teachers are of the view that our teachers plan their lesson regularly and 36% replied positively, so it is concluded that majority of the teachers do not plan their lesson regularly.
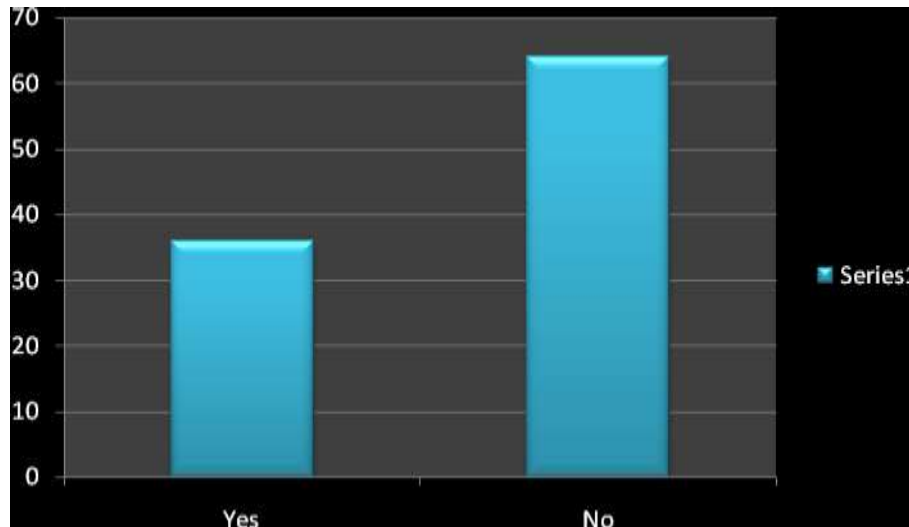
Table: 2 Showing the necessity of lesson plans

| Statement	Yes	No
Is it necessary to plan lesson for teaching?	90%	10%

Table: 2 show that 90% respondents responded in yes and 10% in no regarding the necessity of the lesson plans. So, it is included that majority of the respondents is of the view that lesson plans are necessary for teaching.

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Table: 3 Showing the knowledge about the basic elements of lesson planning

Statement	Yes	No
Do you know about the basic elements of lesson planning?	38%	62%

From table: 3 it is clear that 38% respondents responded in yes and 62% in No. It is concluded that majority of the respondents do not know about the basic elements of lesson planning.
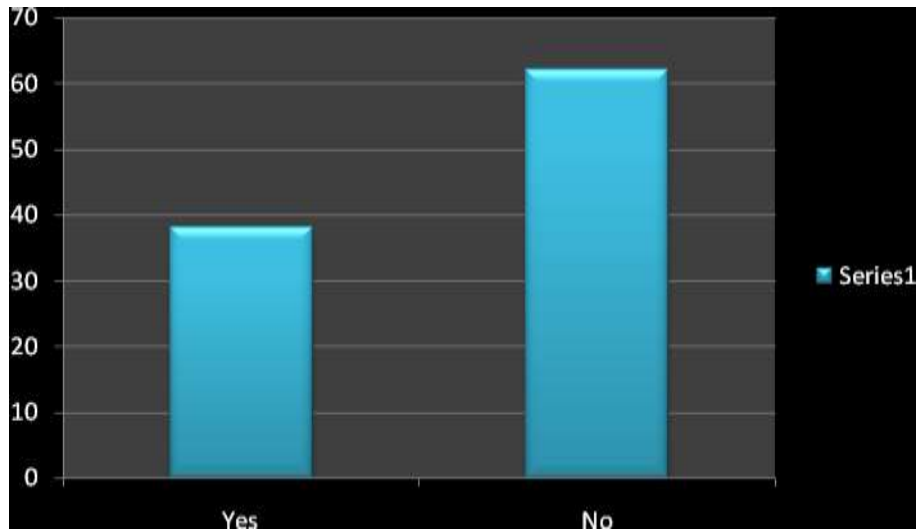
Table: 4 Showing about the proper lesson planning training

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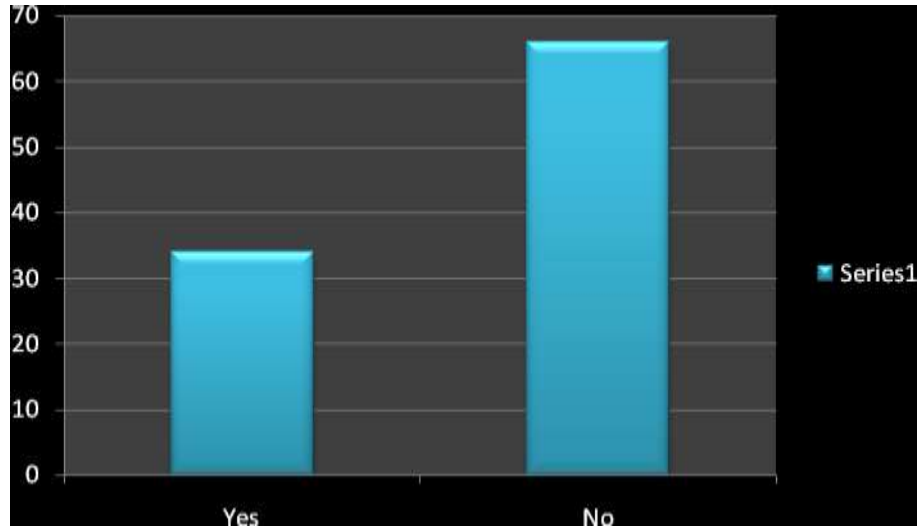| Statement	Yes	No
Did you get proper training to lesson planning during in-service training?	20%	80%

Above table shows that 20% respondents responded that they got proper training during in-service training and 80% responded in no. So, it is concluded that majority of the respondents did not get training regarding lesson planning during in-service training.
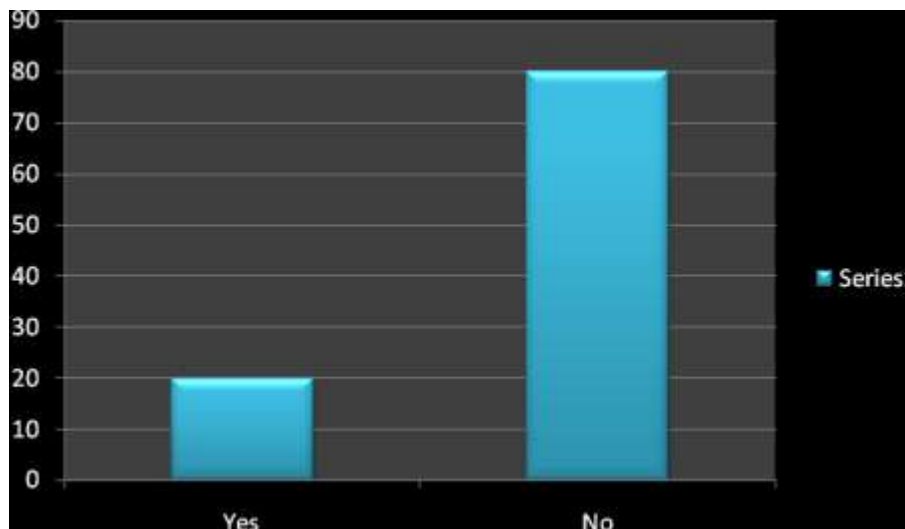
Table: 5 Showing the testing of training while teaching

| Statement	Yes	No
Do you test your training of lesson planning practical while teaching	34%	66%

From table: 5 it can be depicted that 66% respondents do not test their training while teaching and 34% are testing it. So, it is concluded that majority of the respondents do not test their training while teaching.

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Table: 6 Showing the teaching in class according to lesson planning

Statement	Yes	No
Do you teach according to lesson planning for 40 minutes period?	**36%**	**64%**

It is quite clear from above table that 36% respondents teach according to lesson planning and 64% do not. It is concluded that majority of the respondents do not teach according to lesson planning.
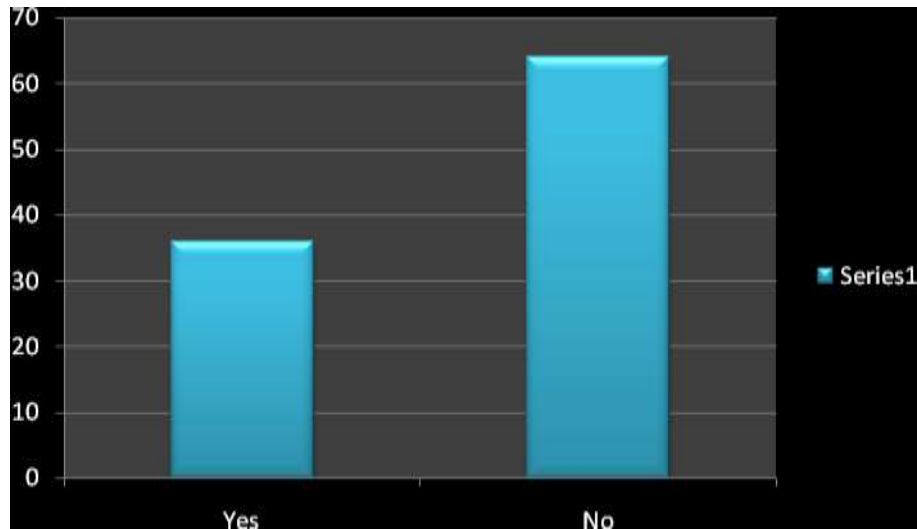
Table: 7 Showing the number of teachers planning their lessons

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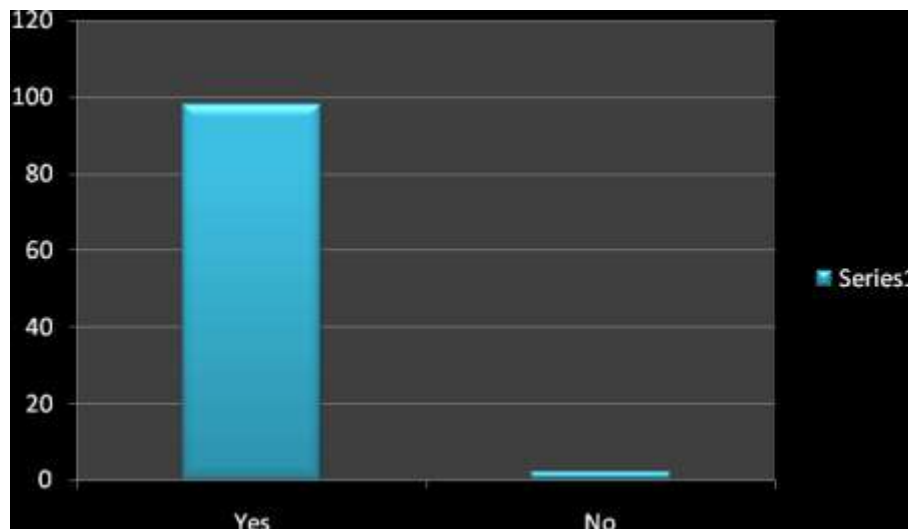11 : 10 October 2011
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Statement	Yes	No
Most of the teachers do not plan their lesson, do you agree?	98%	02%

Table:7 shows that 98% respondents are of the view that the teachers do not plan their lesson and only 02% responded that they plan it. It is concluded that majority of the teachers do not their lessons.

Table: 8 Showing the noting of lesson plans in diary

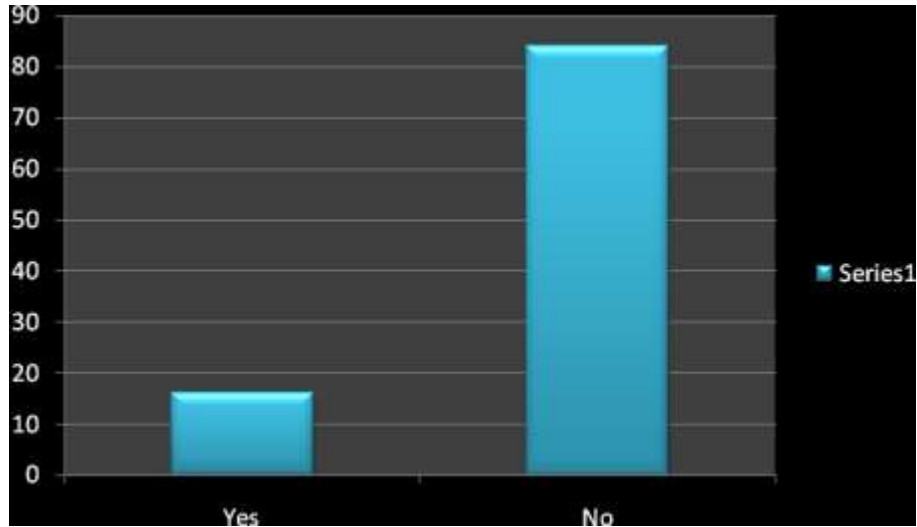| Statement	Yes	No
Do you note your lesson plans in the diary regularly	16%	84%

It is quite clear from the above table that 16% of the respondents note lessons plan in the diary regularly and 84% do not do it. So, it is concluded that majority of the respondents do not note lessons plans in the diary regularly.

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Table: 9 Showing the checking of notes/diaries by Head of institutions

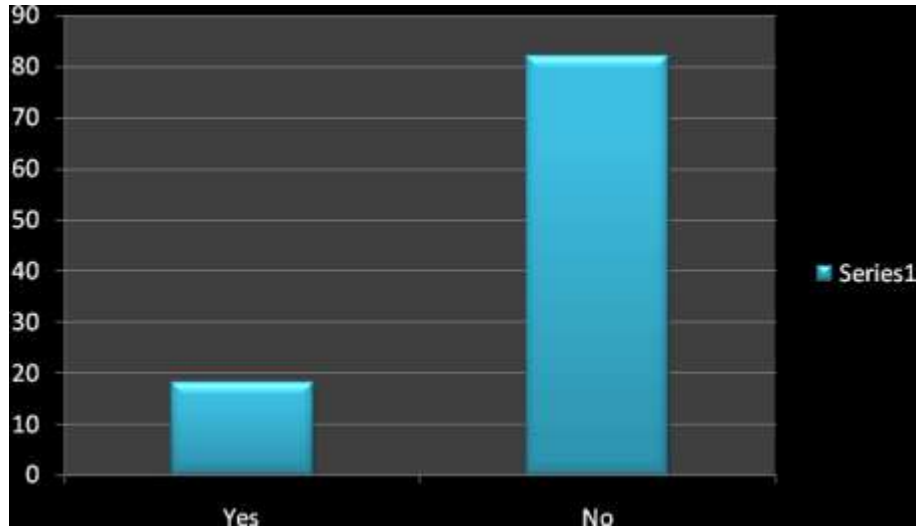| Statement	Yes	No
Are your notes/diaries are checked by head of the department	**14%**	**86%**

Table: 9 shows that 14% respondents are of the view that their note/diaries are checked by head and 86% are of the view that it is not done by their heads. So, it is concluded that majority of the heads do not check the diaries of the teachers.

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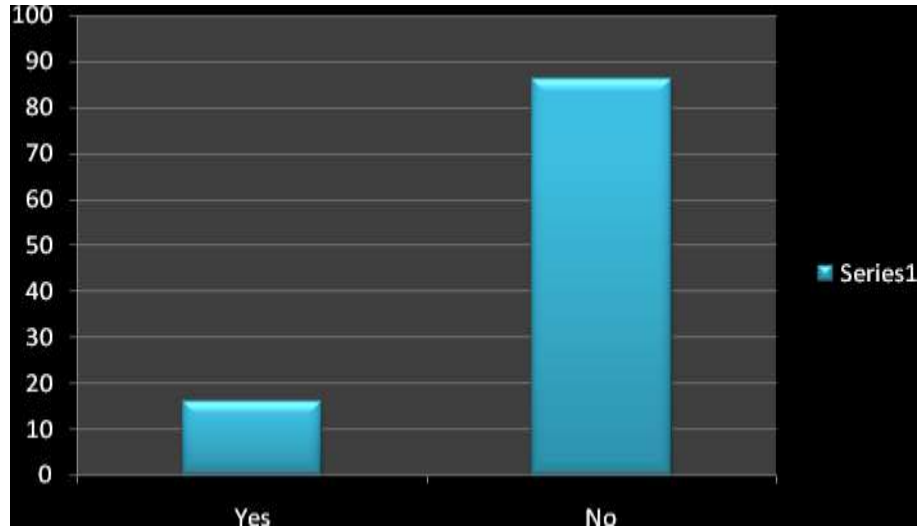
Table: 10 Showing helpfulness of lesson planning for teachers

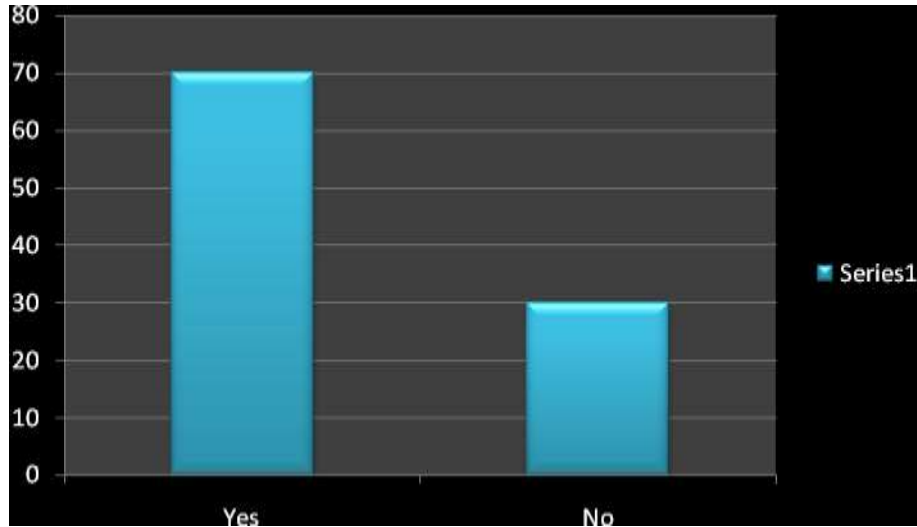| Statement	Yes	No
Is there lesson planning not helpful for teachers practically	18%	82%

It is depicted from table: 10 that 18% respondents are of the view that lesson planning is not helpful for teachers practically and 82% are of the view that it is helpful. So. It is concluded that majority of the respondents are of the view that lesson planning is helpful for teachers practically.

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Table: 11 Showing the easiness of lessons by lesson planning

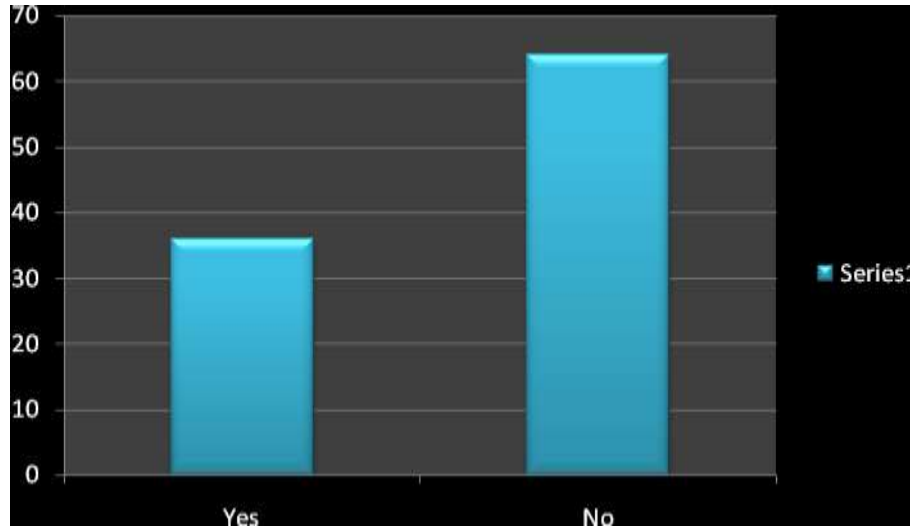| Statement	Yes	No
Do you think that lesson planning makes your lesson easier	**70%**	**30%**

Table: 11 shows that 70% respondents are of the view that lesson planning makes their lesson easier and 30% are of the negative view. So, it is included that majority of the respondents admitted that lesson planning make their lesson easier.

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Table: 12 Showing the guidance by head regarding lesson planning

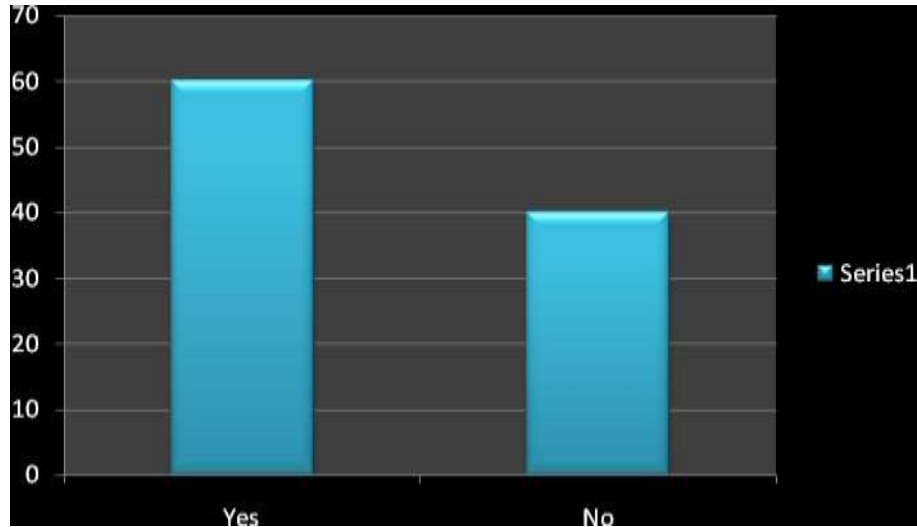| Statement	Yes	No
Do your head guide you regarding lesson planning?	**36%**	**64%**

From table: 12 it is quite clear that 36% respondents are of the view that their head guide them regarding lesson planning and 64% respondents responded in negative, it is concluded that majority of the respondents do not get guidance from their heads.

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Table: 13 Showing lesson planning is effective for better teaching

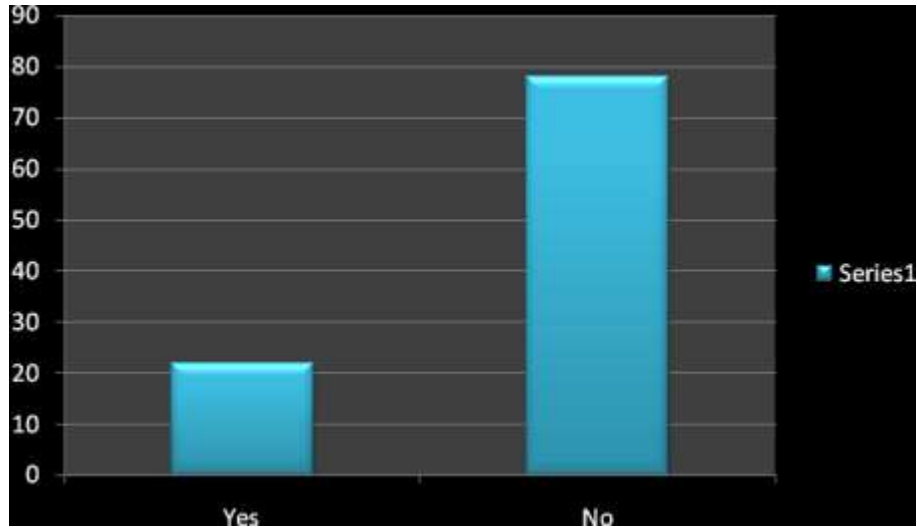| Statement	Yes	No
Do you think that lesson planning is effective for better teaching?	**60%**	**40%**

From table:13 it is quite clear that 60% respondents responded that lesson planning is effective for better teaching and 40% responded in negative. It is concluded that majority of the respondents is of the view that lesson planning is effective for better teaching.

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Table: 14 Showing lesson planning is effective for better teaching

Statement	Yes	No
Is lesson planning is just wastage of time?	22%	78%

Table: 14 shows that 22% respondents are of the view that lesson planning is wastage of time and on the other hand 78% are of the view that it is not wastage of time. So, it is concluded that majority of the respondents are of the view that lesson planning is not wastage of time.
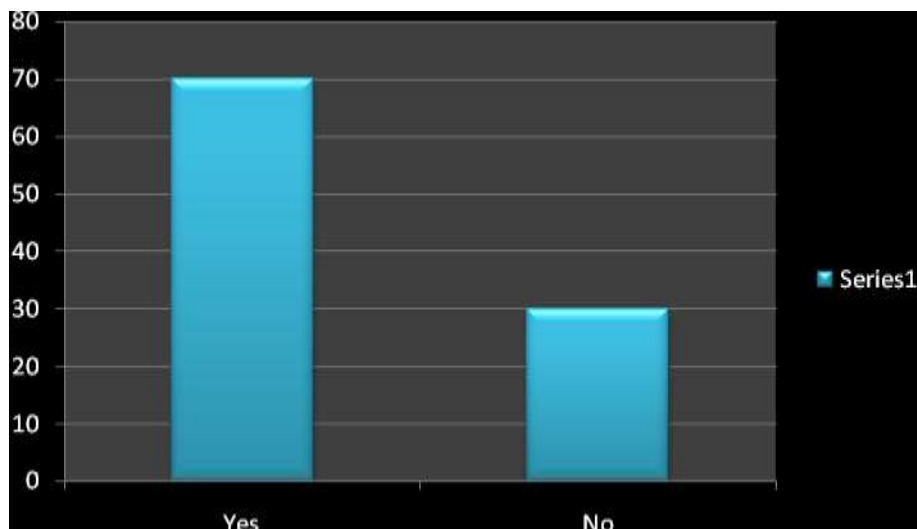
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Table: 15 Showing the effectiveness of lesson planning on teaching and students

Statement	Yes	No
Effectiveness of lesson planning on teaching and students	**70%**	**30%**

Table: 15 shows that 70% respondents responded that lesson planning is effective on teaching and students while 30% respondents responded in negative. So, It is concluded that majority of the respondents admit the effectiveness of lesson planning on teaching and students.

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Conclusions

Majority of the teachers held that they did not plan their lesson regularly and daily. Most of the teachers did not plan their lesson; they did not maintain their lesson planning in the diary while head did not check these diaries. Majority of the teachers perceived that they did not get proper training of lesson planning during in-service training. Their head also did not help them to prepare a lesson plan; teachers did not test their training of lesson planning during their teaching. Majority of the teachers perceived that lesson planning made their lesson easier. They also perceived that lesson planning affected positively during the lesson both teachers and students. Teachers had objectives in their mind before starting their lesson and allowed students to ask questions. They perceived that lesson could be presented in a sequence with the help of lesson planning.

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Communication Unbound

Coming to Know the Unknown: An Attitudinal Response

Prajna Pani, Ph.D., M.Phil., in English

Abstract

The possibilities for collaborative learning and virtual reality to enhance English language skills are currently attracting considerable academic interest. The teacher and the taught and the subject that is taught stay connected at a global level. The aim of the paper is to meet the challenges in international business to secure effective collaboration from employees who have different cultural and linguistic backgrounds. The paper focuses on Communication Unbound, the way it relates to English language teaching and the position of non-native teachers of English and the strategies to empower them through 'learning -to - learn' approach.

Key Words: Useful Ignorance, Miscommunication, Awareness, Self Construct, Collaboration

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The limits of my language stand for the limits of my world - Ludwig Wittgenstein

The paper outlines the experience of English teachers and attempts to address and circumvent the problems involved, and demonstrate a collaborative, learning-centered language environment. This suggests the potential to influence the learner's attitude to language and to learning, increase motivation, and shape their experiences and actions in the classroom.

Factoid

There is a growing need to be aware of the culture of learning that shapes the way a second language is learned and taught. It is often found that the teacher and the students are the players of a "blame game" when the teaching process is found faulty or problematic. Either the student is to blame, or vice versa. In this sense, an understanding of the different perceptions, positive beliefs about foreign language learning, knowledge of the values inherent in a culture of learning, a positive attitude and use of a greater number of teaching strategies, can facilitate mutual understanding. This improves teachers' performance, students' language achievements and contributes to effective teaching/learning outcomes.

Strategies for Teachers of English

Useful Ignorance

Education is a process by which a person begins to learn how to learn. The implication here is that 'Not Knowing' needs to be put to work when you don't know the 'what' and "how" of learning (Pani, 2010).This paper adopts the methodology learning to learn in support of teachers of English. The culture and the linguistic shock have resulted in the immediate need to radically alter the understanding of what it is to learn a second language and employ 'useful ignorance' in learning a language. The pedagogy here is a way of doing learning and teaching - teaching *with an attitude.* It is about connecting the word with the world, extending the educational space to the socio- cultural dynamics of language use.

Inclusion of Real Concerns

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Teachers and students experience pragmatic failure, i.e., the inability to understand what is meant by what is said. The paper highlights 'pragma-linguistic failure' and 'socio-pragmatic failure'. The former is a linguistic problem and the latter originates from cross-culturally different perceptions of what constitutes appropriate linguistic behavior. The paper emphasizes the important aspect of communication style, i.e., the customary or established use of words. Some usage patterns are so rare that it is very difficult to learn them, even with massive input. For instance,

Five dollars is a lot of money is correct but *Dollars is often used instead of Rubles in Russia* is wrong. In the second case, *dollars are* would be a more appropriate expression because the word *dollars* is a special case. When talking about an amount of money, it requires a singular verb, but when referred to dollars themselves, a plural verb is required. Ignorance of the subtle distinctions in the varieties of language and translations create barriers in communication. The expression *I belongs* is a grave mistake and the expression *She don't* is very common in various regions and varieties in English and this is due to lack of linguistic awareness. Again the business world is besieged with poor translations that have caused great problem to their executers due to their lack of cultural sensitivity. Meanings of words are determined by the uses of words within linguistic and cultural settings, never the same in any two cultures. English learners need to learn the words in English as well as the cultural background that gives the words their English meaning. They need to learn words in context to understand the meaning. Therefore, it is necessary for us to call upon cross-cultural awareness, appropriate pedagogical practice and intercultural communication skills to facilitate the learning process.

Self Construct

The paper is built around the *self-* a critical examination of the self. It highlights self- confidence, self- esteem, self - directed learning; self- access learning, self- awareness and self - construct which have emerged in recent years. There are things we inherit but we can change the attitude about it. I would say teachers are the key agents of change. The ownership of any language i.e., the power to adapt and change rests with people who use it (Seidlhofer, 2003). Self-efficacy is an important factor in the successful implementation of educational practice. Administrators and

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Academicians should develop intervention programs like professional development programs either to maintain or enhance teachers' sense of efficacy.

Language proficiency constitutes the foundation of the professional confidence of non-native English teachers. Since language proficiency is related to a teachers' sense of self efficacy, it is suggested that teacher education programs like trainings, workshops and short term courses be organized. Their involvement as life members of different professional bodies, exposure to various language learning platforms, adequate preparation in study skills will build a strong sense of efficacy to use the language and engage students in learning English. The main goal is to help the teachers of English to become the best they can be to reach their potential as a competent educator and receive appreciation as a successful teacher.

Addressing Miscommunication

The non-native teachers of English often ask a question *Is English really a notoriously confusing and crazy language?*

If yes, I would say it originates from the ground floor and the first floor, from the American Trunk of a car and boot in England, different pronunciations for the same words (the American (Sked-ju-el) and the British (Shed –ju-el) and different spellings (centre vs. center). Expressions, familiar to western native speakers would be completely confusing and unintelligible to non western people. The use of hypocoristic words like lechie (lecture) G'day, (good day), sandie (sandwich), ump" (umpire), tabbie (tablet) is widespread.

The mushrooming of New Englishes the globe over can cause miscommunication and mistrust. For example, in Malaysia, to have *an off day* it means to have a *day off*, not a bad day, and *to chop* a document it means to rubber-stamp it, not to cut it. In Britain, one finds people using *sick* or *wicked* to mean good, with great scope for misunderstandings.

Variety in English usage exists even when comparing countries where English is the first language.Words such as portico, bazaar, verandah, gherao, tote form part of spoken and written

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English, sometimes as standard usage. English language carries its unifying property from its openness to new varieties of English in different territories where it has taken root. The real problem arises when there is lack of awareness and understanding of the geographical reach of English and its consequent fracturing into countless overlapping varieties.

Language has also morphed with the current times. The hay wired use of language is a threat to teachers of English and English Studies as well. Removal of hyphen in co-ordination or use of the simplified left justification, excessive use of acronyms like BFN for bye for now, >:D for demonic laughter, IRL for in real life, LOL instead of laughing out loud, BRB instead of Be right back has corrupted English in the global world. Emails, chat rooms and web pages have made words on the screen more informal. Non native educators need to be careful about the communicative norms. This paper addresses and explores the challenges of language on intercultural context provides techniques for improved cross cultural communication in English between speakers of different native languages.

Do the boys in the mailroom and the girls in the front office bother you?

The image here demonstrates the abuses of language and communication. In today's challenging international business environment, it is essential that your communications do not

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offend, exclude, or inadvertently insult others.

Communicating with bias, prejudice toward or unfair characterisation of the members of a particular group, can result in loss of business, and even trigger conflict. The racial or ethnic bias stereotypes or demeans others based on their race or ethnicity. Blatantly derogatory statements, such as you people, or those foreigners are unacceptable in any context. The bias-attitude is reflected in our language and the way in which people interact with each other. Therefore, it is important to be sensitive to racial, ethnic, age, religious, socioeconomic, political, occupational, and gender groups. The use of unbiased language is a matter of showing respect for and sensitivity to the feelings and beliefs of others. The strategies of biasfree communication are designed to create a sensitive and more inclusive ambiance.

Gender bias in language or sexist language in communication demeans an individual or individuals because of their gender. Traditionally, the masculine pronouns were used to represent all members of a group, regardless of gender. However, many people feel that using the generic *he* and *him* and similar pronouns encourages and reinforces gender-role stereotyping—that is, the belief that men are superior, more able or better-suited to hold a certain occupation or status in society. Language that is sexist brings attention to differences between men and women in ability, temperament, behavior, or occupation.

Such language, whether used intentionally or unintentionally, often offends people and spoils interpersonal relations. In adapting a message to its audience, be sure you are conscious of your communication style and what it may imply. It takes awareness and a lot of practice. There needs to be a description of how the language looks at a particular time rather than as a prescription of what is correct. The constant evolution of language makes new editions necessary. Many people have come to use the word "disinterested" to mean "uninterested" instead of 'without bias". Words come and go, and yesterday's slang is often acceptable today.

English and globalisation have spread hand in hand through the world. Disowning English is a failure in business. There are many instances of business failures like promotion of Chevy Nova at General Motors in Latin America because they did not realize that in Spanish *no va* means it

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doesn't go, American airlines could not advertise its new leather first class seats in the Mexican market, it translated its *Fly in Leather* campaign literally, which meant *Fly Naked* (vuela en cuero) in Spanish. You and I probably speak a common language - English – but our use of that language is far from uniform. If we knew how each of us modified the language, miscommunication would be minimized.

Now the major question is how to 'enculture ourselves' within a western English speaking community?

Knowledge and Awareness

The main and most important key to effectual cross-cultural communication is knowledge. It is extremely essential that people understand the probable problems of cross-cultural communication, and makes a huge cognizant effort to overcome these problems. The openness to change and the commitment to learn from other viewpoints should be the attitudinal response. It comes from our intention to better understand differences and our commitment to interact with the diversity of cultures and groups in our community. That includes social and economic backgrounds, abilities and disabilities, beliefs and sexual orientation.

Patience

There is one area of language learning where knowing the right way of pronunciation or grammar does not immediately translate into "doing it the right way". One can spend hours listening to a native speaker saying a word, and still be unable to repeat it properly. In fact, learning to pronounce the sounds of a new language   or master the rules of grammar takes time. The main challenge lies in the fact that, for most teachers, English Phonology input, provided by college education programmes, generally does not equip them with the necessary tools for transforming, reorganising or adapting the course content to their needs as language users and as English teaching professionals.

On the other hand, teachers do not feel prepared or confident enough to carry out speech work with their own students. The teachers can attend to some pronunciation courses. Helping the

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teachers identify possible directions to meet their pronunciation needs has been a special concern. Speech improvement lessons and short pronunciation modules may be designed to assist the learners on their own journey towards self-knowledge and self- reliance. Focus is on the process of learning- how they learn in addition to what they learn, so that they become aware of the wide range of alternative strategies available to them for pronunciation learning.

Emotional Intelligence Lead to Language Learning Performance

Emotional intelligence and empathy are a part of second language acquisition. Skills of cultural awareness are part of the newly developed subject of emotional intelligence, coined by psychologist Daniel Goleman. Teachers ought to develop awareness of their learners' culture of learning including their needs, wants, capacities, potentials and learning style preferences to meet learners' expectations and to foster their guided style-stretching. Facilitators should continuously re-design new study plans which can cater for learner-teacher needs, so that they take control over their learning towards more independent learning. Developing EQ and good communicative language teaching go hand in hand, however the group dynamics necessary for meaningful interaction in the class do not occur automatically, but need to be fostered through techniques which build confidence, create a positive classroom atmosphere and encourage cooperation.

Collaboration

For the empowerment of teachers of English development of an appropriate pedagogy is a must. Collaborative learning, task-based learning and discovery techniques can be used to help both teachers and students learn for themselves. The model of 'Four Walls" concept is problematic today. The focus on collaborative design can support the non- native learners in communicating ideas, sharing information, problem solving and other learning activities which address the dimensions of growth and motivation.

This study proposes a variety of approaches via multimedia tools including internet use, blog, email, on-line chatting, gaming, video conferencing that reflect culture and utilize authentic language for leading to an exciting and cross-cultural curriculum and creating an authentic

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learning environment. Metaphors such as Web, Net, Network, Chat room and all Links suggest connection. The purpose is to facilitate quick learning, and encourage collaborations by effectively practicing the communicative proficiency in terms of listening, speaking, reading, and writing. This indicates that a change in concepts of learning has been taking place, especially among those young people who have been exposed to the culture of learning. Inclusion of 'culture spot' or 'cultural corner' in the curriculum and enculturation is very important. They help in exploring new avenues for teaching and learning. This change will, at least in principle, have an impact on their English language learning and classroom behaviours.

Teachers need to free themselves from traditional thoughts or methodological dogmatism and cultural stereotypes and look for collaboration that blend the best practices from their own culture and the culture that their students are bringing with them into the classroom. The students' views, perceptions and comments, no matter how subjective and critical they might sound, will enable non native English teachers to identify the gap between their espoused teaching principles and the students' interpretation of them, as well as students' perceptions of their learning experience, to critically reflect upon their teaching practices . Also dealt with in this study are bridging strategies that can help educators to adjust their teaching styles to the needs of their students. This is particularly important in international context.

The saying *coming together is a beginning; keeping together is progressing; working together is success* rightly goes with the right attitude (Ford, 2011). Thus, Global platform allows more people to plug and play, collaborate and compete, share knowledge and work**.** Using tools from multimedia in teaching and learning all aspects of the foreign language greatly enhance the possibility learning/teaching success.

This study is to elaborate curriculum design by exposing teachers to differential cultural interpretations for language education and make it learning centered, aiming to design an information technology based English course for students. Adequate attention also needs be paid to both meanings and linguistic forms so as to meet their needs to pass the TOEFL or IELTS examinations, required for enrollment of international students into various institutions.

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Moreover, classroom materials and the topics for group discussion should be carefully selected to stimulate the students' interest and help them to express themselves freely without embarrassment when they make a mistake. Preference can be given to a class mixed with students from other cultures which would contribute to their linguistic skills and cross-cultural communication. It is necessary to plan strategy for sharpening perception cross-culturally.

The potential for pedagogy would reside in knowing which features tend to be crucial for international intelligibility and thus should be taught for production and reception, and which (non-native) features tend not to cause misunderstandings and thus do not need to constitute a focus in the teaching for production. Exposure to a wide range of varieties of English and a multilingual approach are likely to facilitate the acquisition of learnability skills. Research on language variation and change, understanding of nativized varieties, pidginization and creolization as well as work on plain English use will strengthen the position of teachers.

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Learner Beliefs: How My Beliefs Have Metamorphosed and Influenced My Teaching

Nasrin Pervin, M.A.

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Abstract

The paper begins with a definition of "*learner beliefs"* – an unknown pedagogical term in Bangladeshi language teaching classrooms and then explains how the Eurocentric/Western concept of learner autonomy influences foreign trained teachers' teaching strategies. It then tries to justify that beliefs are at the core of any learning process. Reviewing expert opinions it tries to prove if teacher/student beliefs fail to converge frustration and dissatisfaction can result and the learners can show clear reluctance in learning a language. The paper also briefly discusses certain cross-cultural issues and visa-a-vi explores how foreign language learning can be challenging. Finally the writer explains how her own traditional beliefs about teacher's roles and responsibilities too have been metamorphosed after receiving higher education in a European university.

Key Words: Pedagogical, Learner autonomy, Cross-cultural, Traditional belief, Teachers' roles

Defining Learner Belief

Looking at it from a general point of view belief denotes the feeling of certainty in a human being that something is true. Belief involves stories, or myths, whose interpretation can give people insight into how they should feel, think, and/or behave. Beliefs are a central construct in every discipline that deals with human behavior and learning (Fishbein & Ajzen, 1975; cited Bernat and Gvozdenko, 2005). Various researchers are concerned with the importance of learners' beliefs. It is said that beliefs deal with human behaviour and learning in every field of education. Cotterall (1995) has said all human behaviour is governed by beliefs and experience.

When we say a learner has a belief about language learning we mean:
(a) S/he has identified different attributes about language learning and their
   ability to learn languages – for example: the language they are learning, how
   best to learn a language, the importance of learning about the culture of the
   second language and whether they expect to be successful.
(b) S/he has evaluated these attributes as positive or negative (Ellis, electronic, n.d.).
In the classroom context, the perceptions, beliefs, attitudes, and meta-cognitive knowledge that students bring with them to the learning situation have been recognized as a significant contributory factor in the learning process and ultimate success (Breen, 2001, cited Bernat and Gvozdenko).

For example, second or foreign language students may hold strong beliefs about the nature of the language under study, its difficulty, the process of its acquisition, the success of certain learning strategies, the existence of aptitude, their own expectations about achievement and teaching methodologies. Identification of these beliefs and reflection on

their potential impact on language learning and teaching in general, as well as in more specific areas such as the learners' expectations and strategies used, can inform future syllabus design and teacher's classroom practice during teaching the course. Pedagogy has the capacity to provide the opportunities and conditions within which these learner contributions are found to have a positive effect upon learning and may be more fully engaged (Breen, 2001, cited Bernat and Gvozdenko).

It is true that beliefs cannot be defined or evaluated, but there are a number of things that we should know about them. Beliefs are not only culturally bound but also integrated with a country's geography, community and religions it practices as well as the language it speaks and, since they are formed early in life, they tend to be resistant to change. By virtue of the fact that they are difficult to measure, we almost always have to infer people's beliefs from the ways in which they act rather than from what they say they believe.

Difference in Beliefs: How the East differs from the West

As I have mentioned in my introduction beliefs are products of cultural heritage, geographical location, community practices, religious faiths and language spoken, they do differ from place to place. Thus children grow up in cultures that have different learning beliefs. These beliefs influence children's own beliefs in spite of their individual idiosyncrasies in thinking. These beliefs in turn guide their own learning and ultimately affect their achievement. What determines whether a person succeeds as a learner is his/her own beliefs about learning. Thus beliefs must be studied in their own right. Without understanding what the belief system of a learner is, how it emerges, and how it functions in learning, our knowledge of human learning will be deficient. (Chan, 2010)

From this perspective the past few decades have witnessed increasing interest in cross-cultural research that compares Western and Asian learners' learning process and achievements. Asian learners are often documented to have higher achievements than their

Western peers (Stevenson and Stigler, 1992), although Asian learners don't always perform better than Western learners (Cai and Cifarelli, 2004, cited Chan). Stevenson and Stigler (1992) coined the term "learning gap' to capture these persistent differences. One of the important factors which are observed by the researchers' is Asians believe in effort whereas Westerners believe in ability (Stevenson and Stigler, 1992).

A case study made by H. S. Kim (2002, cited Chan), who investigated the widely noted phenomenon of the quietness of Asian students in the classroom. Asian learners are generally observed to be quiet in classrooms and are reluctant to speak in any public forum (Kim and Markus, 2002). Kim found that whereas European- American students were more likely to believe in the causal effect of speaking on thinking and task performance, their Asian-American peers were much less likely to do so.

This study says how some long-held western assumptions about processes, efficacy, and effectiveness of learning cannot be readily applied to the study of learners from non-western cultures. The reason is quite simple: these concepts and theories were developed by western researchers to study western people based on western cultural norms and values. Given what we know about significant differences in many aspects of human psychology across cultures, it is perplexing why western concepts are still dominant in much of the cross-cultural research on learning. Our understanding will be enriched if we look into learners' own thoughts, feelings, and behavior as they are developed in their respective cultural contexts. From this perspective, beliefs about language learning are viewed as a component of meta-cognitive knowledge (Flavell, 1987), which include all that individuals understand about themselves as learners and thinkers, including their goals and needs.

Abdullah (1996) has claimed, the culture of a society is the "glue that holds its members together through a common language, dressing, food, religion, beliefs, aspirations and challenges". She has further stated, "it is a set of learned behaviour patterns so deeply ingrained that they are acted out in unconscious and involuntary ways" While in the West,

self-reliance, personal achievement and autonomy are valued at any particular stage of life, collective and interdependent behaviour is obvious and considered as a norm in the Eastern context (p.3).

Role of Learner Beliefs in Learning Strategies

Flavell (1987), Cotterall (1995), Horwitz (1999), Castelloti and Moor (2002), cited Bernet and Gvozdenko (2005), and Gabilion (2005), all of them in many of their research works on learner beliefs and how they affect learner's learning strategies have opined the actions and experiences of language learners are both positively and negatively influenced by learners' beliefs. Of course, the ultimate purpose of their study was applied in nature, practicing teachers, I being one of them, hope to determine through empirical and pragmatic experiments which strategies are most effective and helpful for students in the productive learning procedures.

It is said that beliefs which are shaped by means of learners' experiences guide them in their perception of language learning and influence the methodologies and approaches they assume to be right for their foreign/second language learning. If a learner holds that languages are learnt by memorizing and reproducing they will fall all over themselves to learn by rote words and phrases and grammar rules to reproduce them at the time and situation required.

Cotterall (1995) has said students' attitudes to learning and the insight and beliefs that control them can have intense influence on the learning behaviour. But researchers also found out that beliefs of teachers and students need converge or frustration and dissatisfaction regarding course can result and the learners can show clear reluctance in participating in interactive tasks. This can generate lack of confidence in the teacher affecting teaching/learning outcomes.

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Jin and Cortazzi (1998, cited Chan) discovered that a good teacher was described by British students as one who is able to arouse the interest of students, explain concepts clearly, use effective instructions, and organize activities. However, a good teacher was described by me when I was a learner as one who had deep knowledge, was able to answer any questions I asked, and was a good role model of morality. When I was a school/college student, I used to believe teachers should control the class for strict discipline, s/he should be serious and reserved and talk as less as possible with her/his students, be it inside or outside the classroom; s/he must be authoritative. But my beliefs have changed later specially from cross border educational institution.

One very important finding on cultural beliefs about the learning strategy was rote learning and memorization—about which I have mentioned above—commonly practiced in Bangladeshi style of learning that is widely criticized in the Western and with the Western influence it is now being reviewed in Asian societies too.

Pedagogically it is widely believed for humanistic teachers, teaching is essentially a personal expression of the self, which has particular implications with regard to teachers' views of themselves, since a teacher who lacks self-esteem will not be able to build the self-esteem of others. I believe the teacher who does not accept his learners for who they are, makes it difficult for them to accept themselves. By the same token, the language teacher needs to impart a sense of self-confidence in using the language, while at the same time respecting learners' attempts to communicate in the foreign language.

Teaching is not inseparable from learning. I believe we can be good teachers only if we know what we mean by learning because only then can we know what we expect our learners to achieve. If our goal is to prepare our students to pass exams, then this will affect the way in which we teach. Most Asian (Bangladeshi) parents believe that by learning a student will have different dimensions of life such as social, personal and moral. In this regard Li(2003)has cited Gardner, (1989), 'If learning is seen mainly as a process of

developing and using the mind and exploring the world, Western parents may adopt different socialization strategies such as giving their children more independence and freedom and encouraging creativity (pg 265).' Likewise, if learning is regarded primarily as a process of developing personal virtues and cultivating oneself socially and morally through mastering academic subjects, Bangladeshi parents' expectations and level of involvement are also understandable.

'Culture has been cited as an important variable in learning strategy use because the culture of a student is, in part, made up of prior formal and informal educational experiences' (Oxford 1996, pg 79). Oxford has cited Eccles (1989) saying 'social forces such as parental attitude and gender related cultural beliefs influence students' expectations for success, and consequently their motivation, in various subject matter courses.'(pg,80). So if a course is seen as a stereotypically feminine subject, the male students may get de-motivated to pursue it. I got to know a male student who left the idea of studying literature for he believed studying literature is a girlish thing. So he decided to study business.

From my experience of both as a learner and a teacher I have estimated five main purposes of learning : (a) perfect oneself socially/morally, (b) acquire knowledge, (c) establish oneself economically, (d) achieve social mobility, status/honour, (e) contribute to the society. (Chan, 2010)

I must confess that my beliefs and strategies have undergone a process of long metamorphosis because of the exposure that I have had both the Eastern and the Western beliefs as a learner and a teacher. In contrast, from my own observation and experience in the UK, I have found out that for the British and European students the purpose of learning was to develop their mind and understanding of the world.

Bangladesh Context and How My Beliefs as a Learner Metamorphosed

I have mentioned in the construct of my paper several times, in passing though, how my beliefs as a learner and a teacher has been metamorphosed. Now I will try to concentrate on the matter in a constructive way.

First of all I will try to explain how as a learner my beliefs contextually affected and influenced my foreign language learning. I find Flavell's (1987) comment on how individual understanding about themselves as learners and thinkers, including their goals and needs play a crucial role in learning process quite relevant. It is true that learner beliefs are contextually shaped in which, location, community, culture, vernacular language, nature and sometimes even religion play vital roles.

In Bangladesh, most people are extremely sentimentally attached to their mother tongue as it has played a decisive role in its Liberation War, learning a foreign language was restricted to merely developing reading and writing skills for a long time. Moreover, traditionally it was believed in Bangladesh—which bears the legacy of learning English right from the British colonial period—that literary English that has the influence of Shakespeare, Byron, Keats, et al., should be learnt to appreciate English literature and appropriately for them writing is the prime skill to be developed.

Because of the above mentioned learning situation my parents, community, and most of all my teachers made me believe that deductive method of learning grammar and grammar-translation practice are the core to the learning of a foreign language. Thus attaining accuracy in writing, that too by using highly flowery and obsolete words, phrases and idioms, was the main focus right from the initial stage of language learning. This in turn actually induced me in rote learning and I came to know more about English language, especially intricate rules of grammar, than being skilled in the language.

When I look back at the way I have learned English language and try to review my beliefs particularly in the above context I have to say that I have experienced two diverse learning

situations, which actually has made me a very avid learner during the later situation. Obviously my first experience of learning was Bangladesh and second in England.

In Bangladesh I was given to believe that it was easier to read and write English than to speak and understand it. This was because I followed the tradition of developing reading and writing skills and thus felt uncomfortable speaking in English with other people. I also believed it was important to speak English in native speaker pronunciation, which further enhanced my inhibitions in speaking in English.

When I went to England to study I became familiar with the concept that pronunciation and intonation matter but not the way I estimated it in Bangladesh, in fact, what matters the most is to communicate effectively. I also came to realize that listening and speaking are the essential components of language skill and they are easier and quicker to develop than reading and writing.

It also revealed to me during my stay in England, language is dynamic in true sense of the term, for the words, phrases and idioms we were exposed to during our school/college and university days were archaic in nature and in many occasions found to be inappropriate and obsolete. This also has got to do with culture, for the expressions and ideas found to be exact and appropriate in Bangladesh context were not at all so in England and I had to unlearn and relearn many of them contextually.

My idea that teacher is supreme in the classroom also underwent a rigorous change as I found all teachers to be extremely friendly both inside and outside the class and even a grossly mistaken concept expressed in the discussion meetings were not met with criticism by any teacher. During my entire student life in Bangladesh I was humiliated many a times by my teachers for giving wrong answers to any question they asked, and I found very few teachers talking informally with their students outside the class. But of course I must admit things have changed a lot now.

One more thing that I would like to link with how my belief influenced my language learning as per Riley's (1997, cited in Gabilion 2005) statement regarding learners who believe that language learning requires a special ability. Like many learners of our country I too had this kind of belief that impeded my learning process. I fully agree with Riley's (1997) concept that such beliefs have a direct consequence on the way learners learn.

How My Beliefs about My Roles and Responsibilities as a Teacher have Metamorphosed

After finishing my masters in ELT from England, I joined teaching profession only in 2010 at a leading private university of Bangladesh. Though my experience of teaching is not significantly long enough, what I have learnt so far is not insignificant at all.

I have mentioned before that when I was young because of my cultural background I conceptualized the role of the teacher as an authority figure that is "someone who acts as authority on the target language learning, as well as directing and controlling all learning in the classroom" (Cotterall, 1995: 197). But my exposure at a European university as well as my short experience of teaching has made me believe that self-directed and autonomous learners are always better learners. I notice, when I am friendly and do not dictate and express my authority in the classroom, my students function comfortably and are highly motivated. They express themselves freely and participate and ask questions, and real learning takes place proving that teacher in a language class plays the role of a facilitator.

The Eurocentric education has also made me aware that learners' need for learning foreign language had never been assessed in Bangladesh in its proper sense of the term and the entire agenda for teaching/learning was set by the teachers making it entirely teacher-centered in Bangladesh. We had colossal differences of opinion after our independence in 1971 deciding what skills to be emphasized in the learning of English, though for last two decades we have finally switched to Communicative Language Teaching giving more stress on listening and speaking catering the need of the global job market. This has—as a

language teacher though I personally do not face the problem, for my teaching environment is different, I am still quite aware—created a lot of misconceptions among the practicing teachers at the school and college levels of our country.

Culturally we are accustomed to teacher-centered teaching method not student-centered approach. Even after proper training most language teachers now have either failed to understand or have misunderstood the very concept of learner-centered teaching strategy. But then again my belief about language teaching, especially regarding learners' autonomy, has metamorphosed after doing two ELT postgraduate courses (one that I did in Bangladesh and the other I did in the UK).

Theoretically we can prove on more than one count—as I have done in this paper too—that in a language classroom learners are supposed to have a great deal of freedom to negotiate language curriculum, syllabus, choice of materials as well as language teaching, in practical environment this Western or to be more specific Eurocentric methodology/approach does not take account of the culture that the majority learners come from in the third world countries like Bangladesh, India, Pakistan, Nepal and Sri Lanka where teachers are till now expected even by the community to behave like teachers.

While fully endorsing Larsen-Freeman's (1986) view, "Students learn best when they have a choice in what they practice. … If students feel in control, they can take more responsibility for their own learning", I also maintain that the issue of the student-teacher relationship is vital in negotiating and setting the agenda for language teaching and it is of utmost consideration in the Asian countries where we are trying so hard to introduce an effective and appropriate teaching methodology/approach which will be culturally acceptable to our learners and community.

I also feel that all language teaching courses need to be reviewed and redesigned in such a way that they can equip teachers with the knowledge and expertise to be flexible enough to adapt to their specific cultures.

Conclusion

This paper has made think a lot about how my own beliefs influenced my language learning and is now affecting my teaching at a private university in Bangladesh.

Comprehending the cognitive representations of the learning process linked with cross-cultural aspects involved with it has helped me better prepare myself as a teacher. In this regard I must admit my education at a European university has given me a better and clearer insight into the whole scenario of language teaching. I now can handle skillfully when a student comes to the classroom with mistaken beliefs like 'some people are born with a special ability to learn a foreign language' or 'teacher is supreme in the classroom' or 'learning grammar and practicing translation are the two core skills that need to be developed when learning a language' or 'speaking is the most difficult and time consuming skill to acquire'.

In fact, I have realized, it does not matter what cultural, geographical, community, language and religious background we come from; success of learning depends as much on individual efforts as it does on the teacher (Scharle & Szabo, 2000, cited Kehrwald, 2006). Thus I now positively feel that my beliefs as a learner and as a practicing teacher have metamorphosed in a way that will have a long way to go to groom myself as a successful language teacher.

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Approaches Adopted by Preschools to Foster Literary Skills among Preschoolers

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Abstract

Pre-school programs give children an edge in a competitive world and education climate. It teaches children the basic skills necessary to be successful in formal schooling. Pre-schools provide children a good foundation for continued learning, communication, higher self-esteem and enjoyment of the learning process. Pre-schools have the important task of giving children numerous and varied opportunities to promote children's development during the formative years including physical development, social development and literary competence. Literary competences open the door to academic learning and help ensure later success in school.

The present study was conducted to elicit information on the approaches adopted by pre-schools to foster literary skills among pre-schoolers in Bangalore city. A representative sample of 30 preschool centres were surveyed - 9 Montessori, 8 kindergarten, 8 play-way and 5 crèches. After an introductory session in the preschool centres, a self-developed questionnaire was distributed to the preschool teachers to elicit information on the approaches adopted by pre-schools to foster literary skills among pre-schoolers. Analysis of data obtained indicated that the preschools

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surveyed had no adequate approaches to foster literary skills in pre-schoolers. Also the preschools surveyed had no adequate library facilities.

Introduction

Preschool education is the foundation for a child's education. The skills and knowledge that the child develops in the preschool years will have a dramatic impact on his / her academic success when formal schooling begins as well as life success. There are many different types of pre-schools - all with their own curricula and schedule of activities. Each type addresses various areas of a child's development such as motor skills, social and emotional development, oral language, print knowledge, phonological skills and math concepts.

Preschools offer various programs for young children, but most important to the development of literary skills is to provide an environment rich in literary materials and activities. Focusing on this core content will ensure that instructional time is being used optimally to promote children's early literary skills, academic readiness and exposure to a variety of books. Book experiences are of significant importance to preschool children to develop early literary skills and good reading habits. Reading to children helps them learn the difference between written and oral language, that printed words have sounds and contains meaning, vocabulary growth and object recognition, creative thinking and sensory awareness. Research shows that children who start out slowly in literacy skill exposure often fail to catch up, and this trajectory of early failure continues throughout childhood and into the adult years (Celano and Neuman, 2001).

Preschools are in an excellent position to offer significant assistance in the development of early literary skills. Preschool libraries could provide young children with exposure to large quantities of books – including a variety of texts, story books, information books, poetry and numerous language materials. The literary support provided through a preschools' library story time programs, although available to all children, is extremely important to children from working class families and poorer sections who have less books at home, are read to less frequently during early years, and have fewer opportunities to engage in imaginative story- telling and discuss books with an enabling adult (Hart and Risley 1995). These pre-school programs are in a position to play a major role in the early literary development of young children and support later school achievement.

Objectives of the study

To elicit information on

- a typical day's program offered in the pre-school centres.
- parent - teacher meetings held   in the pre-school centres.
- "story session practices" in pre-school centres.

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- the library facilities available in the pre-school centres.
- the approaches adopted to foster literary appreciation in the pre-school centres.

Hypothesis

- Preschool centres do not provide adequate literary awareness to the pre-schoolers.
- Preschool centres do not have adequate library facilities for the pre-schoolers.

Methodology

The research was conducted in the following Five phases:

Phase-1: Review of related literature and Interaction with the subject experts

Initially the researcher carried out an extensive review of literature to appraise herself on the role played by pre-schools towards fostering literary skills among pre-schoolers. The Researcher also consulted subject experts in the fields of Early Childhood Education, Psychology and Human Development on the questionnaire being developed to assess the approaches adopted by pre-schools to foster literary skills among Pre-Schoolers. The suggestions given by these experts were incorporated into the tool developed.

Phase-2: Development of tools

Questionnaire to assess approaches adopted by pre-schools to foster literary skills among Pre-Schoolers

After extensive review of literature and discussions with subject experts in the field, a self-designed questionnaire was developed by the researcher to elicit information on the approaches adopted by preschools to foster literary appreciation in their pre-school centres. Initially, through review of related literature 102 questions that could be asked to elicit information on approaches adopted by pre-schools to foster literary skills among Pre-Schoolers were identified. These questions were given to the subject experts for scrutiny and review. The scrutiny and review checklist was designed as follows:

Sl.No	Statements	To Be Retained	To Be Modified	To Be Deleted

After the scrutiny and review, 25 questions were finally identified for the present study. The developed questionnaire had both open ended and closed end questions. The questionnaire was

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categorised into the following five sub groups to elicit the required information as indicated below.

#	Description	Statements
1	Background data of the preschool centre	4 Statements
2	Stories/story telling session.	4 Statements
3	Library facilities	6 Statements
4	General Parent teacher interaction	4 Statements
5	Parent teacher interactions for fostering literary development	5 Statements

Phase-3: Identification of preschool centres

Through a preliminary survey, 60 preschools were identified in and around Bangalore city from the four zones namely-North, South, East and West. Logistic convenience, whole hearted co-operation from administrators / management of the school and similarities in the type of schooling offered (socio demographics, medium of instruction etc) were the ground rules laid down by the researcher for selecting the preschools for the present study. From these 60 pre-schools identified initially, 30 preschools were randomly identified using the lottery method. Thus 9 Montessori's, 8 Kindergartens', 8 Play-way method preschools and 5 Crèches' were identified for the present study.

Phase-4: Collection of data

After identifying 30 pre-school centres in and around Bangalore city in Phase-3, the researcher approached the Principal in each pre-school centre to obtain consent to carry out the survey in their respective centres using the questionnaire developed in Phase 2. The Researcher also established rapport with each and every Preschool teacher in the pre-schools identified for the present study by informing them about the research program and the need for such data collection. The developed questionnaire to obtain information on approaches adopted by their pre-school to foster literary skills among pre-schoolers was distributed to the preschool teachers and collected back after a week's time. The researcher also observed a typical day's program and the criteria that the teachers set to foster literary practices in their respective pre - school centres.

Phase-5: Analysis of the Data

Data compiled was analysed and expressed as percentage. Fisher Exact test has been performed and P value obtained.

Results and Discussions

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Table-1: Basic Data of the preschools surveyed

Type of pre-school centres		
Pre-School Centre	**Number of schools**	**%**
Montessori	9	30.0
Kindergarten	8	26.7
Play-way	8	26.7
Crèche	5	16.7
Total	30	100.0

Year of establishment								
Year	**Montessori (n=9)**		**Kindergarten (n=8)**		**Play way (n=8)**		**Crèche (n=5)**	
	No	**%**	**No**	**%**	**No**	**%**	**No**	**%**
1992-1997	6	66.7	3	37.5	3	37.5	4	80.0
1997-2002	2	22.2	4	50.0	2	25.0	1	20.0
2002-2007	1	11.1	1	12.5	3	37.5	0	0.0

Medium of instruction								
Medium	**Montessori (n=9)**		**Kindergarten (n=8)**		**Play way (n=8)**		**Crèche (n=5)**	
	No	**%**	**No**	**%**	**No**	**%**	**No**	**%**
English	9	100.0	8	100.0	7	87.5	5	100.0
Kannada	0	0.0	0	0.0	1	12.5	0	0.0

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As its prefix suggests, preschool happens before a child starts his or her formal education. It lays the foundation for a child's entire academic learning career. Also known as nursery school, preschool is/or should be a place where a child interacts with others his or her age in a structured environment.

Children typically begin preschool between three and five years. However, when the toddler is actually ready to attend preschool, has less to do with age and more to do with developmental maturity.

Ultimately, preschool is an opportunity for toddlers to learn invaluable social skills, which impact their personality and future success in various areas of life. It's here where they learn to socialize with others, wait their turn and listen; among other skills. But pre-school also lays the groundwork for future academic learning. Songs children sing here eventually help them understand phonetics and develop reading skills later on. Building blocks they play with or containers they fill with sand help them grasp math concepts down the road.

A child's socialization and academic preparedness are two fundamental qualities that define the preschool experience. However, there are different types of preschools, which can vary from one another in significant ways.

Childcare centres like crèches are generally an option for working parents who need their children to be taken care of during the day; centres accept babies as well as toddlers and are full-time, full-year programs. Preschool refers to an early-childhood educational class for 3- and 4-year-olds. Many offer a part-time schedule (for example, a few hours a day, and two to five times a week) as well as full-day care. Yet the terms are often used interchangeably. A childcare centre with experienced, well-trained teachers and stimulating activities offers kids similar advantages to a preschool. "In fact, many preschools are part of childcare programs," says Linda Smith (2011), executive director of the National Association of Child Care Resource & Referral Agencies.

In addition to strengthening socialization skills, how to compromise, be respectful of others, and acquire problem-solving skills preschool also provides a place where the child can gain a sense of self, explore, play with peers, and build confidence. "Children in preschool discover that they are capable and can do things for themselves - from small tasks like pouring their own juice and helping set snack tables to tackling bigger issues like making decisions about how to spend their free time," says Angela Capone, (2011), senior program manager at Southwest Human Development's Arizona Institute for Child Development, in Phoenix." Plus, 4- and 5-year-olds have begun asking some wonderful questions about the world around them - what happens to the water after the rain? Do birds play? Quality preschools help children find answers through exploration, experimentation, and conversation."

Bangalore city offers different types of pre-school programs. For the present study 30 preschools were randomly selected. Data presented in Table- 1 indicates that Motessori, Kindergarten, play-way and crèche were the programs that were randomly selected for the present study.

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The preschools selected for the study were established between the years 1992 and 2007 and all but one were English medium schools.

Table 2: Typical day's program offered in the pre-schools surveyed:

	Type of pre-school							
Program	**Montessori (n=9)**		**Kindergarten (n=8)**		**Play way (n=8)**		**Crèche (n=5)**	
	No	**%**	**No**	**%**	**No**	**%**	**No**	**%**
Greetings	8	88.9	7	87.5	6	75.0	2	40.0
Prayer	5	55.6	5	62.5	6	75.0	4	80.0
Activity Time	9	100.0	6	75.0	5	62.5	3	60.0
Story Time	7	77.8	5	62.5	4	50.0	2	40.0
Snack Time	9	100.0	8	100.0	8	100.0	5	100.0
Rhymes and Dance	6	66.7	5	62.5	5	62.5	3	60.0
Learning Concepts	5	55.6	5	62.5	4	50.0	3	60.0
Outdoor Activity	9	100.0	8	100.0	8	100.0	5	100.0

"There's increasing evidence that children gain a lot from going to preschool," says *Parents* advisor Kathleen McCartney (2011), dean of Harvard Graduate School of Education, in Cambridge, Massachusetts. "At preschool, they become exposed to numbers, letters, and shapes. And, more important, they learn how to socialize - get along with other children, share, and contribute to circle time."

Statistics show that a majority of children attend at least one year of preschool: "Children who attend high-quality preschool enter school with better pre-reading skills, richer vocabularies, and stronger basic math skills than those who do not," says NIEER director W. Steven Barnett (2011).

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"Every child should have some sort of group experience before he starts school," says Amy Flynn (2011), director of New York City's Bank Street Family Centre. Music and gymnastics classes are great, but what preschools do is that their less formal classes don't teach children how to be students.

"Young children can certainly learn letters and numbers, but to sit kids down and 'teach' them is the wrong way to do it," says Smith (2011). "They learn best through doing the kinds of activities they find interesting - story time, talking to their teachers about stars, playing with blocks." To help kids learn language and strengthen pre-reading skills, for instance, teachers might play rhyming games and let kids tell stories. It must be kept in mind that for small children, school is all about having fun and acquiring social skills -- not achieving academic milestones. "Kids need to be imaginative and to socialize -- that's what fosters creative, well-rounded people. It's not whether they can read by age 4 or multiply by 5," says Flynn (2011).

An ideal curriculum could be parading around in dress-up clothes, building forts, and being read to. Pre-school is *not* a formal academic program, but a time to allow the child to learn by exploring, playing, and experimenting with objects. Children at this age learn through direct sensory activity. It is important to understand the goals and philosophy behind the different types of preschool programs. The goal of preschool is to develop readiness skills so that the child will succeed when entering formal school .Programs for pre-school aged children often have a stronger focus on different areas of children's development, such as physical skills (large as small muscles), language and literacy skills, personal and interpersonal skills, creativity and the expressive arts, problem solving, thinking and mathematical abilities.

The benefits of preschool are well-documented. Research and reports have shown that preschool can have an impact on whether kids turn to crime and how long they stay in school, according to Public School Review, a free online tool for finding schools in a particular area.

James Heckman (2006), an economist at the University of Chicago, says there's an enormous cost-benefit advantage in decreased jail time for those who were low-income children and attended preschool. He asserts that, in general, preschool attendance can lead to fewer behavioural issues, better self-esteem and a higher IQ. It even has been shown to increase literacy among families, as parents become more involved in their children's education.

W. Steven Barnett (2011), works with the National Institute for Early Education Research and is a proponent of universal preschool for all children. He cites other benefits of preschool: higher test scores; superior social skills; better graduation rates; fewer incidents of teen pregnancy, abortion and smoking; and less need for special education and grade repetition.

Table-2 indicates that the pre-schools surveyed for the present study had activity time, snack time and out-door activities in their typical day's program. Larger percentage of crèche's (80.0%) had prayer in their typical day's program. All the pre-school's surveyed in the present study had almost similar proportion of time allocation for story time, learning concepts, rhymes and dance in their typical day's program. Interestingly there were no art and craft activities, literature activity and importantly circle time in their typical day's program. Circle time refers to

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any time that a group of children are sitting together for an activity involving everyone. Circle time promotes oral communication and learning new concepts and skills. It is the time for

Parent teacher Interaction	Montessori (n=9)	Kindergarten (n=8)	Playway (n=8)	Creche (n=5)	P value

auditory, memory, sensory experiences and socialisation.

Table 3: Parent teacher interactions:

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	No	%	No	%	No	%	No	%	
	9	100.0	8	100.0	8	100.0	5	100.0	1.000
Parent teacher meetings									
Frequency of parent teacher interactions	-	-	-	-	-	-	-	-	-
i). Once a Week	-	-	-	-	-	-	-	-	-
ii). Once a Fortnight	-	-	-	-	-	-	-	-	-
iii). Once a Month	2	22.2	-	-	-	-	-	-	0.234
iv). Once in Three Months	2	22.2	1	12.5	1	12.5	1	20.0	1.000
v). Once in Six Months	5	55.6	7	87.5	7	87.5	4	50.0	0.462
vi). Once a Year	3	33.3	1	12.5	1	12.5	0	0.0	0.575
Parents Work as Volunteers	-	-	-	-	-	-	-	-	-
Role played by parents	1	11.1	-	-	-	-	-	-	1.000
i). Participate in special Events	-	-	-	-	-	-	-	-	-
ii). Story Reading	1	11.1	1	12.5	2	25.0	2	40.0	0.561
iii).School's Cultural programmes									

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Parent involvement in children's out of home experiences has long been heralded as positive for both the parent and child. Research suggests that parent participation in a child's preschool program is positively associated with social adjustment and school performance.

With the increase of families where employment and other commitments reduce both the time and the common experiences a child and parent share, parent involvement may be more important than ever. Parent involvement in the pre-school encourages dialogue between the parent and early childhood educator that focuses on the child. The on-going, simultaneous interaction of parent, child and early childhood educator has something to offer each member of the triad. The parent is exposed to knowledge about how children develop, problem prevention and discipline strategies, and age appropriate behaviour expectations that encourage more effective parenting. The parent has the opportunity to see how these principles and strategies are implemented by observing the early childhood educator. The arrangement allows parents to ask questions and to 'try out' new strategies in a supportive environment. The early childhood educator benefits in the cooperative because she is able to see the practical elements of her own education and develop 'hands on' approaches to sharing this knowledge and experience. She is also able to more fully know the child and his or her individual needs by sharing information with the parent. At the centre of the triad is the child who benefits from the supportive linkages of home and preschool and shares important life experiences with his/her parent. The involvement of parents in preschool programs varies depending on the type of program.

Table-3 indicates data concerning parent teacher interactions. It can be observed that all pre-schools had parent teacher interactions. Majority of the preschools held parent teacher interactions once in six months, in the schools surveyed.

Harvard Graduate School of Education (2010), states that Parent–teacher conferences are an important component of the on-going home–school communication and family involvement in the children's education. Even with technological advances that allow parents to track their child's academic progress remotely, and more transparency in student data (such as test scores and attendance rates), face-to-face interaction between parents and teachers is still the cornerstone of school family engagement efforts.

Table-4: Details of story sessions:

Frequency of story telling								
Frequency of story telling	**Montessori (n=9)**		**Kindergarten (n=8)**		**Playway (n=8)**		**Creche (n=5)**	**P value**
	No	**%**	**No**	**%**	**No**	**%**	**No**	**%**	
Weekly Once	3	33.3	1	12.5	3	37.5	2	40.0	0.709

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Two Times in a Week	1	11.1	2	25.0	1	12.5	0	0.0	0.811
Three times in a Week	2	22.2	2	25.0	3	37.5	2	40.0	1.000
Daily	3	33.3	3	37.5	2	25.0	1	20.0	1.000

Pattern of narration

Pattern of narration	Montessori (n=9)		Kindergarten (n=8)		Playway (n=8)		Creche (n=5)		P value
	No	%	No	%	No	%	No	%	
Reading with voice modulation	5	55.6	4	50.0	3	37.5	2	40.0	0.958
Enacting	2	22.2	4	50.0	2	25.0	1	20.0	0.656
Puppets	1	11.1	2	25.0	1	12.5	1,	20.0	0.919
Flash Cards	4	44.4	2	25.0	2	25.0	1	20.0	0.744
Sand tray Technique	0	0.0	0	0.0	0	0.0	0	0.0	-
Roller Technique	0	0.0	0	0.0	0	0.0	0	0.0	-
Flannel O-Graphs	0	0.0	1	12.5	2	25.0	1	20.0	0.467

Duration of storytelling sessions

Duration of telling sessions	Montessori (n=9)		Kindergarten (n=8)		Playway (n=8)		Creche (n=5)		P value
	No	%	No	%	No	%	No	%	
Two – Five	5	55.6	6	75.0	4	50.0	3	60.0	0.848

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Minutes								
Five – Ten Minutes	4	44.4	4	50.0	3	37.5	2	40.0	1.000
Ten – Fifteen Minutes	0	0.0	1	12.5	0	0.0	0	0.0	0.700

Storytelling is clearly a social experience with oral narrative, incorporating linguistic features that display a "sophistication that goes beyond the level of conversation" (Mallan, 1991). And for this reason storytelling acts as an effective building block easing the journey from oral language to literacy.

Young children naturally enjoy stories. Children involved in education programs that utilize storytelling, exhibit many positive behaviours related to increased literacy (Speaker, 2000; Allison and Watson, 1994). Improved listening skills, vocabulary development and an increased ability to organize narrative thought are all behaviours exhibited by young children who have been exposed to a variety of stories on a consistent basis.

Nor Hasni Mokhtar & Michi Farida (2011) attempted to identify the effects the extent of storytelling on students' language and communication skills. The findings show that storytelling has beneficial effects on reading skills by students being able to associate meanings and emotions with words. Students also develop their vocabulary and learn when and where to use certain words and phrases.

Effective story telling is a beautiful art. A well developed and presented story will hold the interest of any age group of children. There are different story telling methods that could be adopted to capture the interest of the children. These are narration, visual aids, dramatization, puppets, flannel graph, flash cards, sand and roller technique. Any method can be adopted in story telling sessions with prior planning and preparation. The most important techniques to follow while telling stories are: to identify the child's interest, stories appropriate to age groups and special circumstances, environment when presenting stories, practice before narrating the story, and making story tools exciting and fun.

Table-4 indicates that almost 55 – 60% of the pre-schools had story telling sessions daily or three times a week. The rest had a story telling frequency of once or twice a week. Reading with voice modulation, enacting and flashcards were more popular patterns of narration in all pre-schools. But flannel o graphs, Sand tray techniques and puppets were very not popular story telling techniques in pre-schools although these are colourful and attractive techniques to capture the interest of the children during story telling sessions. Most of the pre-schools had 2-5 minutes or 5-10 minutes duration of story-telling sessions.

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Story telling sessions should be introduced daily in all pre-school centres. Many pre-school educators are unaware of the importance of story-telling but the truth is that it directly influences the way a child thinks, a child talks, and the way a child behaves. The actions and words of a child are also controlled by the morals and values delivered by stories apart from literary development.

Table 5: Library Facilities at the Schools Surveyed

Library Facilities at School	Types of preschools								P value
	Montessori (n=9)		Kindergarten (n=8)		Playway (n=8)		Creche (n=5)		
	No	%	No	%	No	%	No	%	
Fund allocation									
Allocate	5	55.6	2	25.0	3	37.5	2	40.0	0.710
Do not Allocate	4	44.4	6	75.0	5	62.5	3	60.0	
Amount of Fund Allocated per annum (Rs)									
500 – 1000	6	66.7	4	50.0	5	62.5	3	60.0	0.944
1000 – 5000	2	22.2	2	25.0	2	25.0	1	20.0	
5000- 10,000	1	11.1	2	25.0	1	12.5	1	20.0	
Personnel involved in purchase of books									
Principal	6	66.7	7	87.5	6	75.0	4	80.0	0.931
Teachers	3	33.3	1	12.5	2	25.0	1	20.0	0.931
Parents	0	0.0	0	0.0	0	0.0	0	0.0	-
Librarian	0	0.0	0	0.0	0	0.0	0	0.0	-

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Children	0	0.0	0	0.0	0	0.0	0	0.0	-
Criteria to Select the Books for Library									
Age	9	100.0	8	100.0	8	100.0	4	80.0	0.167
Interest	5	55.6	4	50.0	5	62.5	2	40.0	1.000
Culture	5	55.6	3	37.5	3	37.5	2	40.0	0.883
Durability	9	100.0	8	100.0	8	100.0	5	100.0	1.000
Novelty	6	66.7	5	62.5	4	50.0	3	60.0	0.954
Hard Cover	9	100.0	8	100.0	8	100.0	5	100.0	1.000

Research has shown that book experiences are of significant importance to infant, preschool children in the establishment of preliminary literacy skills and good reading habits (Kupetz, 1993).

This early literacy skill is important to later development for many reasons. It functions to help children understand how narratives work, encourages children to read independently, and provides "shared social-bonding" experiences (Sheldrick, et al. 2006). Children who are exposed to language and literacy skills in the infant, toddler, and preschool years are much better prepared to succeed in school, and those who are not suffer the consequences throughout their entire lives. These experiences can be provided to children in a good pre-school environment-setting which encourages literary competence through better library facilities. The shared experiences of library story times are important to the development of a sense of social acceptance and belonging and improved self-esteem (Kupetz, 1993). Story time sessions provided in the library foster early reading in children.

Table-5 shows that fund allocation for libraries is frequently done in Montessori's but not in other types of preschools. Most of them spend about Rs. 500 – 1000 per annum on library books

It was interesting to observe that only the Principal and Teachers were responsible for purchase of books for their libraries. Parents, Librarians and children's were not involved in these purchase decisions. Age, durability and hard cover were the main criteria in selection of books for all pre-school libraries.

Table 6: Techniques adopted to Foster Literary Appreciation in Children

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Type of pre-school									
Fostering Literary Appreciation in Children	**Montessori (n=9)**		**Kindergarten (n=8)**		**Playway (n=8)**		**Creche (n=5)**		**P value**
	No	**%**	**No**	**%**	**No**	**%**	**No**	**%**	
Encourage children to borrow books for reading in class	4	44.4	3	37.5	2	25.0	1	20.0	0.831
Lend books for taking home	0	0.0	0	0.0	0	0.0	0	0.0	-
Recommend Parents to Buy Selected Books for their children	2	22.2	2	25.0	1	12.5	1	20.0	1.000
Recommend parents to read to their children at home	2	22.2	1	12.5	1	12.5	0	0.0	0.895
Suggest Parents to maintain a reading log	0	0.0	0	0.0	0	0.0	0	0.0	-
Have writing materials to foster writing skills to children	9	100.0	8	100.0	8	100.0	4	80.0	0.167
Promote children's vocabulary, comprehension and literary development in your school program	3	33.3	1	12.5	1	12.5	0	0.0	0.575

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Techniques to Promote Literary Development in Preschool Children			
Montessori	**Kindergarten**	**Play Way**	**Creche**
Conversation	Sight Word	Play Methods	Audio Video Cassettes
Phonic Books	Picture Association	Singing	Memory Game
Storytelling Sessions	Memory Game	Drawing	Singing
Play Methods	Board Games	Enacting	Learning Activities
Picture Association	Alphabet and Numbers	Learning Activities	Conversation

Early literary skills become the building blocks for later reading and writing. Research indicates that children who enter school with more of these skills are better able to benefit from the reading instruction they receive when they arrive at school. Some of the literary practise and activities that are important to lay a good foundation for literary development in pre-school years are: language and vocabulary skills, print motivation, letter knowledge, phonological awareness (understanding of the sounds and the meaning of spoken language), as well as book awareness and shared reading.

Majority of pre-schools surveyed fostered literary skills in children by providing writing materials (to foster writing skills) and lending of books for reading in class. Some of the important literary practices that should be encouraged for parents to implement at home to foster literary interest in children are: recommending that parents read to their children at home and borrow books from libraries.

The above mentioned pre-schools had a different approach for promoting literary development in their centres. The common practices were play methods, memory games, singing, conversation and learning activities. But most of the significant literary skills that need to be fostered in pre-school centres are language development, print awareness, alphabet awareness, phonological development, and fostering reading readiness skills.

It is important to give a strong literary foundation from early pre-school years. Michele D. Poe, Margaret R. Burehinal, Joanne E Roberts (2004) also indicate that both language & phonological

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skills play an important role in children becoming successful readers, and that experiences at home and in childcare during early childhood play an important role.

The above graph shows that flip books and colouring books were more common in pre-school centres. But the pre-schools did not provide different variety of books in their library like wordless picture books, predictable books and picture dictionaries to motivate the children into the world of books.

Graph 4: Encourage Children to Borrow Books at School for Reading

Graph3: Annual Allocation of Funds

The above graphs shows that almost half of pre-schools surveyed allocate funds to buy books for their library. About half of them do not encourage children to borrow books at school for reading. And 60% of pre-schools do not have exclusive libraries which is one of the significant practices to foster literary development from early years.

Hypothesis Testing

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- Preschool centres do not provide adequate literary awareness to the pre-schoolers .This hypothesis is accepted due to the evidence found in the data presented in table 4 and table 6.
- Preschool centres do not have adequate library facilities for the pre-schoolers. Analysis of the data obtained from the table 5 and graph 5 indicates acceptance of the hypothesis.

Conclusion

Preschool years are the fundamental learning years that should be nurtured and systematically programmed by teachers in pre-school centres. The pre-school environment should create a supportive literary awareness, express positive attitude for literary development and encourage rich literature exposure to pre-school children. So that these children will develop positive attitude towards books, increase vocabulary, stimulates imagination, enhance listening skills and lastly lifelong love of reading.

Research shows that it is particularly crucial to develop literary skills during the early childhood and elementary school years. High quality pre-school experiences successfully foster early language and literary skills that lay a critical foundation for children's successful future. These pre-schools encourage congruence between home, school reading and writing activities and thereby expose children to great quantities such as print, meaningful language opportunities, wide variety of high quality books of various topics, genres and perspectives in order to acquire literary skills. High quality pre-schools can ensure that all children are prepared for formal schooling and have a solid literary foundation.

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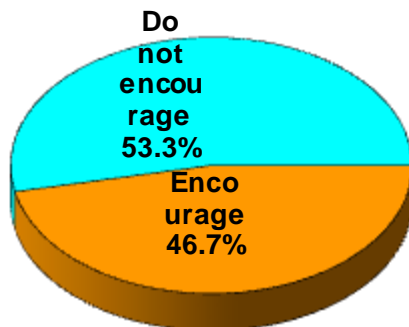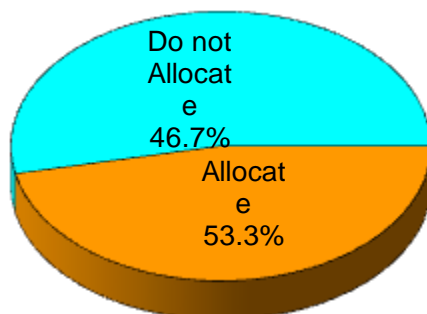
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The Knowledge Base of Language Teachers

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Introduction

Although teacher education and faculty development programs have been in existence for a long time, second language teacher education is a relatively recent development. However, in the last thirty years, there has been an explosion in the teaching and learning of second languages, both in the actual teaching and in the education of second language teachers. This has been particularly rapid in the field of English as a second/foreign language (ESL), which is the focus of this paper.

Two Aspects

In examining pre-service ESL teacher education programs, we can recognize two major aspects. The first is the knowledge base or the information that we believe

our students must know. The second aspect is the way or ways in which that knowledge is delivered to our students.

The purpose of this paper is to understand the knowledge base with Content Based English Knowledge (CBEK) for the teachers of Engineering Colleges in their ESL classrooms. It is necessary to understand how these two aspects of second language pre-service teacher education come together. Without this understanding, we face the danger of randomly offering courses and other instructional activities for accidental reasons. An unstructured approach could result in a haphazard educational experience for our students.

Four Types of Knowledge

Day and Conklin (1992) claim that the knowledge base of second language teacher education consists of four types of knowledge:

1. Content knowledge
2. Pedagogic knowledge
3. Pedagogic content knowledge
4. Support knowledge

1. **Content knowledge**: knowledge of the subject matter (what ESL/EFL teachers teach); e.g., English language (as represented by courses in syntax, semantics, phonology and pragmatics) and literary and cultural aspects of the English language.
2. **Pedagogic knowledge**: knowledge of generic teaching strategies, beliefs and practices, regardless of the focus of the subject matter (how we teach); e.g., classroom management, motivation, decision making.
3. **Pedagogic content knowledge**: the specialized knowledge of how to represent content knowledge in diverse ways that students can

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understand; the knowledge of how students come to understand the subject matter, what difficulties they are likely to encounter when learning it, what misconceptions interfere with learning, and how to overcome these problems (how we teach ESL/EFL in general; or how we teach ESL/EFL reading or writing in particular, for example); e.g., teaching ESL/EFL skills (reading, writing), teaching English grammar, TESOL materials evaluation and development, EFL/ESL testing, TESOL program and curriculum evaluation and development, TESOL methods.

4. **Support knowledge**: the knowledge of the various disciplines that inform our approach to the teaching and learning of English; e.g., psycholinguistics, linguistics, second language acquisition, sociolinguistics, research methods.

The steps that individual teachers should take:

- First, the ESL teacher consults with mainstream teachers to find out what units of other subjects ESL students will be studying in the next semester (long-term preparation) in various subjects. It should be noted that ESL students' English level is the guiding force in selecting reading materials since they read and write below grade level. Another important factor in deciding content areas is the ESL teachers' comfort level. Teachers should not force upon themselves a content area with which they are extremely uncomfortable. ESL teachers should choose a content area they feel comfortable with and enjoy teaching. They can gradually broaden selections of content areas as they gain more confidence and competence.

- Second, once a content area is selected, the teacher should decide what particular concepts or units from the chosen content area will be explored. That is, an ESL teacher cannot teach an entire curriculum of B.Tech 1st year thermodynamics. The teacher should pick one unit or two of great interest to ESL students or of great importance to their content learning. The teacher decides how detailed and

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specific the content should be. However, it is important that the teacher teaches the core/essential concepts related to the specific content. If the teacher chooses to teach about the thermodynamics, he/she must teach what it is, its system, process, cycles etc. and all relevant vocabulary. Just learning thermo-related vocabulary does not count as CB.

- Third, the teacher chooses content-area reading materials according to students' English proficiency. Since content-area reading is loaded with difficult syntax and semantics, it is advised to go below the students' actual grade level. However, the materials should be age-sensitive. For example, a student of first year B.Tech with a limited English proficiency should not be taught with books written for 10th standard.

- Fourth, the teacher designs thematic unit lessons. To deal with a specific topic in an in-depth manner, lessons should have a series of related lessons under the same topic. For example, if the teacher teaches about system, the first lesson is to learn vocabulary and to build background knowledge on system by connecting it to their students' personal lives and reading to learn the major concepts of system. The second lesson is about process. The third lesson is to learn the cycles. The fourth lesson can be to learn and find out efficiencies of different thermodynamic cycle. The fifth lesson is to write an essay on the merits and limitations of different thermodynamics cycles, and the sixth lesson can have the students publish their essays in the college magazines. Although thematic unit lessons in this example consist of six lessons, the teachers might need 10 sessions of class time in real-life, depending on the students' level and the pace of learning.

Essential Ingredients

While the teacher is following these procedures, some essential ingredients have to be present in implementing Content Based English Knowledge (CBEK).

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- First, ESL students must read authentic texts. The teacher should include time for reading texts in every class--the students can repeatedly read the same part.

- Second, there have to be strong language learning components. The teacher has to design lessons in which ESL students must use academic oral English in the context of debates, group projects, or cooperative learning.

- Third, the teacher must integrate writing so that it is purposeful and meaningful in context--writing aids students' conceptual learning. The salient grammar points in a specific unit should be emphasized and reinforced throughout reading, writing, and speaking activities.

- Fourth, higher-order thinking and critical thinking skills should be reinforced through the use of real-life problem solving situations.

- Fifth, scaffolding is critical when ESL students learn abstract concepts. Hands-on activities and visual demonstration are considered part of scaffolding because they facilitate students' concept learning.

Problems Associated with ESL through Content Based English Knowledge

First of all, ESL teachers can be easily discouraged by the demands of content knowledge and the amount of preparation they must do. Furthermore, they do not feel that they are qualified to teach content area. Thus, it takes a great deal of initiative and effort on the teachers' part. While the ESL teacher who adopts CBEK is responsible for teaching the content correctly, it should be noted that they are not responsible for ESL students' content learning in statewide assessments while the mainstream teachers are. As discussed earlier, ESL teachers should select a content area with which they feel at ease. With some research and preparation, ESL teachers can handle a unit or two out of the entire year of one grade curriculum.

Another problem associated with Content Based English Knowledge (CBEK) is that ESL teachers are too concerned with content area teaching and neglect teaching related language skills. The teachers seem to forget the main purpose of Content

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Based English Knowledge (CBEK) which is to enhance English language development through content areas. If language components are missing, it cannot be called CBEK. The language learning aspect should take equal priority with the content learning aspect.

Conclusion

In this paper I examined the knowledge base of second language teacher education in an attempt to determine how the aspects of second language teacher education interact. I propose that the Content Based English Knowledge (CBEK) for second language teacher education program is one which integrates experiential and received knowledge in some systematic fashion.

In closing, I would like to make an observation. I believe we should take advantage of the method. But, in order to do so, we must first develop the literature to support the same. This can only be done with the collaboration of those involved in teacher education and the teachers in the field. This would have the additional benefit of empowering ESL/EFL teachers, as it would include them in the process of creating the knowledge base. The ESL teachers should think and make a beginning and give Content Based English Knowledge (CBEK) a try. The results will be rewarding.

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Impact of the Academic Interest of Principals on the Professional Development of the Faculty Members

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Abstract

The study was aimed to study the "Impact of the Academic Interest of Principal on the Professional Development of Faculty Members"The main objectives of the study were to describe the areas of academic interest of headmaster, to identify the provision of academic activities by the headmaster and to evaluate the impact of academic interest of principal on the professional development of the faculty members. This study was descriptive by nature and survey method was used to collect the data. The sample of 100 Secondary School Teachers and 20 Head Teachers of Govt. Boys Secondary Schools of Rawalpindi City were selected randomly out of the population of 185 Secondary School Teachers and 20 Head Teacher of same secondary level schools. Data were collected

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personally. Questionnaires were used to collect the data. The data were analysed by using simple percentage and mean scores.

Main findings of the study were; the head teachers working in the Govt. Secondary Schools are skilful managers and they have sound professional vision. They monitor the school activities regularly, do surprise visits of the classes, and appreciate their subordinates on good performance, use guidance and counselling for improvement of teachers' performance. Head teachers do not take care of evaluation of the teachers, correction in teachers' work through their supervision. The head teachers refrain to use of incentives for teachers' motivation. But, in spite of all this, the supervision by the head teachers to remove the errors of the teachers' work is lacking there.

The main recommendations of the study were: There may be a system of proper, regular and scheduled evaluation by the head teachers in the schools. Gray areas may be improved by the continuous supervision of the head teacher. Teachers may be reinforced with the help of incentives by the head teachers. To enable the head teachers to give positive input in the professional development of their assistant teachers, there may be a special training once in the period of every three years.

Introduction

Education produces knowledge, skills and values. It is essential for civic order and citizenship; and for sustained economic growth and the reduction of poverty. Education is also about culture. Education is actually the main instrument for disseminating the accomplishments of human civilization.

According to mentalist and behaviourist "Education is the process which effects on mind and character." (Sprinthall & Sprithall)

Education is familiarity of a person, thing or fact gained by experience. It is a person's range of information or the theoretical or practical understanding of a subject or language, etc. Yousaf (2006, p.25) writes as,

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"Cognition' in philosophic terminology means an action or a faculty of knowing, perceiving and concept. It is to know again or to identify as known before. From this it may be inferred that 'knowledge' is just synonymous with consciousness, awareness and familiarity"

Educational process is carried on throughout the life. A man learns under different modes of education. The important elements of formal mode of education are school, curriculum, learner, head teacher and teacher.

School

School plays an insignificant portion in the education of the student, curriculum was considered to be considerably important to meet the child's requirement.

When we talk about school improvement, we are talking about people improvement. That's the only way to improve schools unless you mean painting the buildings and fixing the floors. But that's not the school, that's the shell. The school is people, so when we talk about excellence progress. Focusing on people is the most effective way to change any organization. In fact, it can be argued that organizations do not change, only individuals change. Principals who hope to promote organization development by focusing on the professional growth of staff. Another important factor in the school is curriculum.

Curriculum

The term curriculum is very comprehensive. The old concept of curriculum was all the activities which were performed outside the classroom were called extra- curricular activities. After that it was called co-curricular activities. Now it is considered that all the activities which are performed inside or outside the class room, under the supervision of the teacher are called curriculum.

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Shahid (2002) quotes Alberty A, and Alberty E, that "… as the sum total of student activities which the school sponsors for the purpose of achieving its objectives"

It means the curriculum is the sum total of the school's efforts to influence learning, whether in the classroom, on the play ground or out of the school. These include all the learning experiences which pupils have under the supervision of the school. All these activities are planned, managed and supervised by the head of the institution, students.

Teacher

The success of any educational system depends on good teachers. We cannot replace the teachers with any other type of instructional material. Only teachers can provide education to the pupils. In an educational system, teacher is the basic unit for its success. A teacher is more than what is commonly talked about (Khan 1996), discussed teacher as:

> "A teacher is the ideal and model to be followed by students. He is the focus of entire teaching process. A teacher must earn respect of his students by the qualities that he possesses. He should grasp the meaning of education and its relation to society"

Teachers are the builders of coming generation. Unless any society have the most dedicated, hard working and trained teachers in their educational institution, it cannot prepare good citizens for tomorrow. (Deen (2000) Says as; The effective learning depends upon quality of teaching which requires individuals who are academically able and who care about the well being of children and youth"

Role and Responsibilities of Teacher

Teacher is key factor which effects teaching learning process. Teacher must be competent. The competence what is expected to a teacher understanding about using technical advancement in the context of the different sets of knowledge and skills that

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effect teaching learning possess. If a teacher changes with the passage of time, develop skills like planning, designing, assessment techniques, helping student reflective teaching, professional commitment, assessment techniques, effective feedback and application of knowledge, then he can prepare a good generation (Siddiqui, (2007).

1. Teacher must know academic matters command on subject and develop overall personality of the student.

2. Understand the psychological basis of education and the factors, which influence education.

3. Effective teaching methods provide the required environment to the students in learning a particular skill or an area of knowledge.

4. In planning instruction, the teacher must be aware of the fact that his behavior and interaction with students vary according to the nature of the activity used during instructions.

5. Classroom Management 6.Time Management Skill 7.Development of Self-confidence in Students.

Teacher plays important role in teaching learning process. He is the backbone of the educational system. If the teacher is competent the input by him is more positive. The professional skills for a teacher mentioned above are command on subject matter, his knowledge about the learner's psychology, methodology of teaching, his approach of planning and class room management, etc. so a teacher must be competent in all respects and if he is competent in professional skills, he will uplift the standard of education.

Professional Development of Teacher

Government of Pakistan has developed a standard for professional teachers (2009): Islamic ethical values and practices in the light of Qur'an/Sunnah, Central concept of national curriculum, Instructional planning, Students' assessment using multiple assessment strategies, Safe and respectful learning environment, Effective communication techniques and tools of information, Build relationship with parents/guardians.

These are the important factors which affect the teaching learning process. These are the professional responsibilities of the teacher. Pakistan is a theoretic state and its new generation must be aware of the ethical values of Islam. This target can not be achieved with out input of the educational system and this input must be given by the teachers. Teacher must be aware of the aims objectives of the national curriculum, so that the national target can be achieved. He must have developed professional skills like sound content knowledge, instructional planning effective methodologies of teaching and evaluation. Students learning can not be possible with coordination of parents and Kaleem (2010) indicates the following areas of professional development of the teacher; "The education for teachers must include the following Methodologies;

Teaching Methodology

Teaching methodology differs subject to subject and level to level. It is part of the lesson planning to select the suitable teaching methodology. There are different teaching methods used for different subjects. Swarup and Oberio (1994) defines teaching method as

1) "The way of presentation and content.

2) Macro approaches followed.

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3) In teaching method, the task and its presentation are considered important.4) in teaching method teaching objectives are not considered very important.

5) The main objective of teaching method is the impressive presentation"

Classroom Management

Classroom management effect the teaching learning process. Seating arrangements, suitable and friendly learning environment are the important factors to be considered. As Doyle 1986) contends, "Order, in classrooms as in conversations, is achieved with students and depends upon their willingness to follow along with the unfolding of the event" (NCAC, 2011)

Evaluation

Evaluation of the programme, project or educational activities provides us feedback to make a decision. Sabahat (2009) discusses the functions of the evaluation as:
"There are a number of functions/purposes of the impact evaluation studies
• Informational: This function of evaluation studies provides usable information for
   Feedback "Context evaluation: This is the most basic type of evaluation and serves in the determination of objectives: To maintain a record of the procedure as it occurs Teaching – learning process , Supervision process , Monitoring and feedback system, Human resource management, Logistics administration"

    Within the broader scope of evaluating each area, there can be a number of options to cover. Selection of the options depends on the purpose and type of evaluation. Context evaluation determines the specifications for product evaluation, while input evaluation provides the specifications for process evaluation. However, operations by input evaluation for assessing the extent to which these criteria have been achieved are the basis for designing impact evaluation. Impact evaluation investigates the extent to which objectives are being attained.

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In the school the headmaster/principal evaluates the complete educational process.

Headmaster/Principal Role

Headmaster/principal is the most senior teacher, manager or leader of the institution. According to the dictionary of Encarta: "A head teacher is a person, who is in-charge of a school, supervises teaching staff and oversees day to day operations" It shows that he has to monitor, supervise and watch day to day activities of the institution.

Din (2008) Discusses educational administrator as; "Educational administrator is a constellation of function that is important for the implementation of policies, coordination of efforts, future planning, efficient use of limited resources, organization to meet new challenges"

The principal of a school has a very important role in society. They are the leaders within an educational establishment who provide guidance to teachers, students, staff and members of the general community. If one can complete the aforementioned job duties effectively and possesses some of the traits mentioned above, then the likelihood that the individual will be a wonderful principal is quite great. Engaging in a career as a school principal is a fulfilling role to play in society and one that is sure to be rewarding to the individual who takes it upon him selves to do so. (Blase and Blase, (1998, p.5). describes the status of the principal as;

> "Today's principal is the facilitator of staff and student learning-the leader of a learning community. You are instructional cheerleaders who teach, coach, and promote the professional development of teachers. Your availability to your staff will enhance motivation, self-esteem, sense of security, and morale. Principals have a positive effect on professional development when they offer a vision of learning, support collaborative change, and discuss professional research with

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their teachers. Teachers who work in a stimulating and supportive environment can reach higher stages of professional development"

Principal/headmaster role is significant for its school, teachers, and students and for community as well.(Fielding & Schalock 1985) Describes its significance as;

"… this premise that people are the key to school improvement is correct, then it follows that the fundamental role of the principal is to help create the conditions which enable a staff to develop so that the school can achieve its goals more effectively. In short, a key to school improvement is the willingness and ability of principals to assume the role of staff developers who make it their mission to "alter the professional practices, beliefs, and understandings of school personnel toward an articulated end"

Role and Responsibilities of the Principals

There are some strategies which, headmaster has to plan, manage and supervise in institution/school. Successful operation of an educational institution requires competent administrators. Educational administrators provide instructional leadership and manage the day-to-day activities in schools. They also direct the educational programmes.

"Educational administrators who manage elementary, middle, and secondary schools are called principals. They set the academic tone and work actively with teachers to develop and maintain high curriculum standards; they hire and evaluate teachers and other staff. They visit classrooms, observe teaching methods, review instructional objectives, and examine learning materials. Principals must use clear, objective guidelines for teacher appraisals; they also supervise managers, support staff, teachers, counselors, librarians, coaches, and other employees. They develop academic programs, monitor students' educational progress, train and motivate teachers and other staff, manage career counseling and other student services, and perform many other duties". (Occupational Outlook Handbook, 2010-11 Editions)

Role and responsibilities of the head teachers vary from place to place and school to schools. There are variation among schools and clear factors which indicate that the role and responsibilities of the head teacher.

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Government of the Punjab School Education Department notified that the role and responsibilities of the heads vide order No.PS/SSE/MISC.2009 dated 18-04-09, some of these are: To provide professional guidance to the teachers and arrange for the solution of their academic and professional difficulties, To arrange co-curricular activities, to improve the quality of education, to arrange for the monthly, quarterly and annual assessment of the academic performance of students, to make the institution a centre of teaching activities.

Management

The term *management* refers to the personnel in an organization who have the right and responsibility to make decisions and run the activity effectively within the policy defined in the way. Bella, Carrizo and Sauvageot (2003)

> "Management means control and verification of the system in order to detect shortcomings and weaknesses. Does the education system have enough financial, physical and human resources to operate correctly and hence produce to expected results? Does it have enough pupils and does it sufficiently respond to the need for education? What education do they offer them and with what success? The information generated by Education Management Information System (EMIS) makes it possible not only to answer these concerns, but above all to control and evaluate the internal and as external efficiency of the education system"

The term *management* is also used to refer to the function or activity of managing resources, tasks and other persons in order to achieve the defined objectives. Robbins & Coulter (2002) defines management as; "…management involves coordinating and overseeing the work activities of others so that their activities are completed efficiently and effectively".

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Manager supervises the activities of his sub-ordinates and coordinates their work. Manager works like a bridge between management and workers. There are three main styles of management in many management text books the three most talked about management styles ate democratic, autocratic and laissez faire. Selecting the correct management style may lead to greater motivation and productivity for your staff. However, it is not an easy and just 'pocking' a style. Manager personality and characteristics will influence the type of style adopted. "Autocratic (or authoritarian) managers like to make all the important decisions and closely supervise and control works. Managers do not trust workers and simply give orders (one- way communication) that they expect to be obeyed". (www.management.com)

One-way communication/ or the issue orders is a authoritarian style of management. A manager just wants sub-ordinates to obey. It is a autocratic style of management.

> "A democratic style of management will put trust in employees and encourage them to make decisions. They will delegate to them the authority to do this (empowerment) and listen to their advice. This requires good two-way communication and often involves democratic discussion groups, which can offer useful suggestions and ideas. Managers must be willing to encourage leadership skills in subordinates" (M.S.2011).

It is a two-way process of communication and involvement in decision making for the benefit of staff, administration and institution.

> "A laissez faire manager sets the tasks and gives staff complete freedom to complete the task as they see fit. There is minimal involvement from the manager. The manager however does not set idle and watch them work! He or she is there to coach or answer questions, supply information if required. There are benefits, staff again or developed to take responsibility which may lead to improve motivation. However with little direct guidance from the manager, staff may begin to feel lost and not reach the goals originally set within the time frame" (www.management2.com/ 2011)

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There are different styles of working or management but the ultimate objective is to minimize to conflict in the institution and utilize full resources. Swarup and Oberori (1994) quote Scott regarding management as;

> "The ultimate objective of management is to minimize the conflict. Through management, it is tried to minimize human importance. In other words, by restricting uncertainty through management, certainty and stability are increased. The collective use of human means and resources, which he possesses, is called management i.e. the way of using human means and resources to achieve definite aims is called management".

In the light of above definition of management, the main function of management is to minimize the conflicts and effective use of human and other resources for the attainment of defined aims and objectives. Educational manager has to play different roles and responsibilities in his school.

Planning

The main purpose of planning is to give directions, improve the quality of work and reducing overlapping and wasteful activities. Planner also guides the organizational members about set objectives, rule regulations and guides for directions. Robbins & Coulter (2002, p.184) defines planning as; "Planning involves defining the organization's goals, establishing an overall strategy for achieving those goals, and developing plans for organizational work activities. It's concerned with both ends (what's to be done) and means (how it's to be done).

Planning plays an effective role in any organization. While discussing the planning in education, the important role of the educational manager is to set education goals and make an effective strategy to those goals and objectives.

Organizing

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Organizer organizes all the efforts of the entire organization and operates the functions according to the plan and strategy. Sultana (2007) defines organizing as;

> "The establishment of the formal structure of authority, through which work subdivisions are arranged, defined and coordinated for defined objectives. It also means taking those steps by which, the people who are involved in administration remain in a co-operative manner with each other and are prepared to contribute their best to the joint activity of their talents and their energies are optimally utilized"

Staffing

The process of staffing is finding right person for each job. It involves matching individual qualifications and experiences with job specifications.

Directing

Another role of the school manager is directing his subordinates. Direction is the motivational function to take maximum production and work from employees through motivation and guidance. Business dictionary defines directing as: "A basic management function that includes building an effective work climate and creating opportunity for motivation supervising, scheduling and discipline"

Coordinating

Coordinating is one of the most important functions of the managers. It works like a bridge between top management and employees. It depend upon the level of management whether it is top level management, middle level management or lower level management. Sultana (2007).Describes coordinating as;

> "It is the bringing up of appropriate relationships between people and the things which are necessary for the organization to achieve the objectives and

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<blockquote>involves the allotment of duties and responsibilities also help the organization of all activities of the individuals"</blockquote>

Controlling

Controlling function of the management is also important because it directly related to the plans performance standards established by the organization or department. The basic management functions of: Establishing benchmarks or standards, Comparing actual performance against them, Taking corrective action, if required" (Info.2011).

Reporting

Reporting or communication is the heart of management process. The manager must be able to communicate well with subordinate. The communication process also involves the exchange of messages or information between sender and receiver.

Budgeting

Utilization of the financial resources is known as budgeting. The income and expenses schedule is known as budgeting. It may be monthly, yearly, short term or long term. Ahmed (2007) defines budgeting as: "A budget is a comprehensive and coordinated plan, expressed in financial terms for the operations of a system or on organization for a specific period to achieve the predetermined goals"

Supervision

Supervision and inspection are two different terms. Inspection is a procedure of giving direction to and providing critical evaluation of instruction task, while supervision is a planned programme for the improvement of instruction. Wiles (1955) in this regard as;

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> "Envisages supervision is sporting, assisting and sharing rather than directing. So the word "supervision" means to guide and stimulate the activities of teachers with a view to improve them in the context of their teaching as well as instruction and promoting their professional growth. Supervision is being seen as a cooperative and comprehensive activity, which improves the total teaching learning process along with its aspects."

Supervision is a guiding, sporting and assisting process. It is democratic, cooperative and free of anxiety for subordinates. Its main purpose is to provide effective leadership and develop good working relationship among the leadership and faculty members. Headmaster / principal are the leaders who stimulate, guide and advise them in improvement of teaching learning process. It develops good working environment in an institution. It provides professional leadership to the institution in order to improve quality of work.

Monitoring

It is on of the basic responsibility of the head teacher to monitor the work of teachers and the other staff. This word is mostly used to be in authoritarian style which is intended to ascertain whether or not teachers are performing their normal duties.

Mentoring

The term mentoring is becoming popular. It is being used antonym to monitoring. It is near to supervision, guidance and counseling. Head teacher may play his role better as mentor than monitor. Government of the Punjab (2010) defines the role of mentor as;" To prepare teacher for their professional development, To provide on-site and in-site the class pedagogical support to teachers, To assist teachers to identify their classroom problems and seek solution to their problems, To create a supportive and non-threatening professional environment, To assist the teachers in creating appropriate teaching learning environment in schools." Penner (2003) defines mentoring as:

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> "The term mentor stems from Greeks mythology in which Odysseus entrusted the care and education of his child to a friend named Mentor while the father was away on his adventures and travels, mentoring has come to be used for a variety of relationships, some of its synonyms include role model, coach, guide, sponsor friend, and adviser"

Motivation

Motivation is an important tool that is often utilized by the head of the institution in today workplace. Head uses motivational techniques in the workplace to inspire teachers to work, both individually and in groups, to produce the best results for education in the most efficient and effective manner. It is duty of the headmaster to carefully identify and address motivational forces. Khan (2002) defines motivation as;" In the word of H.W.Benard 'motivation' refers to those phenomena which are involved in the simulation of action towards particular objectives, where previously there was little or no movement toward those goals"

When objectives of a certain activity are made clear to the individual, he or she will evince interest to learn. It will develop the knowledge of objectives, aims and benefits. It also raises the desire for progress in study among the students. It means there must be stimulus for motivation. Din (2008) describes motivation as; "Motivation, in the most general sense of the term, is an attempt to explain why behavior occurs (e.g., why people do what they do). Many educators believe motivation is a pre-requisite for learning, Behaviorists, thought, view it is a collateral product of learning because it is, itself learned"

Motivation is a very important factor in learning, creativity, responsibility and healthy behavior. Motivation is one of the most important components of learning. It holds a pivotal role in the teaching and learning process.

Stimulus

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Stimulus is the term used in psychology. Behaviorist used this term, which there showed be some cause/reason behind the process of learning. It means anything which becomes the cause of learning. According to them there must be a cause of learning. They believe that learning should base on some cause and reason. Sprint hall & Sprinthall, (1990) describes as;" Thorndike viewed learning as a series of stimulus-response (S-R) connections, or bounds. His theory of learning described the ways in which these S-R connections could be strengthened or weakened".

This theory of stimulus and response can also effect teaching learning process, if incentives are associated with the performance of the student and teachers their performance will be improved.

Reinforcement

Reinforcement can effect positively if the head teacher in the school uses it as a reward. Every one needs appreciation for his good work. Shahid (2002) describes reinforcement as: "Reinforcement is a procedure of associating pleasant or unpleasant experience , object or event with the responses made by the learner. Reinforcement can be positive such as appreciation and reward and negative such as reproof and punishment.

Guidance and Counseling

Guidance and counseling are the kind of assistance which an experienced person provides to an inexperienced person. It develops a close relationship between two personalities. It is the best solution to resolve the problems in any organization. Especially in the school it is very helpful for teaching learning process. Gururani (2006) describes as;

> "guidance is a kind of help, assistance, a clarification or a solution to a problem. It implies a state of and helplessness and "Counseling, a process which take place in a one-to-one relationship between an individual beset

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by problems which he can not cope alone, and a professional worker whose training and experience have qualified him/her to help others reach solution to various degrees of personal difficulties"

Statement of the Problem

The principals and the head teachers of the educational institutions are the leaders of the team deputed for educating the generations. So they have a great influence on their subordinates. The level of the teachers' intellectual growth and their performance depends upon the level of the interest of the leader of the team/ head teacher. The academic interest of the head teachers ultimately affects the performance of the teachers. So this study was aimed to investigation the impact of the academic interest of the principal on the intellectual growth of the faculty members.

Objectives

Following were the objectives of the study: To describe the areas of academic interest of headmaster/principal, to identify the provision of academic activities by the headmaster/principals in the School, to evaluate the impact of the academic interest of principals on intellectual growth of the faculty members.

Delimitation of the Study

The study was delimited to: All Govt. Boys Secondary Schools of Rawalpindi city (34), all secondary School Teachers of Rawalpindi city (185), Headmaster/Principals of Secondary Schools of Rawalpindi city (34).

Methodology

This study was descriptive by nature; therefore survey method was used to collect the data. Following procedure was adopted to conduct the study.

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Population

Following were the population of the study: One hundred and eighty five Secondary School Teachers of 34 schools of Rawalpindi city and All the headmaster/principal of 34 secondary school in Rawalpindi City.

Sample

Following sample were selected from the population regarding: One hundred eleven Secondary school teachers (60%) of the population were selected through systematic random sampling technique (five teachers for each school) of Rawalpindi city and twenty two headmaster/principal (60%) were selected of the same schools of the population. Two Questionnaires were prepared, validated, pilot tested and used to collect the data. Questionnaires were administrated personally to collect the data from the teachers and headmaster/principal. Collected data was tabulated and results were interpreted through mean score and percentage.

Table 12.1: Description of Questionnaire Distributed and Returned (Head teacher)

Respondent	Questionnaire distributed	Questionnaire returned	Percentage
Head Teachers	22	20	95%
Teachers	111	100	90%

Table No.13.1.1: Head Teachers' Responses regarding his vision

Statement	Level	Frequency	Percentage	Mean
Head teacher has a professional vision.	SA	5	25	
	A	11	55	
	UND	1	5	4.45

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	Level	Frequency	Percentage	Mean
	DA	3	15	
	SDA	-	-	

The above table shows that 80 % of the respondents agreed and 20% were disagreed with the statement that "Their head teacher has professional vision" While the mean score this regard was 4.45.

Table No.13.1.2: Skill full Manager

Statement	Level	Frequency	Percentage	Mean
Head teacher is a skilful manager .	SA	4	20	
	A	8	40	3.55
	UND	4	20	
	DA	3	15	
	SDA	1	5	

The above table reveals that 60 % of the respondents agreed and 20% were disagreed with the statement that "Head teacher is a skilful manager" While the mean score this regard was 3.55.

Table No.13.1.3: Head Teachers' Responses regarding his behaviour

Statement	Level	Frequency	Percentage	Mean
Teachers are behaved friendly by the head teacher.	SA	5	25	
	A	10	50	3.70
	UND	-	-	
	DA	4	20	
	SDA	1	5	

The above table shows that 75 % of the respondents agreed with the statement that "Teachers are behaved friendly by the head teacher" While the mean score this regard was 3.70.

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Table No.13.1.4: Head Teachers' Responses regarding his academic approach

Statement	Level	Frequency	Percentage	Mean
Head teacher tackles the academic problems consciously.	SA	3	15	
	A	9	45	
	UND	5	25	3.60
	DA	3	15	
	SDA	-	-	

The above table shows that 60 % of the respondents agreed with the statement that "Head teacher tackles the academic problems consciously" While the mean score this regard was 3.60.

Table No.13.1.5: Head Teachers' Responses regarding his approach towards co-curricular activities

Statement	Level	Frequency	Percentage	Mean
Co-curricular activities are encouraged by the head teacher.	SA	6	30	
	A	10	50	3.85
	UND	-	-	
	DA	3	15	
	SDA	1	5	

The above table shows that 80 % of the respondents agreed with the statement that "Co-curricular activities are encouraged by the head teacher" While the mean score this regard was 3.85.

Table No.13.1.6: Head Teachers' Responses regarding his professional attitude

Statement	Level	Frequency	Percentage	Mean

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Teachers are encouraged to share their professional matters with the head teacher.	SA	4	20	3.55
	A	8	40	
	UND	4	20	
	DA	3	15	
	SDA	1	5	

The above table shows that 60 % of the respondents agreed with the statement that "Teachers are encouraged to share their professional matters with the head teacher" While the mean score this regard was 3.55.

Table No.13.1.7: Head Teachers' Responses regarding his monitoring

Statement	Level	Frequency	Percentage	Mean
Head teacher monitors the school activities regularly.	SA	3	15	3.30
	A	5	25	
	UND	3	15	
	DA	7	35	
	SDA	2	10	

The table indicates that 45 % of the respondents disagreed with the statement that 'Head teacher monitors the school activities regularly'. While 40% of the respondent agreed with the statement. While the mean score this regard was3.30.

Table No.13.1.8: Head Teachers' Responses regarding his evaluation

Statement	Level	Frequency	Percentage	Mean
Teachers' performance is evaluated by the head teacher.	SA	2	10	3.00
	A	6	30	
	UND	4	20	
	DA	6	30	
	SDA	2	10	

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It reveals that 40 % of the respondents agreed with the statement that "Teacher's performance is evaluated by the head teacher" and 40% respondent disagreed with the statement. While the mean score this regard was 3.00.

Table No.13.1.9: Head Teachers' Responses regarding his classroom inspection

Statement	Level	Frequency	Percentage	Mean
Surprised inspection of classes is done by the head teacher.	SA	6	30	
	A	8	40	
	UND	1	5	4.10
	DA	4	20	
	SDA	1	5	

The above table shows that 70 % of the respondents agreed with the statement that "Surprised inspection of classes is done by the head teacher" While the mean score this regard was 4. 10**.**

Table No.13.1.10: Head Teachers' Responses regarding his supervision

Statement	Level	Frequency	Percentage	Mean
Head teacher removes weaknesses in teachers' work through the supervision.	SA	2	10	
	A	6	30	
	UND	3	15	2.90
	DA	6	30	
	SDA	3	15	

The above table shows that 45% of the respondents disagreed and 45% were agreed with the statement that "Head teacher removes weaknesses in teachers' work through the supervision" While the mean score this regard was 2.90.

Table No.13.1.11: Head Teachers' Responses regarding his motivation

Statement	Level	Frequency	Percentage	Mean

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Teachers are motivated to perform better through head teacher's incentives.	SA	2	10	
	A	5	25	
	UND	2	10	2.75
	DA	8	40	
	SDA	3	15	

The above table shows that 55 % of the respondents disagreed and 45% were agreed with the statement that "Teachers are motivated to perform better through head teacher's incentives" While the mean score this regard was 2. 75.

Table No.13.1.12: Head Teachers' Responses Regarding his Reinforcement

Statement	Level	Frequency	Percentage	Mean
Head teacher appreciates teachers on good performance.	SA	6	30	
	A	9	45	
	UND	2	10	3.85
	DA	2	10	
	SDA	1	5	

The above table reveals that 75 % of the respondents agreed with the statement that 'Head teacher appreciates teachers on good performance" While the mean score this regard was 3.85.

Table No.13.1.13: Head Teachers' Responses Regarding his Reinforcement

Statement	Level	Frequency	Percentage	Mean
Negative reinforcement is used on below the standard work of teachers.	SA	1	5	
	A	6	30	
	UND	1	5	2.60
	DA	8	40	
	SDA	4	20	

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The above table indicates that 60 % of the respondents disagreed and 35% were agreed with the statement that "Negative reinforcement is used on below the standard work of teachers" While the mean score this regard was 2.60.

Table No.13.1.14: Head Teachers' Responses Regarding his Reinforcement

Statement	Level	Frequency	Percentage	Mean
Head teacher threatens the colleagues.	SA	-	-	
	A	5	25	
	UND	2	10	2.35
	DA	8	40	
	SDA	5	25	

The above table show that 65 % of the respondents disagreed and 35 were agreed with the statement that "Head teacher threatens the colleagues" While the mean score this regard was 2.35.

Table No.13.1.15: Head Teachers' Responses regarding his guidance

Statement	Level	Frequency	Percentage	Mean
Head teacher believes on correction through guidance.	SA	6	30	
	A	9	45	
	UND	2	10	3.90
	DA	3	15	
	SDA	-	-	

The above table reveals that 75 % of the respondents agreed with the statement that "Head teacher believes on correction through guidance" While the mean score this regard was 3.90.

Table No.13.1.16: Head Teachers' Responses regarding his counselling

Statement	Level	Frequency	Percentage	Mean

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Statement	Level	Frequency	Percentage	Mean
Teachers are counselled when needed in the professional problems.	SA	3	15	3.55
	A	11	55	
	UND	1	5	
	DA	4	20	
	SDA	1	5	

The above table shows that 70 % of the respondents agreed with the statement that "Teachers are counselled when needed in the professional problems" While the mean score this regard was 3.55.

Table No.13.2.1: Teachers' Responses Regarding Head Teacher's Vision

Statement	Level	Frequency	Percentage	Mean
Head teacher has a professional vision.	SA	10	10	3.20
	A	65	65	
	UND	5	5	
	DA	15	15	
	SDA	5	5	

The above table shows that 75 % of the respondents agreed with the statement that "Their head teacher has professional vision" While the mean score this regard was 3.20.

Table No.13.2.2: Teachers' Responses Regarding Head Teacher's Management

Statement	Level	Frequency	Percentage	Mean
Head teacher is a skilful manager.	SA	10	10	3.25
	A	55	55	
	UND	10	10	
	DA	10	10	
	SDA	5	5	

The above table indicates that 65 % of the respondents agreed with the statement that "Head teacher is a skilful manager" While the mean score this regard was 3.25.

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Table No.13.2.3: Teachers' Responses Regarding Head Teacher's behaviour

Statement	Level	Frequency	Percentage	Mean
Teachers are behaved friendly by the head teacher.	SA	25	25	
	A	15	15	
	UND	5	5	2.80
	DA	45	45	
	SDA	10	10	

The above table reveals that 55 % of the respondents disagreed and 40% were agreed with the statement that "Teachers are behaved friendly by the head teacher" While the mean score this regard was 2.8.

Table No.13.2.4: Teachers' Responses Regarding Head Teacher's academic approach

Statement	Level	Frequency	Percentage	Mean
Head teacher tackles the academic Problems consciously.	SA	10	10	
	A	35	35	
	UND	25	25	2.20
	DA	25	25	
	SDA	5	5	

The above table indicates that 45 % of the respondents agreed and 30% were disagreed with the statement that "Head teacher tackles the academic Problems consciously" While the mean score this regard was 2.20.

Table No.13.2.5: Teachers' Responses Regarding Head Teacher's co-curricular activities

Statement	Level	Frequency	Percentage	Mean
Co-curricular activities are encouraged by the head teacher.	SA	15	15	
	A	40	40	

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Statement	Level	Frequency	Percentage	Mean
	UND	20	20	3.4
	DA	20	20	
	SDA	5	5	

The above table shows that 55 % of the respondents agreed with the statement that "Co-curricular activities are encouraged by the head teacher" While the mean score this regard was 3.4.

Table No.13.2.6: Teachers' Responses Regarding Head Teacher's professional attitude

Statement	Level	Frequency	Percentage	Mean
Teachers are encouraged to share their professional matters with the head teacher.	SA	20	20	3.55
	A	50	50	
	UND	5	5	
	DA	20	20	
	SDA	5	-	

The above table reveals that 70 % of the respondents agreed with the statement that "Teachers are encouraged to share their professional matters with the head teacher," while the mean score is 3.5.

Table No.13.2.7: Teachers' Responses Regarding Head Teacher's monitoring

Statement	Level	Frequency	Percentage	Mean
Head teacher monitors the school activities regularly.	SA	15	15	3.55
	A	50	50	
	UND	15	15	
	DA	15	15	
	SDA	5	5	

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The above table indicates that 65 % of the respondents agreed with the statement that "Head teacher monitors the school activities regularly" While the mean score this regard was 3.55.

Table No.13.2.8: Teachers' Responses Regarding Head Teacher's evaluation

Statement	Level	Frequency	Percentage	Mean
Teachers' performance is evaluated by the head teacher.	SA	5	5	
	A	40	40	
	UND	15	15	3.40
	DA	30	30	
	SDA	10	10	

The above table show that 45 % of the respondents agreed and 40% were disagreed with the statement that "Teachers' performance is evaluated by the head teacher" While the mean score this regard was 3.40.

Table No.13.2.9: Teachers' Responses Regarding Head Teacher's class inspection

Statement	Level	Frequency	Percentage	Mean
Surprised inspection of classes is done by the head teacher.	SA	5	5	
	A	55	55	
	UND	10	10	3.30
	DA	25	25	
	SDA	5	5	

The above table shows that 60 % of the respondents agreed with the statement that "Surprised inspection of classes is done by the head teacher" While the mean score this regard was 3.30.

Table No.13.2.10: Teachers' Responses Regarding Head Teacher's supervision

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Statement	Level	Frequency	Percentage	Mean
Head teacher removes weaknesses in teachers' work through the supervision.	SA	5	5	2.40
	A	10	10	
	UND	15	15	
	DA	60	60	
	SDA	10	10	

This table indicates that 70 % of the respondents disagreed with the statement that "Head teacher removes weaknesses in teachers' work through the supervision" While the mean score this regard was .2.40.

Table No.13.2.11: Teachers' Responses Regarding Head Teacher's motivation

Statement	Level	Frequency	Percentage	Mean
Teachers are motivated to perform better through head teacher's incentives.	SA	10	10	2.50
	A	15	15	
	UND	10	10	
	DA	50	50	
	SDA	15	15	

The above table shows that 65 % of the respondents disagreed and 25% were agreed with the statement that "Teachers are motivated to perform better through head teacher's incentives" While the mean score this regard was 2.50.

Table No.13.2.12: Teachers' Responses Regarding Head Teacher's appreciation

Statement	Level	Frequency	Percentage	Mean
Head teacher appreciates teachers on good performance.	SA	20	20	3.55
	A	45	45	
	UND	10	10	
	DA	20	20	
	SDA	5	5	

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It reveals that 65 % of the respondents agreed and 25% were disagreed with the statement that "Head teacher appreciates teachers on good performance" While the mean score this regard was 3.55.

Table No.13.2.13: Teachers' Responses Regarding Head Teacher's reinforcement

Statement	Level	Frequency	Percentage	Mean
Negative reinforcement is used on below the standard work of teachers.	SA	10	10	2.65
	A	20	20	
	UND	20	20	
	DA	25	25	
	SDA	25	25	

It indicates that 50 %of the respondents disagreed and 30% were agreed with the statement that "Negative reinforcement is used on below the standard work of teachers," while the mean score in this regard were 2.6

Table No.13.2.14: Teachers' Responses Regarding Head Teacher's attitude

Statement	Level	Frequency	Percentage	Mean
Head teacher threatens the colleagues.	SA	30	30	3.75
	A	40	40	
	UND	10	10	
	DA	15	15	
	SDA	5	5	

The above table shows that 70 % of the respondents agreed and only 20% were disagreed with the statement that "Head teacher threatens the colleagues" While the mean score this regard was 3.75.

Table No.13.2.15: Teachers' Responses Regarding Head Teacher's guidance

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Statement	Level	Frequency	Percentage	Mean
Head teacher believes on correction through guidance.	SA	10	10	3.45
	A	55	55	
	UND	10	10	
	DA	20	20	
	SDA	5	5	

The above table indicates that 65 % of the respondents agreed and 25% were disagreed with the statement that "Head teacher believes on correction through guidance" While the mean score this regard was 3.45.

Table No.13.2.16: Teachers' Responses Regarding Head Teacher's counselling

Statement	Level	Frequency	Percentage	Mean
Teachers are counselled when needed in the professional problems.	SA	10	10	3.25
	A	50	50	
	UND	5	5	
	DA	25	25	
	SDA	10	10	

The above table shows that 60 % of the respondents agreed and 35 were disagreed with the statement that "Teachers are counselled when needed in the professional problems" While the mean score this regard was 3.25.

Findings, Results and Discussion

Findings and results of the study are as under:

The head teachers working in the Govt. Secondary Schools are skilful managers and they have sound professional vision. These head teachers tackle the academics problems consciously, encourage co-curricular activities and allow their assistant teachers to share their professional matters with them. They monitor the school activities regularly, do surprise visits of the classes, and appreciate their subordinates on good performance, use guidance and counselling for improvement of teachers' performance.

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The data indicates that head teachers do not take care of evaluation of the teachers, correction in teachers' work through their supervision. The head teachers refrain to use of incentives for teachers' motivation.

The contradictory findings and results between the both groups of sample i.e. secondary school teachers and their head teachers are; according to the head teachers, they deal friendly with their colleagues and teachers are never threaten by them, but their colleague teachers reject their proclamation.

The results of the study pointed out that the main functions of the management e.g. evaluation, supervision and use of incentives for enhancement of teachers' performance are ignored by the head teachers. That's why the out put of their work and their performance is a question mark in this area especially with reference to the Government schools. When teacher's work will not be evaluated, they will not be friendly supervised by their heads, they will not reinforced, stimulated and motivated with incentives, definitely the goal of the professional development of the teachers will never be achieved. No doubt, it is a drawback of our educational system that the inspections are regularly made by the authorities but there is no input of friendly supervision for their professional growth.

Recommendations

1) There may be a system of proper, regular and scheduled evaluation by the head teachers in the schools which should target the performance of the teachers and the achievement of the learner as well. This evaluation strategy may be planned by the head teacher himself at local level.

2) Gray areas of teachers' professionalism, diagnosed with the evaluation, may be improved by the continuous supervision of the head teacher. Teaching

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methodology, classroom management, test construction, students' guidance and counselling etc. are those performance areas of a teacher which can be polished through the serious and sincere input of the head teacher.

3) Teachers may be reinforced with the help of incentives by the head teacher and the educational authorities. There may be cash prizes, appreciation certificates and even the words of admiration and recognition on the good performance of the teachers. Head teachers should be generous in this regard.

4) Teachers may be dealt friendly by their heads and there should never be an autocratic way of dealing in the schools. The head teachers' approach towards the subordinates for correction should not be threatening.

5) To enable the head teachers to give positive input in the professional development of their assistant teachers, there may be a special training once in the period of every three years, should mandatory. In which the behaviour of the head teachers be changed as friendly, helping and encouraging officer.

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Indian Women in the Mirror of Society

Nidhi Bhatt, Ph.D. (English Literature), B.Ed.

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Women as Subordinates

After the creation of this Universe, the first existence was of Man and Woman, since without women, men would have been an incomplete creation. So, the need of women was felt. She acts as mother, sister and wife of man. She is the mother of man who subsequently rules over her and wants to protect her and keep her under his control.

However, Indian women are mainly like subordinates, I mean the family life and the work pattern convey the idea that woman should be subordinate to and dependent on man. In our Indian society, so many women are working women, even though they depend on the male members. She is not regarded as an autonomous being in the society. She has to share all sorts of responsibilities in her life in the form of *Grahlaxmi*.

Manu, as quoted in *Hunter College Women's Studies Collective* (Ulku U. Bates, Florence L. Denmark, Virginia Held, Doroth) declared:

> "Day and Night women must be kept in subordinate to the males of the family; in childhood to the father, in Youth to her husband, in old age to her sons. Even elsewhere; he must be worshipped as God" *(Hunter College Women's Studies Collective; Women's Realities, Women's Choices: An introduction to women's studies (New York: Oxford Uni. Press 1983, P 68).*

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Ideal Picture Drawn by Others

In fact, society characterizes women as ideally warm, gentle, dependent and submissive. The woman may be seen and understood by her father in one way, her husband in another way, her son and daughter in some other ways and finally by herself in yet another way.

Even her views are not her own; instead these are thrust upon her by the male dominated society. She is hardly given any freedom. Shantha Krishna Swamy, explaining the position of women in society, points out :

"She is a creature who as a child is sold off to strangers for a bridal price, or when she grows up, serves as a supplier of dowry for her husband's family, or who as a widow, in a final act of obliteration immolates herself on her dead husband's funeral pyre to be acclaimed as "Sati-Savitri" as an immortal"*(Shanta Krishnaswamy, The women in Indian fiction in English (New Delhi : Ashish, 1984)*

Change in Views

It was only in the early modern India that social reformists like Raja Ram Mohan Roy and Jotiba Phule brought about a drastic change in the conditions of women in our country. She no longer remains a dumb creature as she was earlier.

In an article on Gandhi "Not by faith alone", Ramchandra Guha writes, "Women is the companion, Gandhiji affirmed as early as 1918, with equal mental capacities and she has the same right of freedom and liberty". *(Ram Chandra Guha "Not by faith alone". The Sunday Express, 1 Oct, 1918)*

Legal Position and Reality

In India, legally speaking, women are given more rights than anywhere else. But because of the dominant nature of males and the submissive nature of women, the opportunities and rights reserved for her remain only in word. For this, the male mentality is highly responsible: they can't believe in woman being equal to them.

Education is the basic right of every girl, whether she comes from poor background or economically backward community. Reformers like Maharshi Dhono Keshav Karve fought and sacrificed their life for the betterment of the condition of women in the country.

It has been due to the efforts of such people that women are making contribution in every walk of life at present. Even now women are surrounded by domestic injustice and crude customs of our society. They suffer the double stress of working outside as well as inside the home. Responsibilities increase when they give birth to children and bring them up.

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Many Roles Assigned and Expected

An Indian woman has to perform many roles at a time. Although education and economic conditions have changed the attitudes, the working wife has to face the problems of marital adjustment. She experiences a conflict of values in herself. She is not able to combine the two roles thrust upon her: as the woman in the family and the woman as a worker.

As India is a country that has faced many changes in her past and all the time has tried to adapt herself to the situation, so are the women of India, who are always adjustable to the situation. Meanwhile, it is a wonder that no one in position of authority seems to be concerned about the terribly negative image of India that is taking roots abroad. Apart from the occasional patronising newspaper reports and TV analysis in the media, even medical journals now address the issue of female foeticides in India as a tragic phenomenon. Abortions are being reported from both rural and urban areas, but the attendant factors as well as the social contexts differ widely.

In the villages, the lack of proper facilities, lack of medical help, low levels of education and lack of expert advice may account for some loss of lives. But in the urban areas, even affluent sections of the society, lacking neither means nor education are perhaps more guilty of creating the long term demographic imbalance whose consequences can only be imagined.

Several Attempts and Plans to Improve

However, plenty of attempts have been made by the government through several schemes and plans. Then also, we can't say that they have fulfilled or succeeded in their job. In fact, now also women are struggling for their existence in the male dominated society. In the urban areas, the scenario is a bit changed regarding the freedom, respect and status of the women. But that also in the upper classes and the upper middle classes. Women of the lower classes continue to be mostly illiterate, and need more attention than hitherto given to them. The status of women of middle classes has not improved significantly.

Continuing Impact of Old Traditions

Whatever may be the reason, this is the fact that the old traditions and cultures still hold the society with their hard grip that can't be easily broken away.

As Maria Mies, after doing a sociological survey, points out:

> "The career woman has not only to face the opposition of her surroundings and to struggle against many objective obstacles, but she is often divided in herself because she also often subscribes to the Indian ides of womanhood. Her problems arise, firstly, from the contradictions between this image and the demand of a new social situation and then from the discrepancy between new aspirations and lack of opportunity."*(Maria Mies, "Indian Woman & Patriarchy", New Delhi : Concept, 1980, P 130)*

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Sexual Harassment

The danger to woman through sexual harassment is an issue that has been rocking governments and creating ripples all over the world. Indian women have been, throughout the centuries, quietly tolerated sexual harassment at the workplace to save their reputation and because they had no hope of getting justice.

And yet, the idea of respect for women has a long tradition in India. According to the laws of Manu, women are to be revered. Without reverence for women no religious rituals have any meaning, he said. Centuries later, the Constitution of independent India, repeated this injunction in modern, secular language. Women, the Constitution states, have the fundamental right to live and work with dignity in a safe environment. Moreover, the Constitution says, it is the duty of every citizen to renounce practices derogatory to the dignity of women.

Emerging New Approaches

Yet, it cannot be denied that from Manu's time to our own, the dignity of women has been held high in words more than in deeds. Now, as rapid change is taking place and social institutions, traditions and customs are giving way to new ideas and practices, the confusions and contradictions of women's status are taken up openly and frankly. The National Commission for Women was established in 1992 for the empowerment of women and to stop the abuse of women such as dowry and female foeticide and infanticide.

In 1997, in response to the rape of a social worker in a village in Rajasthan, a panel of judges of the Supreme Court of India moved to protect the dignity and safety of working women. The Supreme Court issued guidelines specifying norms and procedures to govern the behaviour of employees and all others at work places, in both the Public and Private sectors to curb the social evil of sexual harassment of women.

How Can We Make Rules Work?

Rules and regulations to improve the condition of working women are helpful and even necessary, but they can only function if there is a change in attitude toward women. Woman and man are the two sides of the same coin.

Don't try to hide behind the old chicken and egg problem. Of course, you inherited a set of assumptions and stereotypes about women but no one is forcing you to hand on to them. Your attitude towards women is a choice you make, it may be positive or negative or, most likely, confused. It's up to you to sort it out, honestly and make it positive. True, our culture and upbringing ingrain attitudes and stereotypes about men and women in us that can be distorted and degrading - but no power in the moral forces you to keep those attitudes once you have seen they are destructive.

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In fact, you can't insult women without insulting yourself first. As we understand it, gender equality also includes the right to work with dignity and, in particular, protection from sexual harassment.

Sensitizing Employees, Corporations and Government Departments

So, be respectful to women and women will respect you. A company-wide programme to inform and sensitive men and women to the issue of gender discrimination and harassment of women is necessary to uproot stereotype behaviour and create a responsible and respectful environment for women at the work place. The DuPont Corporation in the U.S., one of the leaders in working to maintain a positive environment for women, adopted a company-wide programme called, "A Matter of Respect", with the goal of creating a responsible and respectful environment, free of sexual harassment and discrimination.

Also, education is particularly vital for women to begin to break down the "dependent woman" syndrome, both in reality and in their own heads. It is the foundation stone for women coming into their own. No matter what her particular life-situation, education enables her to handle it better, to achieve more, to begin to develop herself. It is the basis for independence - a woman who can earn her own living can choose not to put up with sexual harassment or male-domination, whether at home or at work.

Even though, significant numbers of women have always had to work outside their homes to feed themselves and their families, this has traditionally been viewed as evidence of failure - Poverty, immorality, identity problems, personal calamity, broken marriage. A real woman, it has been told to us all for generations, takes care of others, but she cannot, does not and should not take care of herself. She needs a man to do that!

An American Psychotherapist, Dr. Laura Schlesinger puts it in a humorous way: "When the wife does not focus in on the needs and the feelings, sexually, personally, to make him feel like a man, to make him feel like a success, to make him feel like her hero, he's very susceptible to the charm of some other woman making him feel what he needs," She is just a wo-wo-wo on a man, as the popular psychologist and radio personality said. (*Dr. Laura: Women share blame for cheating men. Syndicated radio talk show host stirs controversy with remarks about wives.*)

Women are equipped with far more finely-tuned skills than men. As child-bearers and nest-defenders, they need the ability to sense subtle mood and attitude changes in others that could signal pain, hunger, injury, aggression or depression. This is commonly called 'Women's intuition'.

Finally, Men and Women are different. Not better or worse - just different. About the only thing they have in common is that they belong to the same species. They live in different worlds, with different values and according to quite different sets of rules. Men and Women of every culture, creed and hue Constantly agree over their partners' opinions, behaviour, attitudes and beliefs.

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Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures

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Ali Murtaza, Ph.D.
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Abstract

The main objectives of the study were to investigate the problems of examination system at Secondary School Level in Rawalpindi city and to suggest remedial measures on the basis of the findings of the study. Over past few years particularly our examination system at secondary level has been under heavy fire from all sections of people, the public, the teachers, the press and government. Various steps/measures have been proposed and discussed for the improvement of examination system at secondary level, but so far no headway in this respect has been made.

This study was descriptive by nature and survey method was used to collect the data. The sample was selected randomly from Boys Secondary Schools of Rawalpindi City, 120 Secondary School Teachers and 300 Students of 10th grade

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Data were collected personally with the help of Questionnaires. The collected data were scored and converted from qualitative form to quantitative form.

Main findings of the study were: the appointments of the supervisory staff were not made on merit, not well trained to perform such a serious and committed national duty, they are not fair, there was lack of friendly dealing of the supervisory staff with the candidates at the examination centres, the examination centres are allotted far away from the candidate's residence and institutions. The malpractices especially the use of unfair means and impersonation are still common in the board examinations, the payment of the remuneration to the Supervisory Staff was delayed by the Boards. The Papers are not constructed by the teachers who are actually teaching at that level. The tests and the examinations are failed to measure the affective domain of objectives. It confirms the observation on prevailing system of examination and paper setting shortfall that just focus on simple recall, rote memorization and cognitive development of the learners ‹the question papers were not free of errors, paper leakage is a common practice in BISEs examinations. The marking procedure of the BISEs, the answer scripts are not evaluated carefully, the results are not declared in time, there are a number of errors in the result cards/certificates issued by the concerned board.

It was recommended that; supervisory staff may be appointed on merit, there should be prescribed criteria for the appointment of invigilation staff and after their appointment there may be a one day mandatory training for them, the malpractices, impersonation, undue favour and unfair means may be discouraged and laws as well as forces against such practices should be made active, paper setting may be done by the expert, relevant and most concerned teachers, due weightage should be given to all domains of objectives and error free question papers should be brought before the students, examination centres may be allotted at those places where the approach and access of candidates is easy, and there be a quick paym.

Key Words: Secondary Education, Evaluation, Examination System, External
Examination

Introduction

The governments in developing countries want that their citizens should be well aware of the problems faced by the people of these countries. The elementary education is the step where every country wants to mould their younger generation. A large number of the students are admitted at this stage. So it is very difficult to manage this. It needs

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proper planning and huge amount to promote elementary education. It provides a base for secondary education.

Secondary education is an important sub-sector of entire education system**.** It is different from country to country in the world. Secondary education starts from the age of 12 to 16 years. Secondary education is a stage where student enters at adolescence, the most crucial stage of one's personality development. It is also a golden period of a person's life.

While primary education is very important in terms of setting the basics right, secondary education is also very vital as it is the launching pad for the teenage student to launch himself to a higher level of specialized education. Hence a good secondary education where learning the basics of specialization is made interesting and participative, the student is bound to gather knowledge and internalize his special subjects rather than memorize them. Memorizing and vomiting is temporary and should be avoided at all costs.

Importance of Secondary Education

It is very important stage of education. In the Sixth Five-year plan (1983-1988) Shafqat (2002) states:

"Secondary education is of vital significance for the consolidation of the gains of primary education and for making them permanent. It is also important because it is the terminal stage of education for a large number of boys and girls and because it is completion of secondary education that students are channelled to courses in various fields. Secondary education, therefore, has to be broad based, flexible and high quality"

Secondary education has great value. The students at this stage become mature. Being a terminal stage it has some special characteristics and its objectives are different from other stages of education. In Pakistan, there are some objectives of secondary education which play an effective role in making this stage of education fruitful.

Sofia (2005) states "Secondary education holds a very important position in every system of education. It is a link between elementary and higher education, which keeps balance between them"

Secondary Education in Pakistan

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The Constitution of Islamic Republic of Pakistan, 1973 clearly lays down the provision in Article 37 (b) that:

"The state of Pakistan shall… remove illiteracy and provide free and compulsory secondary education within minimum possible period".

In Pakistan, Secondary education starts from 9th class and continued till 12th class. It is an important and valuable sub-sector of the entire education system. National Educational Policy 2009 states:

"The secondary education prepares young people for life. It has two important roles in this respect – providing skills to the labour market, as many students leave formal schooling at this time; and providing input to the tertiary system, for those who go on to this level of learning. The system does not provide an adequate base for both these functions. Quite apart from the quality of instruction at this level, a central question that Pakistan education policy makers confront is the level of skill development and preparation that can be achieved by twelve years of school education as a terminal qualification"

Secondary Education in Pakistan comprises of Class ix to xii. The students have to appear Secondary Schools Certificate Examination are conducted by the concerned Board of Intermediate and Secondary Education at the end of every year through out the country. The medium of instruction at secondary level is mostly Urdu, except in English medium schools. There are different subject groups that the Students opt as per their choice.

Evaluation

According to *Microsoft Encarta Dictionary,* the meanings of the word "Evaluation" are 'assessment of value, the act of considering or examining something in order to judge its value, quality, importance, extent, or condition, Statement of Value's spoken or written statement of the value, quality, importance, extent, or condition of something.' Gay (1985) describes evaluation as; Evaluation is the systematic process of collecting and analyzing data in order to determine whether, and to what degree, objectives have been or being achieved.

Evaluation is a comprehensive and continuous process. It covers every aspect of an individual's achievement in the educational programme. It is integral part of education system in which students and teachers are also partners of the system. There are two types of evaluation.

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a. Programme Evaluation: In order to determine whether any programme has/has not been successfully implemented. This helps to improve the weakness of the programme. It supports in knowing the problems of the persons working in the programme.

b. Student Evaluation: The purpose of this type of evaluation is to determine how well a student is performing in a programme. Through a series of oral questions, paper pencil tests, manipulative skill tests, tutorials, discussions, assignments and projects, the student is gradually guided towards a desired goal.

c. Educational Evaluation: A process of measuring the success or failure of an activity or programme in the light of planned objectives is call educational evaluation.

Examination: Examination is a part of evaluation and is used to decide who is to be promoted to the next level. Examinations have been with us since the creation of man. Generally, the examinations are considered as an evaluation of competency, knowledge and capability of students and the effectiveness of teaching process. At the same time all educational systems working in the world today have examinations as an integral part of their system related to the objective of the education, curriculum and teaching process.

According to the *Encarta Dictionary*, Microsoft Reference Library (2005) the term examination is "The process of looking at and considering something carefully with the aim of learning something." Shahid (2007) states:

Examination is an integral part of teaching learning process. It contributes to achieve the objectives of education. The education system and its success directly depend upon the efficiency and effectiveness of its examination system. The examinations are to test/assess the ability /performance of a student and to find out whether he has attained a certain standard of academic learning and knowledge. It helps to scrutinize and measure the students, achievement against a required academic standard and identify his skill in answering a question under the conditions imposed by an examiner.

This shows that examinations are a source of measuring the performance of the students. Teaching without examination is unthinkable for most of the people as well as for the institutions. Each and every activity has some objectives. Examination system is set up to achieve some objectives.

Purpose of Examination: The purpose of examination is to check the performance of the students. At the same time examinations fulfil many other purposes. Chaudhary,

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(1997) states in National Seminar on Secondary School and Higher Secondary School Scheme of Study as:

> The main purpose of education is to give a suitable direction to growth and development of human beings. Various methodologies and means are adopted to provide education and to cause learning. Then in order to test whether learning has been caused effectively and the purposes of education have been served to an extent, public examinations are conducted. Public examinations also serve several other ends like determining the efficiency of schools to grant certificates, diploma and degrees to successful candidates ,arranging candidates in order of merit; testing attitude and suitability of a person for a particular profession; promoting discipline and enlighten; assisting teachers in planning instructional strategies; allowing parents to know the progress of their wards; guiding students to plan their studies and assisting the management to improve institutional performance"

The purpose of internal examinations is to check the performance of the students. In the light of results the teacher can also assess his teaching methodology. Ch. (1997) describes the aims of examinations as; i. Examination should assess understanding or comprehension of the principles, concepts and state knowledge of students. ii. They should evaluate the state of application of knowledge by the student.

Benefits of Examinations: Examinations have some benefits for teachers and at the same time for students. Teachers can get feed back through examinations about their teaching methodology. In the light of results teachers can adopt new and effective methodology. There are some benefits of examinations for students and these are described in the following.

> Examinations motivate the students for further study and create interest in the students. Further more examinations decide what they must study and for how long. Students get feed back about their performance through the examinations. Examinations identify the weaknesses and shot falls of the students.

Types of Examination: There are different types of examinations which are mentioned under the following. Generally Examination is divided into two main categories**;** Internal Examination & External Examination.

Internal Examination: The internal examinations are held in the institution and papers are mostly prepared by the teachers teaching in the concerned institution and concerned class. The aim of internal examination is to evaluate the regular performance of the students.

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Raja (1999) states "internal examinations are held under the direct supervision of the concerned school or college administration. For this purpose an internal examination body is constituted from the staff including a controller of examinations. These examinations are conducted on monthly basis, quarterly or annually.

External Examination: Shoukat, Ibraheem, Azhar, Shazia (2011) stated as: The external examinations are not always the best form of incentive for studies. The success of a student in such an examination only may be due to his general retentive ability and his good memory. It does not give an over all picture of a student indicating his imitative, knowledge in daily life to the best of his quick thinking and the ability to apply to his advantages.

External examinations are further divided into two: i. Departmental Examination ii. Board of Intermediate and Secondary Education

Boards Examinations /External Examination: In Pakistan the first external examinations are held at Grade 9th and Grade 10th which are called Secondary School Certificate Examination and then Grade 11th and 12th called Higher Secondary School Certificate Examination. Respective Board of Intermediate and Secondary Education conduct this examination. The external examinations are divided into two categories.

(i) Annual Examination: This is very old and famous system of examination. In Pakistan most of the institutions take this type of examination. According to this system examination is taken once in year. Students prepare for the examination throughout the year. At the end examination is taken and result declared after some time.

Examinations are usually held annually, which are the main criterion to promote the students to higher classes or to retain them in the same class. However, recently a system of automatic promotion up-to grade-III has been introduced in some schools. In the primary classes, examinations are conducted by the respective schools. However, at the end of the fifth year of the primary stage a public examination is held by the education department for promotion to the next grade. Another examination is held for the outstanding students to compete for the award of merit scholarships. Similarly, the examination in Middle Schools is held by the individual schools but there is a public examination at the end of grade VIII conducted by the Education Department for awarding of scholarships. The Board of Intermediate and Secondary Education (BISE) conducts the examinations of Secondary and Higher Secondary.

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Structure of Board of Intermediate and Secondary Education for Examination at SSC Level: Board of Intermediate and Secondary Education (BISE) .http: www.describes the main duties and functions of the Board are as; To hold and conduct examinations of Intermediate Education and Secondary Education, Pakistani and Classical Languages and such other examinations as determined by the government, To recognize educational institutes and also can refuse or withdraw the affiliation for any college, The board prescribes the rule and regulations for the various examinations held by the Board, Announcement of the results which were held by the Board and also reward certificates and diplomas to the pass candidates and award scholarships, medals and prized to the position holders, Organization and promotion of extra mural curriculum activities.

Figure 1 Organizational Structure Of BISE

Chairman

Secretary
- Deputy Secretary Administration
  - Assistant Secretary Administration
    - Administration Section
- Inspector of Colleges
  - Affiliation Section
- Audit Officer
  - Audit Section
- Director Physical Education
  - Sports Section
- Assistant Secretary (B & A)
  - Accounts Section
- Purchase and Store Officer
  - Store Section
- Assistant Secretary Academic
  - Academic Section
- Research Officer
  - Research Section
- Assistant Secretary Development
  - Development Section
- Assistant Secretary Pacca Certificate
  - Pacca Certificate Section

Controller of Examinations
- Deputy Controller of Examinations
- Secrecy Officer
  - Top Secret Section
- Assistant Controller of Examinations SSC(C)
  - SSC(Conduct) Section
- Assistant Controller of Examinations HSC(C)
  - HSC (Conduct) Section
- Assistant Controller of Examinations SSC(S)
  - SSC(Secret) Section
- Assistant Controller of Examinations HSS(S)
  - HSC(Secret) Section
- Computer Programmer
  - Computer Section
- Investigation Cell
- Bill Section
- Enquiry Section
- Record Room

Chairman's Personal Staff

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The Functions of an Effective Examination System: Shahid in (2002) describes the functions of examination system as:

    i.   It serves as basis for promotion from a lower class/grade to the next higher one.
    ii.   It acts as incentives, motivating the learners for better study and greater effort.
    iii.   It provides basis for future prediction about students, their future education and job aptitudes.
    iv.   It acts as an instrument for remedial treatment of different categories of students.
    v.   It appraises the student's achievement.
    vi.   It helps the teachers to assess the effectiveness of teaching and learning methods for future improvement.
    vii. It helps in the evaluation and improvement of curriculum.
    viii. It may help improve the daily instructional programmes of the school.
    ix.   It provides the basis for comparison and competition among the members of a particular group class, school or level.

The examination system should do the above mentioned functions. In Pakistan although our examination system is working but it is facing many problems. In the Eighth five-year plan (1993-1998) Shafqat (2002) indicates various problems.

Our examination system is excessively flawed with serious weakness in the structure of tests and malpractices. Neither the semester system nor the annual system have been able to overcome the wide spread corruption in the examination. A number of errors are there in our examination system.

Researchers have investigated many problems in our examination system. Examinations play a pivotal role in improving the quality of education. It is, therefore, necessary to improve quality of examinations, thereby raising general standard of education and checking mal-practice in public examinations. Structural changes in the conduct and quality of examinations are needed to achieve the following objectives. (a) improving intellectual abilities of students, such as knowledge, comprehension, application, analysis and synthesis, (b) ascertaining and enhancing validity, public acceptance, transparency and fairness of examinations; and (c) having a feedback for ensuring continuous assessment of the whole education process by improving teaching strategies, school effectiveness, curriculum design, appropriateness of textbooks and the whole delivery system.

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Malpractices and Examination

There are a large number of malpractices in the examinations as referred by (Walyat,2009) Range from leakage of question papers to copying, changing answer books, impersonation, misconduct in examination centre, approaching invigilators/examiners, making false entries in award list/ examination registers and issuing fake certificate/degrees etc.

These malpractices are used in the examination centres in all over the country. The educationists and experts describe their negative effects on the whole education system. But these are spreading dangerously. Soeze (2003) defines, examination malpractices as an illegal way which a student devices to pass an examination. This could be in the form of bringing in notebooks to examinations halls, cheating during examination, copying from friends, paying another person to help in attempting the papers. Another way is to have foreknowledge of questions before the examination.

Problems of Examination System

There are variety of problems are found in the examination system which causes the bad effect on real assessment of the learners. Rehmani (2003) states; the present system of examination is based on summative examination system that drives the curriculum rather than assesses achievement. It is mostly based on assessing factual knowledge rather than students' critical thinking and analytical skills as well as their understanding and comprehension.

Our examinations measure only rote memorization as Shah & Afzaal (2004) states; the fluctuation in cognitive levels i.e. knowledge, understanding and application, around a major focus on simple recall questions in examinations tends toward rote memorization as an examination strategy. This shows that the present system of Pakistan has some problems which are highlighted by the above author. He has pinpointed that assessment needs some changes. Through the present system of examination student recalling ability can be judged but other abilities such as critical thinking, logical and analytical approaches are ignored. About Question papers Creighton, Dar and Bethel states; "Many question papers contain errors in subject content, language, and technical construction. In addition, they focus on a narrow range of Low-level skills and are dominated by the content of the approved textbooks.

According to Graney and Kellagan (1996), malpractice serves to undermine confidence in the integrity of the system. By international standards, malpractice in the Conduct of examination seems to be particularly pronounced in Pakistan. The Examination System in Pakistan is facing so many problems.
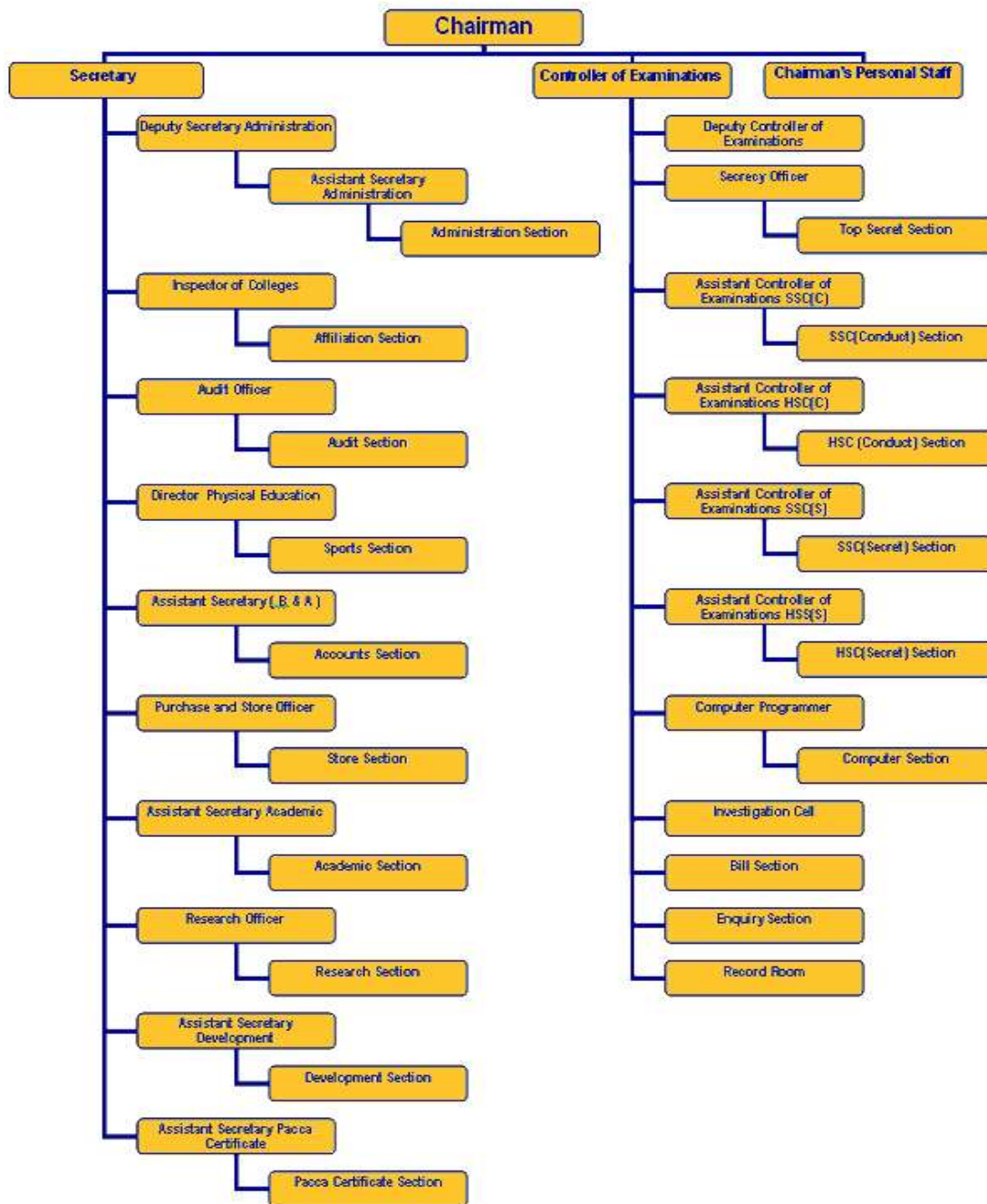
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Problems Related to Examination: Problems regarding Admission forms, Problems regarding roll no slips

Problems Related to Examination Centres: Criteria of selection of examination centres, Condition of examination centres, Appointments of supervisory staff, Nepotism, Ghost centres, Cheating/copying from nearby students, External Involvement/pressure, Collusion, Impersonation, Corruption in examination centres.

Problems Related to Paper Setting: Appointments of paper setters**,** Lack of modern techniques of papers setting, Lack of subject wise knowledge**,** Paper leakage
Problems Related to Marking Centre: Appointments of sub-examiners, Role and responsibilities of Head Examiners, Responsibilities of Assistants, and Concerned Board's staff.

Effects of Problems: Currently eight Board of Intermediate and Secondary Education (BISEs) are working in Punjab – one each at Divisional/Regional level. There is no denying fact that some reforms have been carried out at BISEs level in Punjab in the last few years. For example, the weightage of purely essay or subjective-type question have been reduced and a balance between objective and subjective type questions has been provided. Consequently, MCQs (30pc), short answer (40pc), and essay-type items (30pc) are included in the examination papers administered by all boards in the Punjab in various subjects at secondary school and higher secondary school examination. But still there is a need for further improvement.

The problems and issues arise at the stage of construction of paper and its marking. During the construction of various tests, the emphasis is still on the lower cognitive levels - knowledge and comprehension. The higher cognitive skills such as problem solving and analytical skills are rarely touched. More than 50 per cent of the questions assess students' recall or mere rote memorization, which is one of the main reasons for the poor quality of education and its ultimate product. Many times students who attain very good or excellent grades in BISE at secondary or higher secondary level can not apply the knowledge and skills attained in the classroom to the real life situations. This system of examination can not truly assess the learning outcomes envisaged in the national curriculum. The situation is almost similar at secondary and higher secondary levels and across all disciplines.

National Educational Policy 1998-2010 and Monitoring: A comprehensive monitoring and evaluation system has been envisaged from grass-roots to the highest level. The District Education Authority will be established in each district to ensure public participation in monitoring and implementation. The education Ministers at the Federal

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and Provincial levels will oversee monitoring committees, responsible for implementation at their levels. The Prime Minister and Provincial Chief Ministers will be the Chief of National and Provincial Education Councils respectively which will ensure achievements of targets.

In spite of this the present system of examination needs many improvements to meet the present challenges and innovations of education.

Objectives of the Study: Following were the objectives of the study: i).to describes the examination system in Pakistan. i). to investigate the problems of examination system in Rawalpindi

Research Methodology: It was descriptive study. In this regard Johnson, B. and Christensen, L (2010) states the primary purpose of descriptive research is to provide an accurate description or picture of the status or characteristics of a situation or phenomenon. The focus is not on ferreting out cause and effect relationship but rather on describing the variables that exist in a given situation and sometimes on describing the relationships that exist among those variables.

The survey method was used to collect the data. Two Questionnaires (one for 10th grade students and other for secondary school teachers) were prepared, validated, pilot tested and used to collect the data.

Questionnaires were administered personally to collect the data from the sample students and teachers. The detail of questionnaires distributed and returned is shown in the following table.

Table: 6.1 Description of Questionnaires Distributed and Returned

Sample	Questionnaires Distributed	Questionnaires received	Percentage
Secondary School Teachers	120	120	100%
Students	300	300	100%

Data Analysis

Collected data was tabulated and results were interpreted through mean score and percentage.

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Table-7.1.1 Teachers' response regarding Appointment of Supervisory Staff

Item No.	Statement	Level	Frequency	Percentage	Mean Score
1. Supervisory		SA	28	24	
Staff is always		A	24	20	
Appointed		UND	04	3	3.05
On merit		DA	54	45	
		SDA	10	8	

The above table shows that 44 % (24 % SA +20 % A) of the respondents viewed that the appointment of supervisory staff was made on merit while the 53 % (45 % DA + 8% SDA) of the respondents disagreed with the statement. The mean score was 3.05. Since majority of respondents disagreed with the opinion that appointments of supervisory staff is not made on merit so, it is not accepted.

Table-7.1.2   Provision of Facilities at Examination Centres

Item No.	Statement	Level	Frequency	Percentage	Mean Score
2. Appropriate facilities		SA	18	15	
are provided at the		A	54	45	
examination centres.		UND	06	5	3.33
.		DA	34	28	
		SDA	08	7	

The Above table reveals that 60% of respondents agreed that appropriate facilities were provided at the examination centres. The mean score was 3.33. Since majority of the respondents favoured the statement, hence the statement is accepted.

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Table-7.1.3   Attitude of Supervisory Staff

Item No. Statement	Level	Frequency	Percentage	Mean Score
3. All the supervisory staff deals to the students politely	SA	10	8	
	A	56	47	
	UND	36	30	3.4.
	DA	18	15	
	SDA	--	--	

The above table narrates that 55 % of the respondents agreed that all the supervisory staff is courteous and 15% disagreed with the statement .While mean score is 3.4. Since majority of the respondents favoured the statement, thus it is accepted.

Table-7.1.4   Training of Supervisory Staff

Item No. Statement	Level	Frequency	Percentage	Mean Score
4. All the supervisory staff is well trained in examination	SA	20	17	
	A	35	29	
	UND	16	5	3.05
	DA	50	42	
	SDA	09	7	

The above table shows that 46 % of the respondents viewed that all the Supervisory staff was well trained while 49 % disagreed with the statement. The majority disagreed with the statement. The mean score was 3.05. Since majority of respondents disagreed with the statement that all the supervisory staff was well trained is not accepted.

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Table-7.1.5   Use of unfair means in Examination Centres

Item No.	Statement	Level	Frequency	Percentage	Mean Score
5.	Unfair means are Used in the Examination Centres.	SA	08	7	
		A	56	47	
		UND	16	13	3.18
		DA	30	25	
		SDA	10	8	

The above table indicates that 54 % of the respondents agreed and 40% were disagreed with the statement; unfair means were used in the examination centres. While the mean score was 3.18.Since majority of the respondents agreed with the statement therefore, it is accepted.

Table-7.1.6   Favouritism

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	12	10	
		A	54	45	
	Usually favouritism is	UND	22	18	3.33
6.	Practised by the	DA	26	22	
	Supervisory staff	SDA	06	5	

The above table shows majority of the respondents' i.e. 55 % agreed that Favouritism was practised by the supervisory staff. The mean score was 3.33. Since majority of respondents agreed that the supervisory staffs are generally involved in favouritism therefore, the statement is accepted.

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Table-7.1.7   Impersonation

Item No.	Statement	Level	Frequency	Percentage	Mean Score
7.	Impersonation is found there in the Examinations	SA	06	5	
		A	32	27	
		UND	34	28	2.89
		DA	38	32	
		SDA	10	8	

The above table narrates that 32 % of the respondents agreed that impersonation was found in the examination while 40 % disagreed with the statement. The mean score was 2.89. Since majority of respondents disagreed with the opinion that there is impersonation in the examination so it is not accepted.

Table-7.1.8   Remuneration of Supervisory Staff

Item No.	Statement	Level	Frequency	Percentage	Mean Score
8.	Supervisory staff is paid remuneration in time	SA	10	8	
		A	30	25	
		UND	04	3	2.6
		DA	54	45	
		SDA	22	19	

The above table reveals that majority of the respondents i.e. 64 % disagreed and 33% were agree with the statement that Supervisory staff was paid remuneration in time. The mean score was 2.6. The statement therefore, is not accepted.

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Table-7.1.9   The Fairness of Supervisory Staff

Item No.	Statement	Level	Frequency	Percentage	Mean Score
9.	Supervisory staff always seem fair in their jobs.	SA	16	13	3.46
		A	56	47	
		UND	16	13	
		DA	32	27	
		SDA	--	--	

The above table shows, majority of the respondents i.e. 60 % agreed and only 27 were disagreed that Supervisory staff was fair. The mean score was 3.46. The statement therefore, is not accepted.

Table-7.1.10   Visits of inspectors

Item No.	Statement	Level	Frequency	Percentage	Mean Score
10.	Inspection teams frequently visit the examination centres.	SA	32	27	4.01
		A	70	58	
		UND	08	7	
		DA	08	7	
		SDA	02	1	

The above table reveals that 85 % of the respondents were of the view that inspection teams frequently visit the examination centres. The mean score was 4.01. Hence the statement is accepted.

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Table-7.1.11   Paper Setting

Item No. Statement	Level	Frequency	Percentage	Mean Score
	SA	12	10	
	A	20	17	
11. Papers are made	UND	08	6	2.33
from the real classroom	DA	36	30	
teachers.	SDA	44	37	

The above table reveals that majority of the respondents i.e. 67 % disagreed with the statement that papers were made by the actual classroom teachers. The mean score was 2.33. It implies that the question papers are not set by the actual class teachers; hence the statement is not accepted.

Table-7.1.12   Language of Question Papers

Item No. Statement	Level	Frequency	Percentage	Mean Score
Questions are	SA	12	10	
12. asked in simple	A	78	65	
language	UND	08	7	3.61
.	DA	16	13	
.	SDA	06	5	

The above table indicates that 75 % of the respondents agreed that questions were asked in simple language. The mean score was 3.61.Since majority of the respondents pinioned that the question paper language is simple, thus the statement is accepted.

Table-7.1.13   Cognitive Input

Item No. Statement	Level	Frequency	Percentage	Mean Score
	SA	10	8	
Question papers mostly	A	70	58	
13. measure only rote	UND	12	10	3.5
memory	DA	26	22	
	SDA	02	2	

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The above table shows that 64 % of the respondents were agreed with the statement that Question papers measure rote memorization. The mean score was 3.5. Since majority of the respondents agreed with the view that the question paper measure rote memorization only, therefore the statement is accepted.

Table-7.1.14.   Affective Input

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	08	7	
		A	24	20	
14.	Change in students	UND	12	10	2.35
	behaviour is only tested	DA	44	37	
	through written papers	SDA	32	26	

The above table reveals that 63 % of the respondents disagreed that change in student's behaviour was tested through papers. The mean score was 2.35. Since majority of the respondents disagreed with the statement that change in students behaviour is tested through papers, so the statement is not accepted.

Table-7.1.16.   Papers Leakage

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	08	7	
		A	44	37	
16. Papers leakage is seem		UND	28	33	3.3
common practice in the		DA	32	26	
system		SDA	08	7	

The above table shows that 44 % of the respondents agreed with the statement that papers leakage was a common practice while 33 % disagreed with the statement. The mean core was 3.3. Since the majority of the respondents favoured the statement, thus it is accepted.

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Table-7.1.17   Fairness in marking

Item No.	Statement	Level	Frequency	Percentage	Mean Score
17.	Papers marking system is seems fair	SA	16	13	
		A	74	62	
		UND	12	10	3.7
		DA	14	12	
		SDA	04	3	

The above table reveals that 75 % of the respondents agreed that Paper marking system was fair. The mean score was 3.7. Since the majority of the respondents agreed that marking system is fair, thus the statement is accepted.

Table-7.1.18.   Expertise of Sub-Examiners

Item No.	Statement	Level	Frequency	Percentage	Mean Score
18.	Answer scripts are marked through expert subject teachers	SA	12	10	
		A	52	43	
		UND	14	12	3.23
		DA	36	30	
		SDA	06	5	

The above table indicates that 53 % of the respondents agreed that answer scripts were marked by expert teachers. The mean score was 3.23. Since the majority of the respondents agreed with the statement, thus the statement is accepted.

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Table-7.1.19   Carefulness in Marking

Item No.	Statement	Level	Frequency	Percentage	Mean Score
19.	Answer scripts are evaluated carefully	SA	12	10	
		A	46	38	
		UND	10	8	3.08
		DA	44	37	
		SDA	08	7	

The above table shows that 48 % of the respondents were agreed with the statement that answer scripts were evaluated carefully while 44 % disagreed with the statement. The mean score was 3.08. Since the majority of the respondents agreed with the statement, therefore it is accepted.

Table-7.1.20.   Allotment of Examination Centres

Item No.	Statement	Level	Frequency	Percentage	Mean Score
20.	Marking centres are at Central places.	SA	20	17	
		A	74	62	
		UND	04	3	3.71
		DA	16	13	
		SDA	06	5	

The above table reveals that 79 % of the respondents agreed that marking centres were at central places. The mean score was 3.71.The statement is therefore, accepted.

Table-7.1.21. Head-Examiners behaviours

Item No.	Statement	Level	Frequency	Percentage	Mean Score
21.	Head-examiners are almost very Cooperative	SA	14	12	
		A	88	74	
		UND	06	5	3.8
		DA	04	3	
		SDA	08	7	

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The above table indicate that 86 % of the respondents agreed that head-examiners were cooperative. The mean score was 3.8. Since the majority of the respondents favoured the statement, therefore it is accepted.

Table-7.1.22   Declaration of Results

Item No.	Statement	Level	Frequency	Percentage	Mean Score
22.	Results are usually declared in time.	SA	08	6	
		A	80	67	
		UND	14	12	3.6
		DA	12	10	
		SDA	06	5	

The above table shows that the majority of the respondents i.e. 73 % agreed with the statement that results were declared in time. The mean score was 3.6. The statement is therefore, accepted.

Table-7.1.23   Accuracy of Results

Item No.	Statement	Level	Frequency	Percentage	Mean Score
23	Results are always free from errors	SA	02	2	
		A	44	36	
		UND	22	18	2.9
		DA	44	37	
		SDA	08	7	

.
The above table indicates that 44 % of the respondents disagreed that results were free of errors. Where as 38 % agreed with the statement. The mean score was 2.9. Since the majority of the respondents disagreed with the opinion that the results are free of errors. So the statement is not accepted.

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7.2: Analysis of Students' Responses

Table-7.2.1 Admission Problems

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	130	43	
		A	160	54	
1.	Admission forms are easily available.	UND	--	--	4.36
		DA	10	3	
		SDA	--		

     The above table shows that the majority of the respondents i.e. 97 % agreed with the statement that admission forms were easily available. While the means score was 4.36. the statement is therefore, accepted.

Table-7.2.2 Fee depositing Procedure

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	50	17	
		A	210	70	
2.	Fee depositing procedure is easy and accessible	. UND	10	3	3.9
		DA	20	7	
	.	SDA	10	3	

     The above table indicates that 87 % of the respondents agreed that fee depositing procedure was accessible and the mean score was 3.9. Since the majority of the respondents agreed with the statement that fee depositing procedure was accessible, so the statement is accepted.

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Table-7.2.3 Information asked in Admission Forms

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	110	37	
		A	130	43	
3.	Information asked in admission forms are clear and understandable	.UND	30	10	4.03
		DA	20	7	
	.	SDA	10	3	

The above table reveals that 80 % of the respondents agreed with the statement that Information asked in Admission forms were clear and the mean score was 4.03. Hence the statement is accepted.

Table-7.2.4   Attestation procedure

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	30	10	
		A	200	67	
4.	Attestation procedure is very easy and convenient.	UND	20	7	3.7
		DA	50	16	
	.	SDA	-	-	

The above table indicates that 77 % of the respondents agreed with the statement that attestation procedure was convenient. The mean score was 3.7. Therefore, the statement is accepted.

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Table-7.2.5   Form submission procedure

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	40	13	
		A	160	54	
5.	Form submission procedure is simple.	. UND	10	3	3.43
		DA	70	23	
	.	SDA	20	7	

The above table shows that the majority of the respondents i.e. 67 % agreed with the statement that Form procedure is simple. The mean score was 3.43. Thus the statement is accepted.

Table-7.2 6   Examination Centres

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	20	7	
		A	80	27	
6.	Centres are at approachable places	UND	10	3	2.33
		DA	60	20	
	.	SDA	130	43	

The above table shows that the majority of the respondents i.e. 63 % disagreed with the statement that centres are at approachable places .The mean score was 2.33. Since the majority of the respondents disagreed with the statement so, it is not accepted.

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Table-7.2.7   Seating arrangement

Item No.	Statement	Level	Frequency	Percentage	Mean Score
7.	Seating arrangement is very convenient.	SA	30	10	
		A	130	44	
		UND	60	20	3.33
		DA	70	23	
	.	SDA	10	3	

The above table indicates that 54 % of the respondents agreed with the statement that seating arrangement is convenient. The mean score was 3.33. Hence the statement is accepted.

Table-7.2.8   Facility of Electricity

Item No.	Statement	Level	Frequency	Percentage	Mean Score
8.	Facility of electricity is available in the examination centre	SA	10	3	
		A	210	70	
		UND	30	10	3.56
		DA	40	14	
	.	SDA	10	3	

The above table reveals of that 73 % of the respondents agreed with the statement that Facility of electricity is available there. The mean score was 3.56. Since majority of the respondents agreed with the statement therefore, the statement is accepted.

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Table-7.2.9   Examination Hall

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	30	10	
		A	240	80	
9.	Examination hall is airy	UND	10	3	3.93
		DA	20	7	
	.	SDA	--	--	

The above table reveals that 90% of the respondents agreed with the statement that Examination hall is airy. The mean score was 3.93. Since majority of the respondents favoured the statement, thus it is accepted.

Table-7.2.10   Supervisory Staff

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	10	3	
		A	80	27	
10.	Supervisory staff is very friendly	UND	80	27	2.83
		DA	110	37	
		SDA	20	6	

The above table indicates that 43 % of the respondents disagreed with the statement that Supervisory staff is friendly while 30 % agreed with the statement. The mean score was 2.83. Since majority of the respondents disagreed with the statement, hence it is not accepted.

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Table-7.2.11   Fairness of Supervisory Staff

Item No.	Statement	Level	Frequency	Percentage	Mean Score
11.	Supervisory staff is fair with the jobs	SA	10	3	
		A	110	37	
		UND	80	27	3.06
		DA	90	30	
	.	SDA	10	3	

The above table reveals that 40% of the respondents agreed with the statement that Supervisory staff is fair whereas 33 % disagreed with the statement. While the means score was 3.06. The statement is therefore, accepted.

Table-7.2.12   Use of Unfair means

Item No.	Statement	Level	Frequency	Percentage	Mean Score
12.	Unfair means are used in examination centres.	SA	20	7	
		A	180	60	
		UND	70	23	3.63
		DA	30	10	
		SDA	-	-	

The table .shows that the majority of the respondents i.e. 67 % agreed with the statement that unfair means are used in examination centres. The mean score was 3.63. The statement is therefore accepted.

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Table-7.2.13   Question Paper Setting

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	30	10	
		A	230	77	
13.	Question papers cover the syllabus.	UND	10	3	3.86
		DA	30	10	
	.	SDA	--	--	

The above table shows that. 87 % of the respondents agreed with the statement that Question papers cover the syllabus. The mean score was 3.86. Since the majority of the respondents favoured the statement, therefore it is accepted.

Table-7.2.14 Instructions on Question Papers

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	50	17	
		A	210	70	
14.	Question papers carry clear instructions.	UND	20	7	3.93
		DA	10	3	
	.	SDA	10	3	

The above table reveals that 87 % of the respondents agreed with the statement that Question papers carry clear instructions. The mean score was 3.93. Hence the statement is accepted.

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Table-7.2.15   Errors of Question Papers

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	10	3	
		A	110	37	
15.	Question papers are free of errors.	UND	60	20	3.03
		DA	120	40	
	.	SDA	--	--	

The above table indicates that 40 % of the respondents disagreed with the statement that Question papers were free of errors while 40 % agreed with the statement and the mean score was 3.03. Hence the statement was not decided by the respondents.

Table-7.2.16   Cognitive Input in Papers

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	60	20	
		A	190	64	
16.	Question papers just check the memory.	UND	10	3	3.9
		DA	40	13	
	.	SDA	--	--	

The above table shows that the majority of the respondents i.e. 84 % agreed with the statement that Question papers just check the memory. The mean score was 3.9. Thus the statement is therefore, accepted.

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Table-7.2.17   Affective Input in Papers

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	--	--	
		A	60	20	
17.	Behaviour is measured through Question papers.	UND	20	6	2.2
		DA	140	47	
	.	SDA	80	27	

The above table indicates that 74 % of the respondents disagreed with the statement. The mean score was 2.2. Since majority of the respondents disagreed with the opinion that behaviour was measured through question papers. So, the statement is not accepted.

Table-7.2.18   Papers Leakage

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	--	--	
		A	140	47	
18.	Papers leakage is common practice.	UND	80	27	3.16
		DA	70	23	
	.	SDA	10	3	

The table reveals that 47 % of the respondents agreed with the statement that Paper leakage was common practice whereas 26 % disagreed with the statement. The mean score was 3.16. Hence the statment is accepted -

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Table-7.2.19   Students' Responses about Results

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	--	--	
		A	140	47	
19.	Results are always declared in time as per announced schedule.	UND	10	3	2.66
		DA	60	20	
	.	SDA	90	30	

The above table indicates that 50 %of the respondents were disagreed with the statement that results were declared in time while 47 % were agreed with the statement. The mean score was 2.66. The statement therefore, is not accepted.

Table-7.2.20   Errors in Results

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	40	13	
		A	120	40	
20.	Result are always found free of errors.	UND	--	--	3.3
		DA	90	30	
	.	SDA	50	17	

The above table reveals that 53 % of the respondents agreed with the statement that results were free of errors. The mean score was 3.03.Since majority of the respondents agreed with the statement. The statement is therefore, accepted.

Finding, Results and Discussion:

The findings and results of the study point out the following shortfalls and problems of the examination system. These are as under;

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The study found that the supervisory staffs were not appointed on merit by the concerned Board of Intermediate and Secondary Education. The students found that the supervisory staffs were not fair; there was lack of friendly dealing of the supervisory staff with the candidates at the examination centres. Students found it as a common problem that the examination centres are allotted far away from their residence and institutions (Table 7.2.6).

It was found that the supervisory staffs were not well trained to perform such a serious and committed national duty (Table 7.1.4).

The present study proves that the malpractices especially the use of unfair means and impersonation are still common in the secondary school certificate examinations conducted by the Board of Intermediate and Secondary Education.

Creighton, Arian and Bethel (1995) state; that an invigilator of two-three hour examination session in one day earns roughly the equivalent of an unskilled laborers daily wage. The low level of monetary reward and the risk of physical violence at examination centers have deterred many teachers from taking up invigilation work. The study found that the payment of the remuneration to the Supervisory Staff was delayed by the Board and it is such a problem which causes the malpractices and corruption in the examination system.

The papers are not constructed by the teachers who actually are teaching at that level (Table7.1.11).

The tests and the examinations failed to measure the affective domain of objective (Table 7.2.17).

The study confirms the observation on prevailing system of examination and paper setting shortfall that just focus on simple recall, rote memorization and cognitive development of the learners. According to the students' view point the question papers were not free of errors (Table 7.2.15).

It was revealed that the paper leakage is a common practice in BISEs examinations (Table 7.2.18).

The study indicated that the marking procedure of the BISEs is also poor because the respondent teachers disagreed with the statement that the answer scripts are evaluated carefully (Table 7.1.17).

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According to the students view point the results are not declared in time. (Table 7.2.19) while the teachers are of the opinion that there are a number of errors in the result cards/certificates issued by the concerned board (Table 7.1.20).

Conclusion

1. The appointment of the supervisory staff was not made on merit.
2. All the supervisory staff was not well trained.
3. Malpractices, impersonation, undue favor to the candidates and unfair means cases were commonly found there in the examination.
4. The task of the paper setting assigned by the board of intermediate and secondary education was not done by the relevant teachers.
5. Answer scripts were marked by inexpert and irrelevant teachers.
6. The allotment of the examination centers at far away places from residence of the candidates was often practiced by the BISE.
7. Honorarium and remuneration of the duties performed by the supervisory staff was paid less and too late.
8. Question papers just checked the memory of the students and ignored the affective domain of the objectives.
9. Paper leakage was found as a common practice in Board of Intermediate and Secondary Education (BISE) examinations.

Recommendations

In the light of findings and conclusions following recommendations were made accordingly:

1. Supervisory staff may be appointed on merit. There may be prescribed criteria for the appointment of invigilation staff and after their appointment there may be a one day training in which the attendance of the superintendent, the deputy superintendent and all invigilators may mandatory. They should be told there how to conduct fair exam, how to deal with the candidates and how to facilitate the students to take free and fair examination. The staff appointed for the evaluation of scripts may be provided the same nature training to enable them to do free and fair job.
2. The malpractices, impersonation, undue favour and unfair means may be discouraged and laws as well as forces against such practices should be made active.
3. Paper setting is a serious task, which may be done by the expert, relevant and most concerned teacher. In the same way while test construction the reasonable and due weightage should be given to all domains of objectives. Error free question papers should be brought before the students.

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4. Examination centres may be allotted at those places where the approach and access of candidates is easy.
5. There should be a quick payment and reward of the examination duty because delaying tactics in the payment of the remuneration bill of the supervisory staff and this delay opens so many doors of corruption and due to delay in payment; the staff indulge in the bribery and other unfair means.

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Podcast: Enhancing Listening and Speaking Skills

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Abstract

The inclusion of technology in education and research has completely transformed the Education system. Development in computers, Communication and Multimedia has changed the Classrooms into Smart rooms. Teachers have become Techno-Teachers. Especially, English learning styles have emerged into a new technological phase of learning by breaking the walls of traditional language rules. The paper aims at to discuss podcast as technology, revolutionizing English learning process and to show how is it useful for teachers and students in enhancing their knowledge as well as listening and speaking skills.

Introduction

Podcast is a new technological approach to enhance learner's skills. It has brought the learning process to come out from the school, colleges and classrooms to the learner's hand and pocket. It is a method of spreading information in audio or video form, according to the convenience of user's time, place and medium.

Podcast : a knowledge file in Pocket

Podcast is a standard digital audio and video broadcast that can be downloaded and played in mobile devices, iPhones and iPods. The term "*podcast*" was derived from two technologies used in media player, 'iPod', and "Broadcast". Traditionally, Broadcast means getting information from Radio or Television. The two united terms identify a new technology called '*Podcast'*. It is same as radio but there is a thin line between radio and podcast. Through Podcast listener can select his favorite programme according to his convenience and listen to it. It is a user choice technology. It was initially developed around the year 2005.

The main idea behind it was to create an educational digital media that can reach the user or audience at their convenience and promote an educational product or to express a message in a comprehensive manner in their own voice. Voice is the most influential tool that relates to the audience very quickly. Thus, podcast is a series of sound files that consist of educational information in a comprehensive manner to make the user an advanced learner.

Three Stages

People create podcast for number of purposes. Some create it for branding their product and some for educational purpose. Three main stages that are included in creating a Podcast. These are *Recording, Publishing and Publicizing*. On technological basis it is created by the combination of *(audio file+ web+ XML).*

- Audio file is the collection of audios (listening files) in computer.
- Web is the collection of internet sites that offer text and graphics.
- XML (Extensible Markup Language) is the Programming language; it creates the ability for software to automatically extract information from web documents and use it.

When a web user browses Internet, browsing supports HTML. HTML and XML both are programming languages and similar enough in their actual format. HTML (Hyper Text Markup Language), primarily used for files that are posted on internet and viewed by web browser, provides information on the screen. On the other hand, XML (Extensible

Markup Language) renders what things are needed by the user. It is *extensible,* means authors can create their own elements. This allows an individual to choose which aspects of the content he wants. This is the reason to use XML programming language to create Podcast.

Podcast: Revolutionizing the English Learning Process

Podcasting is an opportunity for teachers to explore new teaching styles and transform themselves into Techno-Teachers and their classrooms into Smart rooms. This digital knowledge file is revolutionizing the learning process. Apart from the technicality, technology (Podcast) is created by two important communicative skills: *Listening skills* and *Speaking skills.* This has broadened the circumference of education and an educator. English, though a second language has attained the position of a global language. It has also become a principal language of learned class. In olden days, English language teaching used to be grammar-oriented. Its scope was limited to words and much stress was not given to phonology. But the changing scenario of professional world clearly says that there is a great difference between language learning and language acquisition. Native language is acquired whereas English as a foreign language has to be learnt with proper vocabulary and pronunciation. Those who have the hunger to learn English as a communicative language or a professional language need to know its practical usage with right accent.

In one of the research studies related to different skills, an analysis has been found that in the different aspects of communication a person does in his daily routine are as follows:

According to Rivers and Ternerley (1978):

Listening skills – 45%

Speaking skills - 30%

Writing skills   - 16%

Reading skills - 9%

Among all these communicative skills, listening and speaking skills play a very important role. But Listening Skill still shows the greatest share in communication. Mobile, iPhone,

MP3/MP4 players, etc., are the great sources of communication directly focusing on these skills, more on listening and to some extent on speaking. A highly educated professional or an illiterate person, a businessman or if we talk about a youngster, everyone starts their day with a mobile or iPhone in their hand or in pocket through which they get latest information, communicate at any part of world and also entertain them by listening and speaking according to their convenience. Now, one can also get classroom education on mobile, like lectures can be downloaded, latest research details. Those who are keen to learn the English language for improving their communication, they can download files where they can listen to speeches, debates, audio books and other audio clips. By this the user can enhance his listening and speaking skills.

Podcast in Academics

In academics, podcast has opened a new pathway for spreading knowledge worldwide among the laureates and budding learners.

Teachers Podcast: Teachers podcast are created to facilitate students with latest and innovative lectures in the episode forms. Each episode is created in order to keep the students engage with latest information with creativity. A teacher either from school or college can create his own podcast in different academic disciplines like Literature, Philosophy, History, Science, Religion and Spirituality, Social Sciences, etc. They can also create audio books in their own voice.

This technology has also opened an opportunity for students to download and listen, his professor's lecture in his digital media. So, now a student will not miss any lecture and can download the latest lecture at any time and place according to his convenience and come prepared in the class. Keeping this in mind, teacher's podcasts are created. Some of the teachers' podcasts are as follows:

- PETRE JASZI : Talks about transformativeness on –"Teachers Teaching Teachers podcast"

- Dr. KATHY KING & MARK GURA : The Teacher's Podcast (School and Colleges)
- TOM GRISSOM : TechTalk4Teachers – A podcast for Teachers about teaching, learning and technology.

Students Podcast: Podcast is a kind of digital lectures through which students get new dimension for their subjects and branch. It has enabled their thought process to develop in different perspectives to create their own podcast in their own voice. As voice is important for creating a podcast, one can enhance their vocabulary, public speaking skills, oral presentation skills, like Audio books, Podcast Novel (podiobook) and Self development lectures. When a student creates his own podcast or listens to it with a purpose, three different but interrelated objectives are catered to simultaneously.

First, the student learns and practices right phonetic tone to speak. As voice and accent is an integral part. It covers different aspects of language like pronunciation, intonation and stress patterns. Voice is created by sounds and sound can be common in two languages but there is thin difference between the two sounds in each language which only a phonetician can explain. For example /z/ and /d3/ should be clearly distinguished in order to avoid confusion between words like 'rays' and 'rage', 'reason' and 'region' etc. Thus, specialization in phonetics with proper method leads to systematic approach.

Second, as each country has its own form of speech and accents. So, one who wants to create a podcast in his own voice needs to study and practice proper Slang as slang is an important part of colloquial English.

Third, an important aspect to be taken care while creating a podcast is the difference in the rate in which the words are uttered by different speakers of English as a foreign or second language and their listening abilities. An Indian speaks at a rate of about 180 words per minute, while Americans speak at a rate of about 120 words per minute (Salonee Priya, March 2009). So, a person who is creating a podcast at professional level should have a good listening as well as speaking skills.

Conclusion

Blend of technology and language learning has given a new foundation in the educational world to transform it into Tech-edu. A recent study, published in an article "**E-books may spur more kids to read: Survey**" conducted by the educational and media company, Scholastic and Harrison Group, a marketing and research consulting firm, found that as students spend more time on mobile technology it can encourage a child to read through e-books. Francie Alexander, the chief academic officer of Scholastic, said that e-books can have an important educational role (The Times of India, 2010) Thus, innovative mobile technologies like podcast can encourage learners to appreciate literature. This would benefit a learner in his over all development thereby establishing the emergence of a new era in the learning process.

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Effect of Learning Styles on the Self-concept of Future Teachers

Shamsa Aziz, Ph.D., Naushaba Atta, Ph.D. and Hamid Hassan, Ph.D.

Abstract

Present study identified the learning styles and assessed the self-concept of future teachers enrolled in the teacher education programs of different universities of Rawalpindi and Islamabad. Effect of learning styles on self-concept was also explored. Two instruments, one learning style inventory and other a five point self-concept rating scale were used to collect the data. Results of data analysis showed that there is a significant difference in the self-concept of sensory thinkers, sensory feelers, intuitive thinkers, and intuitive feelers. Majority of the respondents were sensory thinkers with lowest self-concept. It is recommended that teacher training institute should make such arrangements where students can be treated according to their learning styles and which can be helpful in enhancing their self-concept.

Key Words   Learning styles, Self-concept, Future teachers, Teacher education

Introduction

Learning depends upon many factors, some of which may be personal and a lot are environmental. Different people learn in different manners. Some prefer one way while others may prefer some other ways. These different ways and preferences are referred as learning styles. Today's students of teacher education are the future teachers. There is a need to identify their learning style so that they can be taught accordingly. Knowledge of the learning style and effects of learning styles on other constructs has much importance in the field of education.

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Blackmore (1996) suggested that one of the first thing educators can do to aid learning process is to simply become aware of the fact that there are diverse learning styles in the population.

Self-concept is the one's perception about his abilities and capabilities .If someone perceives himself as being able to perform certain task; the prospects of his success are higher than one who is not confident about his abilities. So it is also very essential to explore and enhance the self-concept of the future builders of the nation because it is an established fact that the persons having high self-concept can help in boasting the self-concept of the young ones especially who are being influenced by them in one or other way (may be students or own kids)

What is learning?

Learning can be explained as how one observes the environment around him and how he reacts to the environment; these experiences brings change in one's behavior This change in behavior can be labeled as learning. Educationists and psychologists defined learning in different ways. Rauf (2000) defines learning as it is not only acquiring knowledge and information but it is a wide and comprehensive concept which embraces the full education of a child in the widest possible world while according to Buskist and Carlson (1997) an adaptive process in which the tendency to perform a particular behavior is changed by experience.

Learning Styles

Every individual learn in his own way that can be known as his learning style. Bennet (1990) stated that learning styles reflect generic coding, personality development, motivation and environmental adoption while Keefe (1979) was of the view that is the composite of cognitive, affective and physiological factors that serve as relatively stable indication of how a learner perceives, interacts and responds to the learning environment.

Awareness of Learning Style

Individuals differs in their learning styles, they prefer to learn in a variety of different ways. Each style of learning has its unique strength and weakness. If one is aware of his own learning style than it would seem logical to assume that process of learning can become effective. Rayners and Riding (1997) describe three stages of the awareness process of one's learning style. Initially the person is unaware of his style gradually the person gains awareness of style and its possible implications in life. This leads to the self-actualization.

Models of Learning Styles

Over the years psychologists and educationists have proposed different models to understand and explain the learning styles of individuals. Some important models are

- **Instructional and environmental model**

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Dunn & Dunn (1978) proposed the main theory of instructional and environmental preference and gave five learning styles i.e. environmental, emotional, sociological, physiological and psychological.

- **Social interaction mode**

According to this model there are six types of learners due to their learning styles; independent learners, dependent learners, collaborative learners, competitive learners, participant learners and avoidant learners

- **Information processing model**

Main theorist of this model is Kolb. Kolb (1976) claimed that there are four modes to identify types of learners which are converge learners, diverge learners, assimilator learners and accommodator learners.

- **Cognitive and personality model**

Witklan (1954) developed two broad categories of learners i.e. field dependent and field independent learners

- **Thoughtful educational model**

This model is given by Silver and Hanson. Silver and Hanson (1996) gave learning styles preference model with four styles labeled as mastery or sensory thinkers, interpersonal or sensory feelers, understanding or intuitive thinkers and self-expressive or intuitive feelers. These learning styles can be found in every person with varying degrees.

i) **Sensory thinkers**

They like to complete their work in an organized and efficient manner. They tend to be neat, well organized and precise in their work. They need immediate feedback. They proffered step by step directions and clearly structured environment that focus on factual mastery of skills and an opportunity to apply them to something practical or demonstrate proficiency.

ii) **Sensory feelers**

They are sensitive to their own and others' feelings. They prefer to learn about things that directly affect people's lives rather than facts or theories. They take a personal approach to learning. They work best when emotionally involved. They prefer cooperation to competition, needs assurance or praise that lets them know they are doing well. They are greatly influenced by the likes and dislikes of others

iii) **Intuitive thinkers**

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They tend to be challenged intellectually and think things through for themselves. They are curious about ideas, like theory and complex problems. They approach learning in a logical, organized, systematic fashion. They are concerned about being correct and strive for perfection.

iv) Intuitive feelers.

They are the ones who dare to dream, are committed to their values, are open to alternatives and are constantly searching for new and unusual ways to express them. They are eager to explore ideas, generate new solutions to problems and discuss moral dilemmas. They are flexible in thoughts and actions. They are not likely to be disturbed by changes in routine and they are comfortable working with a minimum of directions.

What is Self?

Self is an Anglo Saxon word, which originally means same or identical. The answer to the question "who am I?" leads us towards the definition of self. The concept of self has originated with the origin of personality theories.

Components of Self

Vasta , Haith and Miller (1992) states that self is embedded in a system of interrelated processes, some that affect it and others that are affected by it. These processes have been identified as self-system. The self-system has been divided into three components.

- o Self-knowledge.
- o Self-evaluation.
- o Self-regulation.

Self-concept

It is at first a simplistic awareness of one self and one's capacities generalized across all situations but as one grows older the self-concept becomes more complex and differentiated into sub facets that have to do with self in different situations

Development of Self-concept

Shavelson & Bolus (1982) describes that self-concept develops through constant self-evaluation in different situations. Children and students are always asking themselves; how I am doing? In the beginning they estimate by the reactions of parents and family members and by friends, school mates and teachers. In the later years when they make judgments, they compare their performance with their own standards and with performance of peers. .

Factors Effecting the Development of self-Concept

Factors which can affect the self-concept of individuals are learning, language, identification, social feedback, parent-child relationship, teacher pupil relationships, peer

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relationships, physique, aptitude and temperament, personal success and failure or need for positive regard. Vasta., Haith & Miller (1992) is of the view that major determinant of students' self-concept is their academic performance; those who learn well obviously do well in studies & develop high opinion of the competence, and poor performers develop low opinions. The feedback that they receive for their work and the way they interpret it also create positive effects on their self-images while Guay. Marsh & Boivin (2003) made a study to indicate that achievement has an effect on self-concept and academic self –concept has an effect on achievement. The results showed that as the children grow older their academic self-concept responses become more reliable, more stable and more strongly co related with academic achievement. Rehman (2001) also found correlation between self-concept scores and academic achievement of students.

Although achievement of students depends upon many factors but perhaps more important is the learning and its related aspects. August, Ryctlak & Felker (1975) carried out a study on 134 students of 5th graders (72 females and 62 males) students. Findings of the research showed a significant relationship between children's self-concept and learning of verbal material. It was also concluded that children with high self-concept learned more effectively

Thomas (1990) gave a broader concept, he is of the opinion that overall self-concept is related to the scope of experience that one accumulates with oneself.

It is simply the duty of teacher educator to identify learning styles of the future teachers, level of their self-concept and any cause-effect relationship between the learning style and self-concept, so that their learning potential as students and as future teachers can be enhanced by adopting different strategies matching their learning styles, and in turn increasing their self-concept so they can become self-confident and effective future teachers as Showers (1992) states that individual with high self-esteem tend to focus on their strengths where as their low self-esteem counterparts are more likely to dwell on their negative qualities or weak nesses.

Methodology

Population

All the students of teacher education programs in the different universities of Rawalpindi & Islamabad were the population of the study

Sample

All the available students on the day of data collection were included in the study, at the time of data cleaning it came into notice that there were some respondents did not provide the complete and proper information those were excluded from study .The actual sample size was 180.

Instruments

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Two instruments one preferred learning style inventory of Silver and Hanson (1996) and other a five point self-concept rating scale were administered to collect the data.

Learning style inventory was used to identify the proffered learning style of the sampled future teachers. This inventory was consisted upon 26 statements followed by four choices A, B. C & D .Every choice had four circles numbered 1 to 4. Respondents had to rank each and every choice in order so that they fill circle 1 for their first choice, circle 2 for second choice and so on. Ranking assigned to each choice had to be converted in to scores. A score of 5 'for first preference, 3 for second, 1 for third and zero for fourth was to be assigned. At the end scores for all A,B, C and D had to be summed up ,giving four scores for each individual indicating his scores for four learning styles i.e., mastery or sensory thinkers, interpersonal or sensory feelers, understanding or intuitive thinkers and self-expressive or intuitive feelers. Individual's highest score out of these four scores showed his preferred learning style.

For analyzing the self-concept of future teachers a five point likert type 36 itemed comprising on six factors self-concept scale for adults of Stake (1994) was used. The six-factors were likeability, morality, task accomplishment, giftedness, power and vulnerability.

1. **Likeability**   It pertains to qualities of interpersonal accessibility, the capacity to foster pleasant and enjoyable relation with others i.e. fun to be with, friendly, sociable, pleasant, warm and easy to talk to.
2. **Morality** It reflects qualities universally valued as good and virtuous; these qualities are not specific to national, religious or ethnic groups i.e. loyal, truthful, law-abiding, faithful, trustworthy and honest.
3. **Task accomplishment** Having good work habit, ability to manage, complete tasks efficiently and capably i.e. hard worker, productive, plans ahead, can concentrate well on a task, works efficiently and good at meeting deadlines.
4. **Giftedness**   Having innate talents and natural ability, as distinguished from learned skills and achievements i.e. a natural talent, creative, has special talents, bright and ingenious and has innate ability.
5. **Power**   Having qualities of strength, leadership and persuasiveness. Ability to influence others effectively i.e. dominant, strong, acts as a leader, powerful, aggressive and forceful.
6. **Vulnerability**   Self-criticalness, difficultly performing under pressure and tendency to feel criticized by others i.e. easily embarrassed, lacks confidence, self-conscious, easily rattled when people are watching, and makes mistakes when flustered, easily hurt and % of shared communality.

Data analysis

Table # 1   Descriptive statistics

Group	N	Mean						
		L	M	G	T.A	P	V	S.C Total
S.T	109	23.10	27.60	18.94	20.60	15.73	22.44	128.41
S.F	23	24.70	30.26	22.09	22.35	17.13	22.74	139.26

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I. T	20	23.30	30.10	20.60	21.95	17.40	22.10	135.45
I.F	28	23.25	30.57	21.39	21.71	16.46	25.51	138.50
	180							

Sensory thinkers were in the greatest number among the sampled future teacher who had lowest mean score on self-concept scale and its sub scales except vulnerability while intuitive thinkers are least in number, Sensory feelers had highest score on self-concept and on likeability, giftedness and task accomplishment sub scales.

Table # 2   Difference among different types of learners on self-concept

		Sum of Squares	df	Mean Square	F	Sig.
Likability	Between Groups	48.741	3	16.247	.732	.534
	Within Groups	3904.209	176	22.183		
	Total	3952.950	179			
Morality	Between Groups	325.981	3	108.660	3.317	.021
	Within Groups	5765.330	176	32.758		
	Total	6091.311	179			
Giftedness	Between Groups	281.603	3	93.868	4.498	.005
	Within Groups	3672.974	176	20.869		
	Total	3954.578	179			
Task accomplishment	Between Groups	88.124	3	29.375	1.627	.185
	Within Groups	3178.120	176	18.058		
	Total	3266.244	179			
Power	Between Groups	74.320	3	24.773	3.084	.029
	Within Groups	1413.657	176	8.032		
	Total	1487.978	179			
Vulnerability	Between Groups	172.469	3	57.490	2.223	.087
	Within Groups	4551.776	176	25.862		
	Total	4724.244	179			
Self-concept Total	Between Groups	4032.143	3	1344.048	4.055	.008

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	Within Groups	58336.807	176	131.459		
	Total	62368.950	179			

There is a significant difference among the sensory thinkers, sensory feelers, intuitive thinkers and intuitive feelers on self-concept and three of its sub scales i.e morality, giftedness and power. While there is no significant difference on likeability, task accomplishment and vulnerability sub scales

As there were significant differences among the groups on different subscales and on self- concept scale so a Post-Hoc test LSD was run

Table # 3   Multiple comparison on self-concept

Dependent variable	Learning Styles	Mean Difference	p value
Morality	Sensory Thinker v.s Sensory Feelers	2.665	.044
	Sensory Thinker v.s Intuitive Feelers	2.975	.15
Giftedness	Sensory Thinker v.s Sensory Feelers	3.142	.003
	Sensory Thinker v.s intuitive Feelers	2.448	.012
Power	Sensory Thinker v.s Sensory Feelers	1.396	.033
	Sensory Thinker v.s Intutive Thinker	1.666	.017
Self-concept Total	Sensory Thinker v.s Sensory Feelers	10.848	.010
	Sensory Thinker v.s Intutive Feelers	10.087	.010

Results of Post-Hoc test showed that the sensory feelers are significantly different from intuitive thinkers and sensory feelers

Findings

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- More than 50% future teachers were sensory thinkers
- Highest mean scores on self-concept is of sensory feelers while lowest mean score is of sensory thinkers
- There is a significant difference among the four groups on morality, giftedness and power subscales of self-concept
- There is a significant difference among the four groups on self-concept total scores
- Sensory thinkers are significantly different from sensory feelers and intuitive feelers on morality, giftedness, power and self-concept total

Conclusions

- Future teachers are mostly sensory thinkers and they are significantly different from sensory feelers and intuitive feelers
- Sensory thinkers have lowest self-concept

Discussion and Recommendations

It is concluded from the research that majority of the future teachers are sensory thinkers with lowest self-concept, so there is a need to increase their self-concept. As sensory thinkers are organized and need immediate feedback along step by step directions and structured environment, they focus on factual mastery of skills and an opportunity to demonstrate proficiency therefore it is recommended that teacher education institute may provide structured environment, curriculum should be skill based and there must be maximum opportunities for the practical application and demonstration of these skills. It is also recommended that teacher educators should provide directions and step wise instructions. There must be an immediate feedback along instructions for improvement. Environment of educational institutions should be maintained in such away by the teacher educators and administration which encourages the future teachers, by highlighting their achievements especially their acquired and demonstrated skills (both job related and other life skills) through educational exhibitions, seminars, workshops etc. All these activities on the part of teacher education institutions, curriculum developers and teacher educators will increase the self-concept of future teacher.

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Soft Skills in Engineering Education: Industry Perspective

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Abstract

Despite constant updating of syllabus and core content, it is observed that soft skills are not given a significant part among the various skills set imparted to an engineering graduate. On completion of the course, engineering graduates are supposed to step into their career with confidence and should be able to perform as per the expectations of industry. Modern HR selection process is competency-based and professional students are expected to practice Industry-demanded skills and be ready to face the selection process.

Keeping this key aspect into consideration, training is important for engineering students to enhance their skills and to achieve good placement in various Industries. Training of students and equipping them with life skills has become an important responsibility of the Institutions. Along with technical expertise, development of a holistic personality is also necessary. The present paper discusses the mechanisms which can reinforce the students' abilities to secure jobs and retain the same.

Key Words: Engineering Education, Soft Skills, Professional Development, Industry Needs.

Introduction

The engineering graduates are supposed to work with significant independence and should be strong in leadership qualities. They should have adequate competence to perform the designated duties in effective manner. They should be pro-active and committed and also must be team-players and to have passion for learning at the work site (Sripala, B, 2011). They also needed to have capability to leverage the knowledge and promote cross-functional learning (*The Hindu* Speaks on Education, 2009).

The primary purpose of technical institutions is to enhance the capabilities of engineering graduates by developing talent, creating knowledge through institutional solutions such as creating digital resources and creative technology solutions for class room learning. However, it is observed that majority of engineering graduates are lagging in practical skills. Some of the reasons could be their primary education, medium of instruction, rural background, financial status, etc. To overcome this inadequacy, presently several methods and mechanisms are available. These may inculcate various generic skills for making a professional student Industry-ready and to orient towards their nature of work to perform duties in the designed way and feel and exercise responsibility.

To enable students to acquire the targeted industry requirement for recruitment process, the following aspects may be considered.

Assessment of Students

Performance and learning levels are assessed by the examinations and these examinations are considered to be a formative feedback mechanism. It is essential to conduct mock tests to separate students according to their intelligence level.

Mapping

It is very essential to categorize the students according to their intellectual abilities. This is mainly based on the assessment tests conducted during the course work and students are categorized according to their standards. It becomes possible to transform the knowledge based on their perception and intelligence levels.

Non-Verbal Presentations

It is obvious that lot of emphasis is required on quality of increasing professionals with regard to their ability to understand. In this connection, the learning aids like charts, data sheets, work sheets, slides, power point presentations, models, animations, multimedia, audio/video aid, projector/LCD, desk top/lap top, internet, etc., are very useful for reaching expected levels of intelligence

Group Discussions

The facilitator frames different kinds of topics and the deliberation process is thrown open to the whole group of students. Students are required to exchange ideas and opinions amongst group members on a specific and familiar topic (Alex, K, 2010). Students are to be trained to articulate different types of situations through adequate discussion till they reach a satisfactory level. The students are required to contemplate real life situation and arrive at possible solutions. To ensure this, mock group discussions are conducted among the engineering graduates to make them effective and efficient.

Language Proficiency

Subject competence encompasses proficiency in language and the degree of knowledge of student depends on aspects such as syntax, phonology, etc. (Sripala, B., and Praveen, G.V, 2011). The student's competence in the subject matter will be greatly aided and maximally utilized if this competence is coupled with knowledge of theories of how language is learnt and how this can relate to approaches, methods and techniques used in regular subjects.

Factors to be Considered during Training

The following factors are to be considered during training of professional graduates:

♦ Encourage the graduate learners to consider past experiences and relate their skills learned in those roles to present and future work experience.

♦ Discuss with learners their reasons for studying or going through assessment. This information can be used to contextualize activities.

♦ Create a plan and follow up to reinforce the abilities of engineering graduates.

♦ Define expectations and design schedule for desired behavior.

Further, the following activities also foster the employability skills:

♦ Work place-based approaches can be particularly useful for fresh graduates because of authentic context in which employability skills can be demonstrated and applied.

♦ Classroom based approaches do not have access to the some opportunities as work place-based approaches. Arranging of practical case studies, simulations and activities with Industry representatives can all help to address the lack of awareness at real work station. Working closely with industry contacts to design activities can be useful ways of ensuring a high degree of relevance of activities (Mission 10X, Wipro Technologies).

♦ One must understand that being flexible and working in different assignments provides them a chance to learn, explore and innovate during their work and to evolve new techniques for better efficiency.

♦ Provide students with lots of opportunities to get to know about successful people; nurturing relationships other than the program staff is very important. They need to meet successful people of their peer group and social background (Murali Krishna, K.V.S.G, 2010). Meeting employers and alumni help students develop confidence in relative to people who will soon be part of their own work life.

Some of the Generic Skills (Praveen, G.V and Katyayani, S, 2010)

Basic Skills	Literacy, Numeracy and Using Basic Technology.
People related skills	Communication, Inter Personal and Teamwork.
Conceptual skills	Collecting, Organizing Info, Problem Solving, Planning and Organizing, Learning to Learn, Innovative and Creative Thinking.
Personal Skills & Attributes	Being responsible, Resourceful, Flexible, Time Management and Self- Esteem.

Hence, it is important to map some of key competencies in designing the employability of graduates and to serve better for the needs of the organization. Keeping in mind the existing and expected job opportunities, an intensive interface with respect to leading corporate sectors should be planned. The following table (Praveen, G.V and Katyayani, S, 2010) gives a set of carefully designed activities that help professional graduates in empowering various industry sectors.

Employable Skill	Learning Activities
Communication	Preparing and Presenting Reports both Written and Oral and Role Play Demonstrations.
Team Work	Group Projects, Group Discussions, Role Plays and Interactive Activities.
Problem Solving	Case studies, Simulations, Investigative Projects and Research.
Initiative and Enterprise	Brain storming, Designing Innovative and Creative Activities and Initiating Change.
Planning and organizing	Research and Data Collection, Developing Action, Place Planning and Organizing Events and Goal Setting Activities.
Self Management	Development of Portfolios work plans, Usage of Log Books to Record, Time Management, Monitor Own Performance and Career Planning.
Learning	Use of Reflective Journals, Diaries, Observation and Survey.

The above illustrated skills mainly emphasizes ones' abilities, such as better understanding, inter personal relationship (Onkar, R. M, 2008). These are helpful to analyze and interpret the task/s assigned to the fresh graduate employee of a particular organization.

Some of the Observed Outcomes of Above Skills (Kiran, A and Samson, 2010)

♦ Helps the graduates to stand out among the job seekers and they become able to secure lucrative and esteemed positions

♦ Offers personal growth of fresh engineering graduates

♦ Empowers to create various opportunities in various sectors of industry

♦ Helps to advance in their careers during different levels of work

♦ Helps to grow beyond money motivation and to promote them in their future endeavors

These skills are extremely necessary for the success of individuals and organizations (Jain, A.K., Pravin, S.R.B., and Sheikh, A.M, 2008) and such skills separate the best from the rest apart from the traditional measure of success in terms of monetary profit terms. Every effort undertaken should create opportunities for graduate engineers and guide to approach for Industry.

Summary and Conclusions

It is quite necessary for the professional graduates to enhance the generic skills other than technical skills, and make themselves aware of the history, growth potential and jobs available in the present day Industry sector. Hence, it is important to have a first hand knowledge and experience of situations that are to be faced in the current Industry. Professional students' need to understand emerging trends in the Industrial World.

The basic philosophy of training of young engineering graduates lies in giving information about ground realities and making them the all-round performer. Today, the selection process is different and employer will select the candidates based on how they match the employer's needs. People from different industries are equally keen to recruit students whenever they come across them. It is important for graduates to know what selection attributes are given priority by employers. For a selection process, it is felt that communication skill, writing resume, positive attitude, motivation, strategic planning, preparing for the interview are all important for true success. Thus, these training methods are helpful to both graduates as well as the industry.

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Problems of Teaching English in the Federal Government Secondary School of Rawalpindi Cantt.

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ABSTRACT

This research was conducted to study the problems of Teaching English in Federal Government Secondary School of Rawalpindi Cantt. The main objective of the study were: (a) to find out difficulties faced by teachers in teaching English, (b) to analyze the teaching methods for English subject being adopted by the teachers and (d) to give suggestion for solving the problems in teaching English. For this purpose a questionnaire was developed and distributed among teachers, teaching English to 9th and 10th classes. The opinion of the respondents were gathered, tabulated and analyzed. The analysis of the data shows that teachers were using the traditional methods and were satisfied with present syllabus of English. Majority of the teachers use Grammar Translation method.

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Teachers suggested that there must be some provision of in-service training of English teachers, and provision of availability of literature on methods of teaching.

Introduction

The process of reconstructing experience, constantly, is referred to education. Education enables individuals to control his surroundings and improve his ability to learn. Language is mean of communication, thoughts, emotions and sentiments. Language is the basic tool and medium of communication between humans. All the knowledge, training skills, views and ideas are conveyed through language. It depicts that language has its significant role in education as well it acts as a medium of instruction and transmission of learning, information colure, civilization, values and wisdom.

English is an important language for communication at the international level. Due to this fact, it is considered as an important language for material progress, research and for development of Pakistan. When Pakistan appeared on the map of the world as an independent country, language problem was not limited to teachers for teaching purposes but the officials also faced it. As a result, the stay of English was prolonged in our country. Most of the teachers in rural areas are not capable of following and using research-based education. Therefore the teachers face problems during teaching English (Warsi 2004).

English language has a prestigious place in Pakistani society. It is taught as a compulsory subject throughout the educational cycle. People who can speak English language are considered successful and honored. Significance of English Language may be easily estimated in academics, as it is a compulsory at all levels. Because of such importance given to English, there is a great need to solve the problems, which the students face at different stages of learning English. Teaching is an act to reduce the problems in teaching

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of every subject including English, which is related to the teaching of all four skills of language that is listening, speaking, reading and writing.

World has changed at a rapid pace into global village. Advancement in Information Technology and development in Sciences are the key factors for the transformation of world into global village. Various cultures integrate and communicate on global level for trade, business, political, entertainment, etc., purposes. It has only been possible because of the use of a common English Language.

More than 350 million people speak and understand English language around the globe. English is spoken as Mother Language in Canada, Britain, etc.; it is spoken as second language in countries as India, Africa and South America. English is learned as foreign language in majority of the remaining states.   English is the language, which is spoken by most of the people in the world next to Chinese. English is a rich storehouse of knowledge. English is an important language and plays a vital role in higher education (Ahmad, 1968).

According to Sweet, language is the means through which communicative sounds are converted into words, through words sentences are formulated and these sentences give way to channel ones thoughts and ideas. Language is therefore used to communicate our thoughts and ideas and is essential for our survival and development as human beings (Finchiaro, 1979). Many commissions and eminent educationists have emphasized mother tongue as medium of instruction. Wood's Dispatch in 1854 recommended that education should be imparted through the medium of vernacular language. Hunter Commission of 1882 has recognized the value of mother tongue as the medium of instruction. Wardha Committee of 1937 recommended the use of mother tongue as the medium of instruction. Tarachand committee 1948 suggested that English should be replaced in five years by the regional languages at university level. The University

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Education Commission of 1948-49 suggested that the medium at the university stage as that of elementary and secondary would have to be the regional languages.

The Secondary Education Commission headed by Dr. Lakshmanaswamy Mudaliar recommended regional language as medium of instruction throughout the secondary school stage. It recommended that, in middle school stage, every child should be taught at least two languages subject to the principle that no two languages should be introduced in the same year (Pahuja, 1995). In the midst of all these, English continued to flourish in the Subcontinent. "Something like a revolution in the methodology of English taught in our colleges of education" is needed (Khalid, 1998).

It is possible but complicated to change one's behavior, changing behavior roots in changing the way of thinking. To change one's view of learning requires a flexibility that not everyone has. A commanding nature of an English teacher ruins the splendor of his practice of teaching (Shahid, 2002). District Education Officers of Directors of Education usually inspect schools or colleges. They should approach the English teachers with constructive criticism and should see to it that the proper teaching techniques are being employed. It is easy for them to find out whether the structures and vocabulary, which the class is supposed to have learnt, have been effectively learned or not. They should also see whether the methods of teaching of the teacher are correct or not. If his methods of teaching are faulty he himself should give a model lesson (Qadeer, 1999).

Methods and Procedures

The Sample of the study was as under: (a) number of teachers is 20 and (b) number of schools is 10. After going through the relevant literature, a questionnaire was developed. Questionnaire is based on four parts;(a) Part one is based on six items with dichotomous scale of Yes and No response, (b) Part two is based on three items with multiple choice

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questions, (c) Part three is based on four open-ended questions related to personal opinion and (d) part four is based on one open-ended question related to suggestions.

After approval of questionnaire, a pilot study was conducted. In the light of pilot study the questionnaire were modified with the help of experts. The modified questionnaires were administered to the sample of study. Personal visits were made to the targeted sample. Questionnaire was distributed to all the respondents. The researchers collected the data. In order to make the study meaningful, the collected data was presented in the tabular form. Percentage was used as statistical tool. The whole data was analyzed and interpreted in the light of the objectives of the study.

Results and Discussion

Table 1: Professional Qualification

Teachers	B.Ed.		M.Ed.		Total
Male	Response	9	Response	3	12
	Percentage	75%	Percentage	25%	100%
Female	Response	4	Response	4	8
	Percentage	50%	Percentage	50%	100%

The table shows that 75 percent of males had B.Ed. and 25 percent had M.Ed. as their professional qualification. Whereas in females 50 percent of the teachers had B.Ed. degree and 50 percent had M.Ed. degree as their professional qualification. According to the percentages given in table, males have higher qualification as compared to females in the profession of teaching. When considered as a whole, the majority of the teachers have B.Ed. as their professional qualification.

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Table 2: English Teaching Experience (years)

Teachers	0-5		6-10		11-15		16-20		Total
Male	Response	-	Response	2	Response	4	Response	6	12
	Percentage	-	Percentage	16.67%	Percentage	33.33%	Percentage	50%	100%
Female	Response	2	Response	-	Response	4	Response	2	8
	Percentage	25%	Percentage	-	Percentage	50%	Percentage	25%	100%

As shown in the table, 25 percent of the females have experience of teaching English of less than five years, 50 percent have it ranging from eleven to fifteen years and 25 percent have it ranging from sixteen to twenty years. However the male sample indicates that 16.67 percent have experience of teaching English ranging from six to ten years, 33.33 percent have English teaching experience of eleven to fifteen years and 50 percent have a teaching experience between sixteen to twenty years. It shows that males have more English teaching experience in terms of duration than females. As a whole most of the teachers have the experience of teaching English ranging from eleven to fifteen years.

Table 3: Likeness of Teaching English

Teachers	Yes		No		Total
Male	Response	12	Response	-	12
	Percentage	100%	Percentage	-	100%
Female	Response	8	Response	-	8
	Percentage	100%	Percentage	-	100%

The table depicts that both males and females like to teach English in the school.

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Table 4: Special Professional Training:

Teachers	Yes		No		Total
Male	Response	11	Response	1	12
	Percentage	92%	Percentage	8%	100%
Female	Response	5	Response	3	8
	Percentage	62.5%	Percentage	37.5%	100%

92 percent of the males and 62.5 percent of the females had special professional training before joining the institution. However, 8 percent of males and 37.5 percent of females didn't get any special training before joining the institution.

Table 5: Planning the Lesson

Teachers	Yes		No		Total
Male	Response	12	Response	-	12
	Percentage	100%	Percentage	-	100%
Female	Response	8	Response	-	8
	Percentage	100%	Percentage	-	100%

As shown in the table all of the teachers plan their lesson before delivering it in the class.

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Table 6: Use of A.V. Aids

Teachers	Yes		No		Total
Male	Response	5	Response	7	12
	Percentage	42%	Percentage	58%	100%
Female	Response	4	Response	4	8
	Percentage	50%	Percentage	50%	100%

42 percent of males and 50 percent of females used the audio visual aids. The table depicts that majority of the teachers did not use audio or visual aids to teach English.

Table 7: Different Teaching Methods

Teachers	Yes		No		Total
Male	Response	11	Response	1	12
	Percentage	92%	Percentage	8%	100%
Female	Response	7	Response	1	8
	Percentage	87.5%	Percentage	12.5%	100%

The table shows that 92 percent of males and 87.5 percent of the females used different teaching methods to teach English. This depicts that majority of the teachers used different teaching methods to teach English.

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Table 8: Most Effective Method

Teachers	Grammar Translation Method		Direct Method		Any other		Total
Male	Response	10	Response	2	Response	-	12
	Percentage	83.33%	Percentage	16.67%	Percentage	-	100%
Female	Response	7	Response	1	Response	-	8
	Percentage	87.5%	Percentage	12.5%	Percentage	-	100%

83.33 percent of the males and 87.5 percent of the female teachers were of the view that Grammar Translation method was the most effective method of teaching English. Whereas 16.67 percent of males and 12.5 percent of female teachers opined that direct method was the most effective for teaching English. The high percentage votes for the Grammar Translation method to be effective in teaching English.

Table 9: Teaching Method Mostly Used in Class:

Teachers	Grammar Translation Method		Direct Method		Any other		Total
Male	Response	11	Response	1	Response	-	12
	Percentage	92%	Percentage	8%	Percentage	-	100%
Female	Response	7	Response	1	Response	-	8
	Percentage	87.5%	Percentage	12.5%	Percentage	-	100%

92 percent of the males and 87.5 percent of the females used Grammar Translation method for teaching English. 8 percent of males and 12.5 percent of females used direct

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method. This shows that mostly teachers used grammar translation method for teaching English.

Table 10: Motivation of Students Before Teaching Lesson

Teachers	By discussion in mother tongue		By fear of punishment		By showing Picture, chart etc.		By relating previous lesson		Total
Male	Response	6	Response	-	Response	1	Response	5	12
	%	50		-	%	8.3	%	41.67	100%
Female	Response	2	Response	-	Response	1	Response	5	8
	%	25		-	%	12.5	%	62.5	100%

The table shows that 50 percent of male and 25% of female teachers motivated the student for learning English by discussing in the mother tongue. 8.3 percent of male and 12.5 percent of female teachers motivated the students by showing picture, charts and other visual aids. 41.67 percent of male and 62.5 percent of female teachers motivated the students by relating to previous lessons. None of them used fear of punishment to motivate the students. Majority uses discussion in mother tongue and by relating to previous lesson as a source of motivating the students for learning.

Table 11: Encouraging Passive Students to Speak

Teachers	Yes		No		Total
Male	Response	8	Response	4	12
	Percentage	67%	Percentage	33%	100%
Female	Response	8	Response	-	8
	Percentage	100%	Percentage	-	100%

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The table shows that 67 percent of male and 100 percent of female teachers encouraged passive students to speak in the class depicting that majority of the teachers tend to encourage the passive students to speak in the class.

Table 12: Special Writing Period

Teachers	Yes		No		Total
Male	Response	1	Response	11	12
	Percentage	8%	Percentage	92%	100%
Female	Response	2	Response	6	8
	Percentage	25%	Percentage	75%	100%

This table shows the opinion of various teachers on the need for allocating a special period for writing English. Majority of the teachers have the opinion that a special period should not be allocated in order to improve English writing skills of students.

Conclusions

1. The teachers have the experience of teaching English ranging from eleven to fifteen years.
2. All the teachers like to teach English in the school.
3. The teachers had special professional training before joining the institution
4. All of the teachers plan their lesson before delivering it in the class.
5. The teachers don't use audio or visual aids to teach.
6. The teachers use different teaching methods to teach English.
7. The teachers vote for the Grammar Translation method to be effective in teaching English.

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8. Discussion is used frequently in mother tongue and by relating to previous lesson as a source of motivating the students for learning.

9. The teachers tend to encourage the passive students to speak in the class.

10. The teachers have the opinion that a special period should not be allocated in order to improve English writing skills of students.

Recommendations

1. Provision of the availability of A.V aids in secondary schools will enhance teaching learning process. The provision may be made in terms of English A.V aids resource room.

2. A special period for the improvement of writing skills in terms of creative writing is strongly recommended in order to develop accuracy of thought and impression.

3. The traditional method of teaching and assessment needs to be modified. Direct method may be implemented and standardized assessment items may be available for the teachers to uplift language learning.

4. Speaking is one of the neglected areas of language. It needs to be inculcated in syllabi as well as in classroom teaching in order to develop confidence, spontaneous responses and communication skills. The secondary school English learner may be modified to speak English among themselves.

5. In the classroom, passive English learners may be motivated to be interactive as it is a way to make them active. Different activities may be developed for the purpose. The teacher may avoid the use of mother tongue during the discourse in the class.

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Comparative Study of Hindi and Dogri Languages with Regard to Machine Translation

Preeti Dubey, Shashi Pathania, and Devanand

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Abstract

Hindi, the Official language of India, is regarded as one of the widespread languages after English and Mandarin. Hindi belongs to the Indo-Aryan (Indic) languages, and Dogri language also belongs to the same subgroup of the Indo-European family, i.e., Indo-Aryan family of languages. The script of Hindi language is Devanagari and Dogri has its own script namely, ɖogəra əkkʰər or ɖogər; but now the younger generation has adopted nagəri script for Dogri. As such, almost all the modern literature has been and is being written in devanagəri. For the development of Machine Translation system from Hindi to Dogri Language, there is a need to find the similarity between both the languages. It is found that both the languages are closely related to each other. This paper explains the closeness between the Hindi and Dogri Language scripts.

Keywords: Machine Translation, International Phonetic Alphabets (IPA), Orthography

Introduction

Hindi and Dogri are closely related languages and have originated from Sanskrit. Hindi is the official language of India and is spoken and used by the people all over the country, the main regions being Haryana, Uttar Pradesh, Rajasthan, Bihar and Chhattisgarh. On the other hand, Dogri is mainly spoken in the Jammu region of J&K State and adjoining areas of Punjab, Himachal Pradesh and in the borders of Sialkot & Shakar Ghar tehsils in Pakistan. Both Hindi and Dogri use the same script i.e. Devanagri but the dialect is different. In this paper, closeness between Hindi and Dogri languages is explained which includes script, consonants, vowels, conjunct consonants, numerals, punctuation, abbreviations of the two languages.

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Introduction: Devanagari Script

Devanagari script is used to document Hindi language and in writing the Dogri language. Devanagri script has evolved over a period of more than two thousand years. Devanagari emerged around 1200AD out of Siddam script, gradually replacing the earlier, closely related Sharda script (which remained in parallel use in Kashmir). Both were descendants of the Gupta script, derived from the Brahmi script attested from the 3rd century BC; Nagari appeared in the 8th century as an eastern variant of the Gupta script, contemporary to Sharada, its western variant.

Nāgarī is in Sanskrit the feminine of *nāgara.* The feminine form is used because of its original application to qualify the feminine noun *lipi* "script".

There were several varieties in use, one of which was distinguished by affixing *deva* "divine, deity" to form a tatpurusha compound meaning the "divine urban (e) [script]". Dogri also belongs to the Indo-Aryan group of Indo-European language family and typologically it is an isolative (analytic inflectional) language. The word ɖʊggər is taken as derivative of the words 'ɖʊɪgərtə', 'ɖuŋgər', 'ɖʊrgər' etc. but in view of law of phonetic change 'ɖʊrgər' has been taken as the most appropriate and scientific source of this word. Under the influence of regressive assimilation 'ɖʊrgər' became 'ɖʊggər' (name of a particular region), which is "a region of difficult traverse", "invincible", "difficult to be subdued" etc. The earlier mention of "ɖʊrgər" occurs in Chamba Copper Plates of 11th Century A.D. and it refers to the community inhabiting the region between Ravi and Chenab. The earliest reference of Dogri (ɖʊggər) is found in Nuh-Siphir, a Masnavi written by Amir Khusaro in 1317 A.D. ("Sindhi O Lahori O Doggar"). Here Duggar refers to the language of ɖʊggər (the country between Lahore and Kashmir). Dogri written in this script was official language of J&K State during the reign of Maharaja Ranbir Singh (1857-1885 A.D.). But now the younger generation has adopted nagari script for Dogri, as such, almost all the modern literature has been and is being written in Devanagari.

Vowels and Consonants

Devanagari has 54 alphabets in all, including the fourteen vowels and thirty three consonants; whereas Dogri is written using Devanagari script and has thirty eight segmental and five supra segmental phonemes. Segmental phonemes have been divided into two broad groups i.e. vowels and consonants. It has ten vowel phonemes and twenty eight consonant phonemes.

Vowels

Devanagari Script possesses two different forms for each of the vowels - Full form and short form.

Full Form: In Devanagari, a full form is employed for a vowel that does not immediately follow a consonant or consonant cluster, i.e. in word-initial position or when the second of a sequence of vowels.

Short form (or *matra*):

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In Devanagari, short form is used when the vowel immediately follows a consonant or consonant cluster. These short forms consist of lines, hooks or combination of both above, below or to the side of the consonantal characters. These vowels are written around (that is, below, above, to the right, and to the left) the consonant signs. The following table shows the both the full form and the short form of the vowels in Devanagari. Table: 1 shows the full form and short form of vowels in Devanagari.

Devanagari vowels		
Full Form	Short Form	IPA
अ	No Sign	ə
आ	ा	a
इ	ि	I
ई	ी	i
उ	ु	U
ऊ	ू	u
ए	े	e
ऐ	ै	ε
ओ	ो	O
औ	ौ	ɔ
ऋ	ृ	r̩

Table 1: shows short and full form of Devanagari Vowels

Other symbols in Devanagri

अं   aṅ   anusvaara – nasalized vowel

अँ   aṃ – nasalized vowel   chandrabindu / anunāsika

अः   aḥ voiceless breath   visarga – which adds after vowel

- The use of Chandrabindu '◌ँ' and visarga '◌ः' is not prevalent in Dogri orthography.
- 'ऋ' is not used in Dogri except for transliteration of some Sanskrit words e.g. ऋषि

Consonants: The consonants in Devanagari are presented in the table below C refers to Devanagari consonant and I refers o its IPA (International Phonetic Alphabet) :

C	I	C	I	C	I	C	I	C	I
क K a	k	ख Kha	k^h	ग Ga	g	घ Gha	g^h	ङ ṅa	ŋ
च ca	c, t͡ʃ	छ cha	c^h t͡ʃ^h	ज ja	ɟ, d͡ʒ	झ jha	ɟ^h, d͡ʒ^h	ञ ña	ɲ

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ट	ṭ	ठ	ṭʰ	ड	ḍ	ढ	ḍʰ	ण	ɳ
ṭa		ṭha		ḍa		ḍha		ṇa	
त	t̪	थ	t̪ʰ	द	d̪	ध	d̪ʰ	न	n
ta		tha		da		dha		na	
प	p	फ	pʰ	ब	b	भ	bʰ	म	m
pa		pha		ba		bha		ma	
य	j	र	r	ल	l	व	ʋ		
ya		ra		la		va			
श	ɕ, ʃ	ष	ṣ	स	s	ह	ɦ		
śa		ṣa		Sa		ha			

Table 2: shows the Devanagari consonants with their IPA

A dot below is used to supplement the alphabet to express additional sounds i.e. these consonants are formed with a dot diacritic. The additional consonants are as below are as below:

Additional Consonants

क़   qa   ख़   kha   ग़   ga   ज़   za   ड़   ṛa   ढ़   ṛha

फ़   fa

Peculiarities of the Dogri Language

1.   Dogri has the same basic consonants as Devanagri; but   घ, झ, ढ, ध, भ, i.e. gha, jha ḍha ,dha and bha exit in Dogri orthography only.

i)   Phonetically, they change into क, च, ट, त, प if used as the initial alphabet of a word.

ii)   If these alphabets occur in the middle of a word, they are changed to ग, ज,ड, द, ब,

iii)   if they occur at the end of a word then they are pronounced as the consonant that occurs just before them

2.   Some Words in Dogri use ड़ and ञ as first alphabet of a word e.g.ड़ूर, ड़ठा, ञारां ,ड़ेका; which is not the case in Hindi.

3.   Chandrabindu 'ӧ' and visarga 'ः' are not used in Dogri.

4.   ह (h) occurs rarely in Dogri vocabulary. In the words with ह as the initial letter, it is replaced with अ, आ, ओ   etc. depending on the tone of the next alphabet e.g. हिरण is written as इरन , हैल becomes ऐल and हार is आर .

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5. इ and उ are also used differently in Dogri.for translation of hindi words starting with इ and उ to dogri; they are used as short form to the preceeding consonant e.g. उदास becomes दुआस and उखाड़ becomes खुआड़.

6. The use of ऐ, र, ज, ब, is very frequent in Dogri

    i) अ and आ are usually used as ऐ e.g. मंत्र of Hindi is written as मैंतर in Dogri

    ii)   An extra "(र) /r " is added is in certain hindi words to change them to Dogri e.g. in certain words of Hindi language is given importance in Dogri e.g. नींद of Hindi is written as नींदर in Dogri ; similarly विलाप becomes बरलाप in Dogri

    iii)   ज is more prevalent as compared to य e.g. यजमान becomes जजमान and योगी becomes जोगी when य is placed in the middle of a word, it becomes ए e.g. बनाया becomes बनाएआ but when it is used at the final position of the word,it changes to the vowel or consonant just before य e.g. समय becomes समाँ, शिवालय is शवाला सराय becomes सराँ, सिवाय is सवा in the Dogri language.
    In words like माया, काया; the use of 'य' is same as in Hindi.

    iv)   Similarly 'ब' is used in place of 'व' e.g.वीणा of Hindi is written as बीन in Dogri and वकील is written as बकील; when used in the middle of a word it is replaced by आ e.g.बनवाया is written as बनोआया. Also ताव becomes ता and पाव is पा are examples of व's placement at the final position.Its usage is retained in words like देवी,सेवा etc.

7.   In Dogri orthography apostrophe comma serves double purpose.

    i) To express high falling tone after short vowel and to indicate high falling tone, single apostrophe comma is   very frequent in the language. कु'न, ब'न्न etc

    ii) To indicate syncopated forms, apostrophe is very common in Dogri too. For Example: स 'जांॅ � लै (This word is a combination of (सांज + ऐलै) meaning 'in the evening'.The first apostrophe indicates high falling tone and the other shows the syncopated form.

Dead and Live Consonants

Devanagari employs a sign known in Sanskrit as the *virama* or vowel omission sign. In Hindi it is called *hal* or *halant*, and that term is used in referring to the virama or to a consonant with its vowel suppressed by the virama. The virama sign (ँ) nominally serves to cancel the inherent vowel of the consonant to which it is applied. When a consonant has lost its inherent vowel by the application of virama, it is known as a *dead consonant*; in contrast, a *live consonant* is one that retains its inherent

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vowel or is written with an explicit dependent vowel sign. क् , ख् are examples of Dead consonants and क, ख are live consonants.

Consonant Conjuncts

Two or more letter forms are called Consonant Conjuncts. Devanagari has four consonant conjuncts namely: ज्ञ (ज्+ ञ), क्ष (क् +श), श्र (श् +र), त्र (त् + र)

These consonant conjuncts are not used in Dogri except for transliteration of some Sanskrit words. 'ष 'and 'ऋ' are also used for the same purpose in Dogri e.g. ऋषि, धनुष etc

In the second type of conjunct, a form of र is subjoined to certain consonants.

i)   When it is the second member of a cluster, it is indicated by a small diagonal slash under the sign of the first member of a conjunct: पन्द्रां, भ्राएं

ii)   When it is served as the first member of a conjunct the sound is indicated by a small hook placed on the top of the rekha for the second conjunct; This hook is deferred until after any matra written to the right side of the conjunct होंग

Consonant Sequences: Consonant sequences in Devanagari are classified in two classes: geminates and clusters.

Geminate (Doubled Consonants): It is written by writing the first component of the consonant cluster as the truncate form of the consonant. Dogri has fourteen geminate consonants that occur word medially. And word finally they occur only in those environments where these are not released. The following table shows the geminates in Dogri.

Geminate	Example of medial occurrence	Example of Final occurrence
Kk	पक्का (pəkka,"strong")	मक्क (məkk,"maize")
Gg	लग्गी (ləgg,"got hurt")	लग्ग (ləgg,"dateofmarriage")
Cc	कच्चा (kəcca, "unripe")	सच्च (səcc, "truth")
Jj	सुज्जना (sujjəna, "to swell)	अज्ज (əjj, "today")
ṭṭ	सुट्टना (suəṭṭna,"to throw")	सुट्ट (suəṭṭ, "throw")
ḍḍ	हड्डी (əḍḍi, "bone ")	उड्ड(uḍḍ, "fly")

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Tt	कत्तना (kəttəna, "to spin")	सत्त (sətt, "seven")
Dd	सद्दना (səddəna, "to invite")	रद्द (rədd, "cancel")
Pp	टुप्पा (ṭuppa, "measuring pot")	चुप्प (cup, "silent")
Bb	डब्बा (ḍəbba, "box")	बब्ब (bəbb, "father")
Nn	बन्नना (bəənnəna, "to tie")	चन्न (cənn, "moon")
Mm	लम्मा (ləmma, "tall")	कम्म (kəmm, "work")
Ss	रस्सा (rəssa, "thick rope")	सस्स /səss/ "mother in law")
Ll	कल्ला (kəlla, "alone")	मुल्ल (mull, "price, value")

 Table 3: shows geminates used in Dogri

Five geminate aspirated stops and affricates also occur in both the positions. But in these geminations first aspirate tends to be converted into its un-aspirated counterpart e.g.

Geminate	Example of medial occurrence	Example of Final occurrence
kkh	मक्खन (məkkhən, "butter")	अक्ख (əkkh, "eye")
cch	मच्छी (məcchi, "fish")	कच्छ (kəcch "near by")
ṭṭh	मिट्ठा (miṭṭha, "sweet")	अट्ठ (əṭṭh, "eight")
Tth	मत्था (məttha, "forehead")	कत्थ (kətth, "tale")
Pph	लफ्फड (ləpphəṛ, "slap")	झड़फ्फ (cərəpph, "encunter")

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Table 4: shows some more geminates formed by combination of two different consonants

Clusters: Vowel clusters are also very frequent in the language viz. two member vowel clusters, three member vowel clusters e.g. ai (आई/feminine. come), ae (आए/ Plural come), au (आऊ/ willing to come). Some limitations of vowel clusters in Dogri are as below:

i)   ɔ (औ) never participates in vowel cluster

ii)   ε (ऐ) usually occurs as a last member of vowel cluster and in word final position.

iii)   Sequences of əa, aə, ai,iI, Ii, iu and ou do not occur.

In Dogri, consonant clusters with two members are very frequent-word initially and word medially. A few word final clusters also occur in the language. E.g. क्टोरा /kṭora/ "bowl", माल्क /malk/ "owner", प्नीर /pnir/ "cheese."

Some limitations of consonant clusters are:

i)   H (ह) never participates in cluster formation in any position.

ii)   Ṛ (र) does not occur as initial letters in the cluster.

iii)   Word medially three member consonant clusters can be seen in certain syllable patterns, viz. word medially nasal +stop + trilled ;e.g. मैन्त्री /mεntri/ " minister", पन्द्रां / pəndrã/ " fifteen", संस्कार /sənskar/ " rite".

Numerals: Numerals in Dogri are written in Persian.

Dogri	0	1	2	3	4	5	6	7	8	9
Hindi	०	१	२	३	४	५	६	७	८	९

Table 5: shows numerals as written in Dogri and Hindi Languages

Nasalized vowels

The two signs are used for nasalization. In Devanagari, *anusvara* (◌ं) and *anunasika* (◌ँ) also called *chandrabindu (◌ँ);* whereas the use of chandrabindu is not prevalent in the orthography of Dogri.

Abbreviations

A dot (·) is used to mark abbreviation in Hindi as well as Dogri. A dot is used after the first syllable of the word to be abbreviation such as डा॰, पू॰.

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Supra-Segmental Features

Dogri has 5 supra segmental features, i.e. Length, Stress, Nasalization, Tone and Juncture.

1. Length

Length in Dogri has its important role in phonetic as well as phonological structure of the language. In Dogri there are ten vowels 3 short vowels and seven long vowels and all the ten vowels have been individually recognized as separate phonemes so the length feature hardly has any importance to prove their phonemic status on its own basis, but for extra long vowels length plays an important role to prove their phonemic status in word final position between long vowels and extra long vowels. For example:

Long Vowels	दा	बी	लै	गलो
	(of)	(also)	(have)	(get melted)
Extra long Vowels	दाऽ	बीऽ	लैऽ	गलोऽ
	(tric k)	(seed)	(rhyme)	(a creeper)

Table 6: shows the effect length.

On the level of consonants the feature of length is proven phonemic, e.g.

Short	कचा (bud)	बोली (deaf feminine)
Long	कच्चा (unripe)	बोल्ली (dialect)

Table 7: shows the length feature on the level of consonants

2. Stress

Although stress is not a prominent feature of Dogri like English, yet sometimes it is also proven phonemic at the level of syllables. The following pairs are distinguished by means of the stress, for example रला (rəˈla, mixture); रला (rəlaˈ, mix imperative). In the first example, stress is on the Ist syllable/ rəˈ /and it means 'mixture' but in the second one rəlaˈ stress is on the last (second) syllable, which means 'mix' in imperative sense.

Stress on Ist Syllable   Stress on 2nd Syllable
तला /təˈla/"sole of the shoe"   तला / təlaˈ / "tank"

3. Nasalization

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Nasalization is also phonemic in Dogri and its phonemic status is established on the basis on the following oppositions:

Non Nasalized	Nasalized
बाग / bag /"garden"	बांग /bãg / "a crow of cock"
खा / kha /"eat" imperative	खां / khã / "may I eat "

4. Tone

The major supra-segmental feature which widely appears in Dogri phonology is Tone. There are many levels of Tone but three of them stand in contrastive distribution. Therefore, it can be said that Dogri has three distinctive tones, namely (i) level-tone (ii) low or low rising tone (iii) high or high-falling tone.
The phonemic status of tone in Dogri can be established on the basis of following oppositions, when one word can have three different meanings with the help of different tones. For example –

Level Tone	**High-Falling**	**Low-Rising**
पी / pi /"drink"	पीह् / piə /"grind"	प्ही /pì/ "again"
कोड़ा / koṛā /"whip"	कोढ़ा / koəra / "leper"	कोड़ा /kòṛa /"horse"

5. Juncture

There is one more suprasegmental feature – Juncture. The following examples show the existence of juncture in Dogri.

Continuous Flow / Close-Juncture	**with the Pause / (Discontinuous) Open Juncture**
बन्नना "to tie"	बन्न ना "please tie"
ओह्दे "his, her"	ओह्दे "give that

Table 8: shows examples of Juncture in Dogri Language

Juncture in Dogri has been proved phonemic on the syntactic level also. For example:-

In continuous flow:	खाद्धी नेई पीती (neither eaten nor drunk)
With a break after:	खाद्धी नेई, पीती (not eaten but drunk)
Similarly, with a break after:	खाद्धी, नेई पीती (not drunk but eaten)

Conclusion

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Indian languages are inflectional with a rich morphology, relatively free word order, and default sentence structure as SOV (Subject Object Verb). It is believed that Machine Translation systems can be developed with less effort using direct approach. Hindi and Dogri belong to the same group of Indo-European Family. Both the languages use the same script (Devanagari) but with some significant differences discussed in the paper.

Dogri is a highly inflectional language. Most interesting difference is inflection and the Juncture in Dogri

This comparative study is beneficial for the development of machine translation system from Hindi to Dogri and according to this study Direct approach of Machine translation shall be used; since direct approach is most suitable choice for language pair that are closely related to each other. A major challenge for the development of Hindi-Dogri Machine Translation system is the lack of language resources. Language resources refer to data resources such as digital bilingual dictionary, corpora, morphological analyzer and generator, etc.

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An Analysis of Barack Obama's Speech 'Keynote Address at the 2004 Democratic National Convention'

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Abstract

Twenty-first century is an epoch of democracy and democratic states. Language seems to be the most resourceful power tool in this period of sophisticated governing. Manipulation of language is very much noticeable in the domain of political speeches. Political speech plays a key role in the promotion of desired philosophies. Speech-making is an imperative part of the politician's job in publicizing and legitimizing political policies to accomplish triumph in the power-hunting game of politics. Orators make use of various means of persuasion to achieve their targets. Renowned modus operandi to carry out this includes 'rhetoric' and 'linguistic spin'.

This paper examines the use of rhetorical devices and the transitivity choices made by US President Barack Obama in his world famous speech 'Keynote Address at the 2004 Democratic

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National Convention'. Olive (2008) declares that Barack Obama was recognized for the first time as a famous national figure after this 2004 address at the National Democratic Convention. In this speech, Obama endorsed John Kerry's selection as the Democratic presidential nominee. The analysis shows that Obama uses the elements of Ethos and Pathos in his speech quite frequently and employs *material processes of action* and *event* as well as *mental process of affection* to physically gather the people around him. He seems much interested in using circumstance of location, both *spatial* and *temporal*, and circumstance of reason to make his account more objective and reliable.

Key Words: Barack Obama, political language, speeches, rhetoric, ethos, pathos, logos, linguistic spin, transitivity

Methodology

As it is an overall rhetorical and linguistic analysis of a selected speech of Obama, different analytical procedures and devices of language have been adopted from a number of theoretical/ descriptive frameworks to form an eclectic model of analysis.

Conceptual frameworks underlying this paper are Aristotle's three stage model of rhetoric and Halliday's transitivity systems. Aristotle's three-stage model (Ethos, Pathos, Logos) has been taken from on-line Standford Encyclopedia of philosophy (http://plato.standford.edu/). Certain rhetorical figures have been taken from Higgins' article '*The New Cicero'* (http://www.guardian.co.uk). The idea of the use of personal pronouns and their effect in political speeches has been taken from Beard's *'The Language of Politics'* (2000). Halliday's model of transitivity has been adopted from *'Working With Functional Grammar'* (1997) by Martin, Matthiessen & Painter; and Halliday & Matthiessen's *'An Introduction to Functional Grammar'* (2004).

Since our interpretation of Obama's speech deals with the art of rhetoric and linguistic spin as a political tool to achieve social effects, this paper is based on the ideational function of language.

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The text of the speech has been provided in the Appendix. The paragraphs have been numbered for the convenience of the readers.

Previous Study

Fairclough (2000) explores Blair's rhetoric to uncover the real meaning underlying his political addresses. He examines his political language in '*New Labour, New Language?*', and provides an analysis in the light of three guiding principles, as he writes:

> We can identify three different aspects of political language … the communicative style of political leaders, the political discourse associated with a particular party or group … and the way language is used in the process of governing (or governance) (Fairclough, 2000).

In "*A Rhetorical Analysis of George W. Bush Inaugural Address,*" Berryhill (2002) rigorously critiques Bush's inaugural address from a rhetorical point of view. He points out his flaws in logic, methods and attempts at persuasion. He argues:

> Bush uses his rhetorical sleight of hand techniques as he deliberately commits several logical fallacies for emotional effect and as a method for avoiding making direct political argumentation that can be questioned. Specifically, Bush's speech consistently uses the sound byte method (http://www.essortment.com).

Higgins (2008), Atkinson (2008), Clark (2008), Ross (2009), Tofel (2009) have analyzed the rhetoric of President Obama. This paper applies the transitivity model as well as the rhetorical model for the analysis of President Obama's one of the most important speeches of the political career.

Analysis of "Keynote Address At The 2004 Democratic National Convention"

July 24, 2004

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Boston, MA

Ethos Applied

Story Telling

Second half of the first paragraph and the whole of second paragraph (My father was a foreign student, born and raised in a small village in Kenya. He grew up herding goats, went to school in a tin-roof shack … After the war, they studied on the GI Bill, bought a house through FHA, and moved west in search of opportunity) have been devoted in narrating the life history of the speaker's father, his paternal and maternal grandfathers and grandmothers. Obama narrates all this as he is fully aware of the magical and seemingly unlikely success of his political career. He tells the listeners that he has very humble origin. He tells about the professions and life-long struggles of his predecessors for the betterment of their lineage. He tells the listeners that through honest hard work his parents and grandparents dreamed of a successful future of their children. The mention of his father as a poor herdsman, his grandfather as a cook, his maternal grandfather's joining of Patton's army for the sake of America, and buying of a small house through the aid of Federal Housing Authority is suggestive of a very long, fair and honest struggle of his family for the betterment of their future. The mention of his parents' belief that giving an African name (Barack) to Obama is not a hurdle "in a tolerant America" for his success, evokes the positive feelings of the listeners in favour of Obama. All this narrating activity of the history of his family unconsciously develops the feeling in the listeners that the speaker is the offspring of a family whose honesty of purpose, hard work, and loyalty to the state is time-tested. He is the representative of those who are the protector of the social and moral values. Hence this feeling of the audience increases the credibility of Obama's character.

"We" Pronoun

Counting words has turned out to be a much loved method to track a trend and to expose a veiled meaning. Pronoun analysis helps in locating the responsibility factor. Beard (2000) opines that the analysis of the first person singular pronoun "I" and first person plural pronoun

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"we" is interesting, as it gives us an insight in the matter that how the speaker wants to be viewed by the addressees. The use of first person singular pronoun "I" not only demonstrates the personal contribution of the speaker in a matter under discussion but also his narcissism. It shows speaker as a pompous egomaniac. The speaker uses this pronoun whenever good news is delivered to take the whole credit. The advantage of using the plural pronoun "we" is that it spreads responsibility during more uncertain or bad state of affairs. Nevertheless, the distance between the speaker and the audience gets minimized by using the plural pronoun "we". Hence it helps building rapport. Moreover, this pronoun gives the sense of inclusiveness: the feeling that the speaker and audience are not poles apart, rather are the same being. This feeling gives a sense of unconscious pride to the listeners, they begin to admire and take side of the speaker. Consequently, this strengthens ethos.

The result of the pronoun analysis of this speech has been shown in the following table:

Table: Pronoun usages (approximate percentage numbers)

	Pronoun	Counted Occurrence	% of Counted Pronouns (121)
1st Person Singular	I (I'm, I'll)	29	23.96
	Me	10	08.26
	My	18	14.87
2nd Person	You	03	02.47
1st Person Plural	We	36	29.75
	Us	12	09.9
	Our	13	10.7
Total		121	100 (Approximately)

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The percentage clearly shows that the focus is on the use of first person plural pronoun "we" (29.75 %). This might convey an interesting conclusion that the speaker of these pronouns wants to emphasize the "we-ness" during the political speech. Halmari opines that a pronoun that can be interpreted as inclusive is the key persuasive feature (Halmari, 2004). Following are the examples of Obama's inclusive first person pronouns in nominative, accusative and possessive case (see appendix):

1. Tonight, **we** gather to affirm the greatness of **our** nation, not because of the height of **our** skyscrapers, or the power of **our** military, or the size of **our** economy. **Our** pride is based on a very simple premise, summed up in a declaration made over two hundred years ago, "**We** hold these truths to be self-evident, that all men are created equal".   [Paragraph 4]

2. That **we** can tuck in **our** children at night and know that they are fed and clothed and safe from harm. That **we** can say what **we** think, write what **we** think, without hearing a sudden knock on the door. That **we** can have an idea and start **our** own business without paying a bribe or hiring somebody's son. That **we** can participate in the political process without fear of retribution, and that **our** votes will be counted — at least, most of the time.   [Paragraph 5]

3. This year, in this election, **we** are called to reaffirm **our** values and **our** commitments, to hold them against a hard reality and see how **we** are measuring up, to the legacy of **our** forebears, and the promise of future generations.   [Paragraph 6]

4. John Kerry believes in energy independence, so **we** aren't held hostage to the profits of oil companies or the sabotage of foreign oil fields.   [Paragraph 9]

5. **We** have real enemies in the world.   [Paragraph 11]

6. A belief that **we**'re all connected as one people.   [Paragraph 12]

7. Do **we** participate in a politics of cynicism or a politics of hope? John Kerry calls on **us** to hope. John Edwards calls on **us** to hope.   [Paragraph 14]

8. I believe **we** can give **our** middle class relief and provide working families with a road to opportunity. I believe **we** can provide jobs to the jobless, homes to the homeless, and reclaim young people in cities across America from violence and despair. I believe that as

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we stand on the crossroads of history, **we** can make the right choices, and meet the challenges that face **us**.   [Paragraph 15]

All the illustrations above are the examples of the inclusive first person plural pronoun. Obama uses the nominative plural pronoun "we", accusative plural pronoun "us" and the possessive plural pronoun "our" too many times throughout the speech. This gives the effect of oneness, inclusiveness and unity with the listeners.

Appeal to Authority

Ethos makes the speaker credible. So the credibility of the speaker helps the audience to take the propositions of the speaker as acceptable and true. Obama gives the proof of his practical intelligence and a virtuous character by referring to the authority, or old wisdom, i.e. state of Illinois and Abraham Lincoln. In very first sentence of the speech he expresses his desire to convey his deep gratitude to the audience, all on the behalf of "great state of Illinois" and "land of Lincoln". Appeal to authority is mostly done in order to justify a point of view or an action or simply to back up one's ideas (Halmari, 2004). The speech opens with the adjunct / *circumstance of cause* (behalf), "on behalf of the great state of Illinois, crossroads of a nation, land of Lincoln". The thematic position has purposely been given to the adjunct that expresses the referring words of appeal to authority explicitly. In the whole paragraph Obama makes an idea home to the audience that a person who was of so humble origin (his father grew up herding goats in a small village of Kenya, and his grandfather was a domestic cook) is now on such a supreme place that he is expressing his deep gratitude on behalf of great state of Illinois and on behalf of Lincoln. Consequently, the audiences are pursued in taking the speaker as credible person. They accept him the delegate of the state of Illinois as well as of the greatest president of America, Abraham Lincoln. This astute use of Obama's appeal to authority of the state of Illinois and of Abraham Lincoln increases his trustworthiness, integrity and reliability.

Pathos Applied

Emotion Stirring Narratives

Paragraph five exhibits a very unique way of arousing the emotional force of the audience in favour of the speaker. Here, the positive emotions are enthused not by recounting or narrating a story, rather by employing a careful collection of some episodes of mental pictures or images in very brief clauses.

It is human nature that he craves to protect the next coming generation. It is the dream of every human that s/he wants to see her/his off springs happy, flourishing, sheltered and prosperous. Obama creates the imagery of contented, properly fed, and safe children. He introduces the imagery of Utopia where there is a liberty of expression both in saying and writing, where there is no external social hindrance to what we think and desire to do, where there is no fear of bribe and retribution in political process.

Obama keeps on introducing the mental imagery episodes in paragraph six. He mentions the plight, wishes and hopes of the workers of Galesburg, Illinois. The mention of loss of their jobs creates the imagery of an old man competing for seven bucks an hour with his own children. This mental picture reflects the physical as well as the mental pain of the old workers. The mention of a jobless man who has to pay $4500 a month for the drugs his son needs, and the mention of a woman in East St-Louis who has a good academic record and has desire to study more but no money to pay the fees, evoke audiences' emotions and they feel to stand by the side of the speaker.

Paragraph ten mentions the story of a real young man Obama met at VFW (Veterans of Foreign Wars. One of the world's largest organizations for military personnel founded in 1899) in East Moline, Illinois. Obama even mentions the name of the man he met. This enhances the reliability of his account. As he narrates about the pure and honest devotion of the young man to his country and his firm belief in its leaders, Obama himself puts a rhetorical question addressing to the audience:

"Are we serving Shamus [the name of that man] as well as he was serving us? "

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Obama further mentions more than 900 military servicemen and servicewomen, sons, daughters, husbands, wives, friends who served America on the cost of their lives. All these accounts appeal the audience's need of their kindred. These accounts make them recall that war is snatching their relations forever. This emotional arousal of the audience strengthens Obama's antiwar agenda.

Paragraph twelve displays Obama's special use of some parallel structures:

"If there is … that matters to me, even if it's not my child"

"If there is … that makes my life poorer, even if its not my grandmother"

"If there is … that threatens my civil liberties"

Quite like paragraph ten, this paragraph produces some mental pictures in the audience's mind. The imagery of the child on the South side of Chicago who cannot read, the thought of the senior citizen who cannot pay for her prescriptions, and the image of an Arab-American family who is being punished by the executives of the state without due legal process, are the language devices which produce the emotional feelings of positive attachment with the speaker. The concern of the speaker for every citizen of America makes the American audience emotionally charged in favour of the speaker. This paragraph also explicitly gives the audience the element of hope. Gallo opines that Obama speaks in the uplifting rhetoric of hope (Gallo, 2008). The hope Obama gives to the audience is the hope in the idea of America and the American people as a unit, in the idea of America as the land of free people, brave people, just people, in the idea of Americans who are the custodians of other individuals' dreams. This rhetoric of hope from Obama wins audience's favour for him.

Logos Applied

Logical Selection of Lexical Expressions

Logical arguments are a strong means to convince somebody satisfactorily. Speaking reasonably pursues the people the way the speaker wants them to be pursued. Obama uses reasonably

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logical and convincing lexemes / expressions in his speeches. He employs all the means of persuasion, i.e. Ethos, Pathos, and Logos. Although this speech apparently seems an address on the topic of national unity, the real objective of Obama was to convince the listeners in the favour of John Kerry, a candidate for American Presidency in the year 2004. The logical undercurrent / objective of the present speech is the election campaign. So, in paragraph eight Obama introduced John Kerry for the first time in this speech. Since the real motive of the present speech was election campaign, the logical analysis of the present speech focuses on the lexemes / expressions which convince logically the listeners of the suitability of John Kerry as the President of America. The following table shows all the connotative expressions which support the logic of electing Kerry as American President.

Table:

Logical items / expressions supporting Kerry, J.	Paragraph No.	Frequency
That choice	08	1
Our party	08	1
A man / that man	08	2
John Kerry / Lieutenant Kerry / President Kerry	08,09,11,14,16	2+ 5+ 4+1+1
Ideas of community, faith, sacrifice	08	1
His / he / himself / him	08	5 + 1 + 1 + 1
John Kerry believes in … hard work	09	1
John Kerry believes in … some health coverage	09	1
John Kerry believes in energy independence	09	1
John Kerry believes in constitutional freedom	09	1
John Kerry believes in war … an option	09	1

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We have real enemies in world	11	1
These enemies must be found	11	1
They must be pursued and they must be defeated	11	1
Lieutenant Kerry did not hesitate … in Vietnam	11	1
President Kerry will not hesitate … to use our military might	11	1
John Kerry believes in America	11	1
There is no liberal America and conservative America	13	1
There is the United States of America	13	2
Not a black America and white America	13	1
[Not a] Latin America and Asian America	13	1
There are patriots who opposed the war in Iraq and patriots who supported it	13	1
Politics of hope	14	1
… to hope	14	2
Hope of slaves	14	1
Hope of immigrants	14	1
Hope of a young navel lieutenant	14	1
Hope of a mill worker's son	14	1

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Hope of a skinny kid	14	1
The audacity of hope	14	1
Belief in things not seen	15	1
Belief that … better days ahead	15	1
I believe	15	3
Energy	16	1
Urgency	16	1
Hopefulness	16	1

The table shows that the proper noun, John Kerry / Lieutenant Kerry / President Kerry has been mentioned thirteen times in this speech. The repetition of the name of a person who is the candidate for the American presidency convinces the audience logically of the suitability of his candidature, as repetition hammers home the content unconsciously. All other expressions mentioned in the table convey the connotative meanings and convince logically the listeners in favour of John Kerry. The end of the speech is full of lexemes like "hope" and "believe". This positive side of the picture drawn by Obama through this rhetoric of hope increases the frequency of element of logos.

Transitivity: Analysis and Interpretation

Paragraph 1:

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The thematic force in the first sentence has been given to the *circumstance of cause (behalf)* as Obama speaks on behalf of great state of Illinois. In this verbal clause, *verbal process* "express" has been used after permission seeking imperative "let" consciously:

"On behalf of the great state of Illinois, crossroads of a nation, land of Lincoln, let me express my deep gratitude for the privilege of addressing this convention" (see appendix).

The noun phrases "crossroads of a nation" and "land of Lincoln" are appositives to the noun phrase "state of Illinois", hence the part of the *circumstance of cause (behalf)*. The noun phrase "my deep gratitude" is the *verbiage* of this *verbal clause*, as "the content of saying may also be construed as a participant ----- the *verbiage* of a verbal clause" (Martin et al. 1997). Last part of the clause "for the privilege of addressing this convention" is again a *circumstance of cause (purpose)*. Obama is adding much to his credibility and acceptability of self by talking about the great state of Illinois as his pedestal. The appositives add force to his words as he lets the addresses recall the greatest hero of the nation, Lincoln. He consciously uses the emotional force and the attachment of the audience in his favour, since the thematic force has been given to the *circumstance of cause* and both appositions are the part of the thematic adjunct. Instead of using "I express my deep gratitude", Obama prefers "let me express …". The use of accusative case of first person pronoun and permission seeking imperative "let", instead of nominative case of first person pronoun, gives the audience a place of authority and the speaker successfully develops rapport with the listeners. This unique *verbal clause* starts and ends at adjuncts. The adjunct / *circumstance of cause (purpose)* "for the privilege of addressing this convention" explains the reason of Obama's *verbal clause verbiage* "my deep gratitude". He explains through this *verbiage* the reason why he is overwhelmed by the gratitude for the listeners.

The sentence:

"My father was a foreign student, born and raised in a small village in Kenya"

bears three verbal groups / clauses: one *relational process* "was" and two *material (event processes)* "born" and "raised". *Relational process* is of identifying type: "my father"

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functioning as *token* and "a foreign student" as *value*. The two *material processes* reflect the two independent phenomena; "born" and "raised". Both are *material event processes*. The thematic position has been given to the *token* "my father". All the processes have been introduced before the circumstance of location *(spatial)*, i.e. "in a small village in Kenya". This transitivity analysis proves that Obama is not willing to hesitate to introduce and proclaim his humble origin. The thematic place is given to the *relational (identifying) process* which speaks of his father and his foundation: Obama is not ashamed at revealing his identity. Obama's unwillingness to be hesitant in revealing his humble source at such big occasion shows his strength of character and enhances his credibility and integrity.

The next sentence:

"He grew up herding goats, went to school in a tin-roof shack"

bears three distinct and independent verbal groups. The finite verbal group "grew up" represents the *material process of event* since "growing up" is a happening. The non-finite "herding", represents *material process of action* since "herding" is doing something. The absence of a coordinator "and" before "went" gives more force to expression as content word "went" has been introduced without using the relational word "and". The non-finite clause, in combination with content word / *material process* "went" gives force and economy of expression. These three processes produce the imagery of such a person, who is poor but is full of positive ambition, is a hard worker and a true seeker of knowledge.

The next sentence:

"His father, my grandfather, was a cook, a domestic servant"

shows the use of two appositions in a *relational (identifying)* clause. "His father" is *token* and "cook" is *value*. This second *relational clause of identifying* attaches a value of cook to his grandfather. These bold *relational (identifying) clauses* at the close of the first paragraph give strength and weightage to the speaker's self respect and his character.

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Paragraph 4

The first sentence has four processes, having two ellipted clauses (in second and third clauses, subjects are ellipted): "I stand here today, grateful for the diversity of my heritage, aware that my parents' dreams live on in my precious daughters". The sentence is introduced with the *material process (action),* "stand"*,* then comes the *mental process (affection),* "grateful" with ellipted subject. The phrase "for the diversity of my heritage" represents *circumstance of cause (purpose),* as Obama expresses his gratitude to the phenomenon of his diverse heritage. "Aware" is the *mental process (cognition)* with ellipted first person singular pronoun subject. The last process "live on" is *material process (event).* Obama consciously avoided using nominative case of first person singular pronoun with the second and third processes (grateful and aware) of the sentence as this could have given the audience a sense of alienation from the speaker. Moreover, these ellipted subjects minimize the possibility of creating an egoistic image of Obama in the audience's minds. So, within just two-line sentence Obama proudly speaks of his successes as the representative of the great state of Illinois, his feeling of being proud over his parentage, and his own ambitions for his daughters. He conveys all that by the economy of the expression created by the ellipted subjects; the *circumstance of location (spatial),* "here"; the *circumstance of location (temporal),* "today"; and the combination of subject-less *mental (cognitive) process*, "aware" with the dependent that-clause.

The next sentence once again has the same start showing a partial parallelism:

"I stand here knowing that my story is part of the larger American story, that I owe a debt to all of those who came before me, and that, in no other country on earth, is my story even possible" (see appendix).

The non-finite clause "I stand here knowing" further introduces three dependent that-clauses narrating in a very economic way that he is the part of big story of America; his gratitude, respect and responsibility to his predecessors in politics; and his acknowledgment that such a story like that of him is possible only in his country, America. First that-clause just after the non-

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finite clause is a *relational clause (identifying)*: "my story" is *token* and "part of the larger American story" is *value*. Through his brief *relational clause of identification*, Obama declares the strength of his relation with America and makes the audience to identify his unique place among them. Second that-clause is a *mental (perception)* clause as *senser* "I" has to pay [owe] the *phenomenon* "a debt". This sense of obligation makes the process "owe" a *mental clause of perception.* So Obama's perception of obligation to the forerunners of politics is conveyed through a precise mental clause. Third that-clause is a matchless example of *existential process* as circumstance of location *(Spatial)* has been given the thematic place and is further projected by using two commas around it. The *existent* "my story" could have been impossible in any other country of the world. The thematic place of the *circumstance of location (spatial)* is suggestive of Obama's belief in the strong and justice based socio-political structure of America, found nowhere in the whole world. These strong proclamations of the speaker expressed in three successive that-clauses give the feeling of pride to the listeners, who are Americans, and the source of this feeling of pride is Obama's precise and wise selection of words.

Next sentence does not let the momentum of Obama's discourse go down, rather it redoubles the amount of feeling of pride in the addressees when he uses a long one clause (non-finite / to-infinitive) sentence starting with the *circumstance of location (temporal)*, and ending at the *circumstance of cause (reason)*, although the phrase, "because of" is ellipted:

"Tonight, we gather to affirm the greatness of our nation, not because of the height of our sky-scrapers, or the power of our military, or the size of our economy" (see appendix).

The sentence has one *behavioral (social) process*, "gather". Nominative first person plural pronoun "we" is the *behaver* of the process. The thematic place has been given to the *circumstance of location (temporal)*, "tonight". According to functional linguistics a transitive analysis based on the to-infinitive clause [here "to affirm"] is preferred (Martin et al. 1997). Hence the process "to-affirm" is more important to analyze. This to-infinitive seems a *verbal process* which amounts to the verbal behavior of "declaring". "We" is the *sayer* of the process. "The greatness of our nation" is the *verbiage*, and the rest of the sentence bears three

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circumstances of cause (reason): first with the words "not because" and the rest of the two with the ellipted lexemes "not because". Hence this non-finite one clause sentence successfully keeps up the momentum of an important political speech of Obama.

The choice of passive voice in the next sentence is a wise decision:

Our pride is based on a very simple premise, summed up in a declaration made   over two hundred years ago, We hold these truths to be self-evident, that all men   are   created equal. That they are endowed by their Creator with certain inalienable   rights.   That   among these are life, liberty and the pursuit of   happiness (see appendix).

Instead of using, "We base our pride on …", he uses "our pride is based on …". By using it he achieves following effects:

1. Economy of expression as he has not to use nominative case of first person plural pronoun "we".
2. Thematic force is given to the feeling of "pride", a "collective American pride". This gives much sense of superiority and positive vibes to the listeners.
3. The passive voice of the verb (is based) does not refer to any *participant* / agent responsible for providing that pride. Since no agent is nominated explicitly, the reference of agent automatically goes to three-sentence statement enclosed in the inverted commas ("We hold these truths to be self-evident, that all men are created equal. That they are endowed by their Creator with certain inalienable rights. That among these are life, liberty and the pursuit of happiness"). This is a cleverly wise use of passive structure as it increases the semantic force of the last three sentences he quotes in the inverted commas. In the absence of an explicit agent responsible for providing the feeling of pride, the truth that all men are created equal and that the humans have been given certain inalienable rights by the Creator serve as the agent of the process.

Paragraph 11

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Permission-seeking sentences seem Obama's preferred style in a political address:

"Now let me be clear".

The transitivity choice of the permission seeking verb "let", instead of the phrase "I am clear" is used to give the audience an air of feeling privileged and imperative. This feeling makes Obama their favourite political personnel.

The next sentence, "We have real enemies in the world", has simple typical English syntax of SPCA. The relationship of the predicator (have) with both the subject (we) and the complement (real enemies) shows that the *material process of event* (have) has been used. The *material process* is used with the *circumstance of spatial location* (in the world). The use of *material process* here means that the speaker's fellow beings, who are all Americans indeed, have a real and very concrete and materialistic presence of enemies. And the *circumstance of spatial location* is referred to as the whole world. This transitivity choice of the speaker is very cognizant and mindful. He wants to communicate the audience that he is not unaware of the presence of enemies of America. He is not taking them flippantly, rather quite gravely.

Next three clauses are very strong statements of an obligation:

"These enemies must be found. They must be pursued and they must be defeated".

All clauses are in passive voice. *Mental processes of affection* (must be) ----- since it is an obligation so it seems a *mental process of affection* ----- are used in these clauses. Again, "find" is the *material process of action*, "pursue" and "defeat" are also the *material processes of action*. This transitivity analysis proves that Obama's mind is consistent in its thinking and expression: all the three clauses employ same category of *mental process*, i.e. *affection*; and all the three sentences employ same category of *material process*, i.e. *action*. His consistency of selecting the same categories of the *mental* and *material processes* convey that he is adamant in his belief that the enemies of America must be destroyed.

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Look at the next sentences:

> John Kerry knows this. And just as Lieutenant Kerry did not hesitate to risk his life to protect the men who served with him in Vietnam, President Kerry will not hesitate one moment to use our military might to keep America safe and secure (see appendix).

In these clauses a proper name ----- the candidate for the American Presidency ----- has been introduced by using another consistent set of *processes*: "know" is the *mental process of cognition*. "Hesitate" is the *mental process of cognition*, and this mental process has been used with both the Lieutenant Kerry and President Kerry, who are one and the same person indeed. The choice of the same *mental processes* for a person's past and the future produces the effect that the said person is reliable, as if his past deeds are praiseworthy and trustworthy, his future deeds would definitely be so. Non-finite to-infinitives ("to risk", "to protect", "to use" and "to keep") are the *material processes of action*. Similarly, "served" is also a *material process of action*. The use of the five *material processes of action* once again strongly refers to John Kerry as a person of quick action and decisive nature. So Obama's careful use of a consistent category of processes is suggestive of Kerry's reliable character.

Paragraph 16

The last paragraph of the speech is interestingly important for the transitivity analysis as the whole paragraph consists of one sentence and too many clauses, only one more six-word sentence of blessings has been introduced at the very end:

> Tonight, if you feel the same energy I do, the same urgency I do, the same passion I do, the same hopefulness that I do — if we do what we must do, then I have no doubts that all across the country … the people will rise up in November … and this country will reclaim its promise, and out of this long political darkness, a brighter day will come. Thank you and God bless you (see appendix).

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The first clause comprises of *mental process of affection*, "feel". Next three clauses are the examples of the ellipted *mental process of affection*: "feel" is ellipted but is taken for granted to be there. "I do" in all the first four clauses is used with an ellipted "as", but it gives the meaning of "as I do", so the verb "do" is used for the purpose of comparison between the speaker and the audience. Rest of the clauses use one or the other subcategory of the *material process* (with a few exception of *mental* and *verbal* clauses at the end of the speech): "have" is the *material process of event* in "then I have no doubt … a brighter day will come", "rise up" is the *material process of action*, "swear in" at both places is also *material process of action* (though it seems that they are the *verbal processes*) as "swear in" in this context is a speech act. "Come" is the *material process of event*. "Bless" is the *mental process of action*. "Reclaim" in this context is the *verbal process* since "this country" is the *sayer* (*Participant*) and "its promise" is the *content / verbiage (participant)* of the process. This transitivity analysis reveals that the last paragraph of the speech opens with and ends at the *mental clauses of affection*. This seems to be a conscious effort to move the emotions of the audience and to involve their sympathies positively in the favour of the speaker's views.

Too many *material clauses* have also been used in this paragraph for the purpose of physically motivating the audience to vote for John Kerry. The speech act / *material process of action*, "swear in" develops the imagery of the office of the president of America, and also that of Kerry as President. This spinning use of language compels the audience to stand by Obama's side in the fourth coming elections. Obama emerges as a spin master: all these mental, material and verbal clauses too vigorously ask the audience to vote for Kerry, although not a single word of "vote" has been used.

Conclusion

The analysis reveals that Obama uses the elements of Ethos and Pathos in his speech quite frequently. This could be so as he was much interested in motivating and persuading the people's emotional side, not the intellectual side, as it is easy to persuade people emotionally. Obama used *material process of action* more frequently than other process types. He used *mental*

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process of affection and relational process as well. It is noticed that he used *circumstance of location (spatial), circumstance of location (temporal), a*nd *circumstance of cause, also.* His frequent use of *material processes* might be as he wanted to motivate the people physically to gather around him and affirm his ideas. Moreover, he used *mental processes of affection* to strike to the element of Pathos in the masses in the favour of his account.

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Appendix

"KEYNOTE ADDRESS AT THE 2004 DEMOCRATIC NATIONAL CONVENTION"

July 24, 2004

Boston, MA

On behalf of the great state of Illinois, crossroads of a nation, land of Lincoln, let me express my deep gratitude for the privilege of addressing this convention. Tonight is a particular honor for me because, let's face it, my presence on this stage is pretty unlikely. My father was a foreign student, born and raised in a small village in Kenya. He grew up herding goats, went to school in a tin-roof shack. His father, my grandfather, was a cook, a domestic servant.   [1]

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But my grandfather had larger dreams for his son. Through hard work and perseverance my father got a scholarship to study in a magical place: America, which stood as a beacon of freedom and opportunity to so many who had come before. While studying here, my father met my mother. She was born in a town on the other side of the world, in Kansas. Her father worked on oil rigs and farms through most of the Depression. The day after Pearl Harbor he signed up for duty, joined Patton's army and marched across Europe. Back home, my grandmother raised their baby and went to work on a bomber assembly line. After the war, they studied on the GI Bill, bought a house through FHA, and moved west in search of opportunity.   [2]

And they, too, had big dreams for their daughter, a common dream, born of two continents. My parents shared not only an improbable love; they shared an abiding faith in the possibilities of this nation. They would give me an African name, Barack, or "blessed", believing that in a tolerant America, your name is no barrier to success. They imagined me going to the best schools in the land, even though they weren't rich, because in a generous America, you don't have to be rich to achieve your potential. They are both passed away now. Yet, I know that, on this night, they look down on me with pride.   [3]

I stand here today, grateful for the diversity of my heritage, aware that my parents' dreams live on in my precious daughters. I stand here knowing that my story is part of the larger American story, that I owe a debt to all of those who came before me, and that, in no other country on Earth, is my story even possible. Tonight, we gather to affirm the greatness of our nation, not because of the height of our skyscrapers, or the power of our military, or the size of our economy. Our pride is based on a very simple premise, summed up in a declaration made over two hundred years ago, "We hold these truths to be self-evident, that all men are created equal. That they are endowed by their Creator with certain inalienable rights. That among these are Life, Liberty and the pursuit of happiness."   [4]

That is the true genius of America, a faith in the simple dreams of its people, the insistence on small miracles. That we can tuck in our children at night and know that they are fed and clothed and safe from harm. That we can say what we think, write what we think, without hearing a sudden knock on the door. That we can have an idea and start our own business without paying a bribe or hiring somebody's son. That we can participate in the political process without fear of retribution, and that our votes will be counted — at least, most of the time. [5]

This year, in this election, we are called to reaffirm our values and our commitments, to hold them against a hard reality and see how we are measuring up, to the legacy of our forebears, and the promise of future generations. And fellow Americans----- Democrats, Republicans, Independents------- I say to you tonight: We have more work to do. More to do for the workers I met in Galesburg, Illinois, who are losing their union jobs at the Maytag plant that's moving to Mexico, and now are having to compete with their own children for jobs that pay seven bucks an hour. More to do for the father I met who was losing his job and choking back tears, wondering how he would pay $4,500 a month for the drugs his son needs without the health benefits he

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counted on. More to do for the young woman in East St. Louis, and thousands more like her, who has the grades, has the drive, has the will, but doesn't have the money to go to college. [6]

Don't get me wrong. The people I meet in small towns and big cities, in diners and office parks, they don't expect government to solve all their problems. They know they have to work hard to get ahead and they want to. Go into the collar counties around Chicago, and people will tell you they don't want their tax money wasted by a welfare agency or the Pentagon. Go into any inner city neighborhood, and folks will tell you that government alone can't teach kids to learn. They know that parents have to parent, that children can't achieve unless we raise their expectations and turn off the television sets and eradicate the slander that says a black youth with a book is acting white. No, people don't expect government to solve all their problems. But they sense, deep in their bones, that with just a change in priorities, we can make sure that every child in America has a decent shot at life, and that the doors of opportunity remain open to all. They know we can do better. And they want that choice.   [7]

In this election, we offer that choice. Our party has chosen a man to lead us who embodies the best this country has to offer. That man is John Kerry. John Kerry understands the ideals of community, faith, and sacrifice, because they've defined his life. From his heroic service in Vietnam to his years as a prosecutor and lieutenant governor, through two decades in the United States Senate, he has devoted himself to this country. Again and again, we've seen him make tough choices when easier ones were available. His values and his record affirm what is best in us.   [8]

John Kerry believes in an America where hard work is rewarded. So instead of offering tax breaks to companies shipping jobs overseas, he will offer them to companies creating jobs here at home. John Kerry believes in an America where all Americans can afford the same health coverage our politicians in Washington have for themselves. John Kerry believes in energy independence, so we aren't held hostage to the profits of oil companies or the sabotage of foreign oil fields. John Kerry believes in the Constitutional freedoms that have made our country the envy of the world, and he will never sacrifice our basic liberties nor use faith as a wedge to divide us. And John Kerry believes that in a dangerous world, war must be an option, but it should never be the first option.   [9]

A while back, I met a young man named Shamus at the VFW Hall in East Moline, Illinois. He was a good-looking kid, six-two or six-three, clear-eyed, with an easy smile. He told me he'd joined the Marines and was heading to Iraq the following week. As I listened to him explain why he'd enlisted, his absolute faith in our country and its leaders, his devotion to duty and service, I thought this young man was all any of us might hope for in a child. But then I asked myself: are we serving Shamus as well as he was serving us? I thought of more than nine hundred service men and women, sons and daughters, husbands and wives, friends and neighbors, who will not be returning to their hometowns. I thought of families I had met who were struggling to get by without a loved one's full income, or whose loved ones had returned with a limb missing or with nerves shattered, but who still lacked long-term health benefits

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because they were reservists. When we send our young men and women into harm's way, we have a solemn obligation not to fudge the numbers or shade the truth about why they're going, to care for their families while they're gone, to tend to the soldiers upon their return, and to never ever go to war without enough troops to win the war, secure the peace, and earn the respect of the world.   [10]

Now, let me be clear. We have real enemies in the world. These enemies must be found. They must be pursued and they must be defeated. John Kerry knows this. And just as Lieutenant Kerry did not hesitate to risk his life to protect the men who served with him in Vietnam, President Kerry will not hesitate one moment to use our military might to keep America safe and secure. John Kerry believes in America. And he knows it's not enough for just some of us to prosper. For alongside our famous individualism, there's another ingredient in the American saga.   [11]

A belief that we're all connected as one people. If there's a child on the south side of Chicago who can't read, that matters to me, even if it's not my child. If there's a senior citizen somewhere who can't pay for her prescription and has to choose between medicine and the rent, that makes my life poorer, even if it's not my grandmother. If there's an Arab American family being rounded up without benefit of an attorney or due process, that threatens my civil liberties. It's that fundamental belief — I am my brother's keeper, I am my sister's keeper — that makes this country work. It's what allows us to pursue our individual dreams, yet still come together as a single American family. E pluribus unum. Out of many, one.   [12]

Yet even as we speak, there are those who are preparing to divide us, the spin masters and negative ad peddlers, who embrace the politics of anything goes. Well, I say to them tonight, there's not a liberal America and a conservative America — there's the United States of America. There's not a black America and white America and Latino America and Asian America; there's the United States of America. The pundits like to slice-and-dice our country into Red States and Blue States; Red States for Republicans, Blue States for Democrats. But I've got news for them, too. We worship an awesome God in the Blue States, and we don't like federal agents poking around our libraries in the Red States. We coach Little League in the Blue States and have gay friends in the Red States. There are patriots who opposed the war in Iraq and patriots who supported it. We are one people, all of us pledging allegiance to the stars and stripes, all of us defending the United States of America.   [13]

In the end, that's what this election is about. Do we participate in a politics of cynicism or a politics of hope? John Kerry calls on us to hope. John Edwards calls on us to hope. I'm not talking about blind optimism here — the almost willful ignorance that thinks unemployment will go away if we just don't think about it, or the health care crisis will solve itself if we just ignore it. No, I'm talking about something more substantial. It's the hope of slaves sitting around a fire singing freedom songs. The hope of immigrants setting out for distant shores; the hope of a young naval lieutenant bravely patrolling the Mekong Delta; the hope of a mill worker's son who

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dares to defy the odds; the hope of a skinny kid with a funny name who believes that America has a place for him, too. The audacity of hope! [14]

In the end, that is God's greatest gift to us, the bedrock of this nation; the belief that there are better days ahead. I believe we can give our middle class relief and provide working families with a road to opportunity. I believe we can provide jobs to the jobless, homes to the homeless, and reclaim young people in cities across America from violence and despair. I believe that as we stand on the crossroads of history, we can make the right choices, and meet the challenges that face us. America! [15]

Tonight, if you feel the same energy I do, the same urgency I do, the same passion I do, the same hopefulness that I do — if we do what we must do, then I have no doubts that all across the country, from Florida to Oregon, from Washington to Maine, the people will rise up in November, and John Kerry will be sworn in as president, and John Edwards will be sworn in as vice president, and this country will reclaim its promise, and out of this long political darkness, a brighter day will come. Thank you and God bless you. [16]

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Depiction of Indian Culture in the Works of Bhabani Bhattacharya

Reenu Kumar, M.A. (English Literature), M.B.A. (Finance and Retail)

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Abstract

This paper "Depiction of Indian Culture in the works of Bhabani Bhattacharya" discusses post-independence Indian Culture in the works of Bhabani Bhattacharya. Bhabani Bhattacharya is a champion of social change and human betterment. In his novels he tries to understand the problems of contemporary Indian society and portrays the realities of life in the country. The research paper tries to throw light on his perception of Indian society and culture from 1947 to1978 that he has acquired from his keen and critical observation of the life of the common people, especially the rural folks and tribes of India.

Introduction

Bhabahni Bhattacharya is a foremost realist of post-Independence Indian English fiction. He has witnessed the great Indian upheavals in the wake of freedom movement prior to Indian Independence in 1947. His novels and other works have been translated in more than 24 foreign languages and at least 16 of which are European and thus, through the translations, he has attained a worldwide renown. In India, too, he has been conferred with the coveted Sahitya Academy award in 1967 for his novel 'Shadow from Ladakh'.

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As a novelist, he belongs to the celebrated group of writers- Mulk Raj Anand, Raja Rao and R.K Narayan. His achievement as a novelist lies in his vision of life and its artistic portrayal in the novels. His major themes are hunger, poverty, disease, tradition, modernity and major social evils of Indian Society. Tension and pretentions, changing values, crisis of character and East-West relations and their day to day encounter are dealt with in his novels.

The novels of Bhabani Bhattacharya appeared at intervals between 1947 and 1978 and thus his productive period spreads over a span of 30 years. 'So many Hungers' (1947), 'Music for Mohini' (1952), 'He who rides A Tiger' (1955), 'A Goddess Named Gold' (1960), 'Shadow-from Ladakh' (1966) and 'A Dream in Hawaii' (1978) are his novels. Steel Hawk And other Stories (1968) is a collection of his short stories. Gandhi The Writer: The Image as it Grew (1969) is a literary biography. The themes of his various novels and stories emanate from his own life and its experiences. Bhattacharya's education, travels and expressions reveal his vision of life and the base of all his creative writings. His awareness of social, political and cultural problems is the result of Bhattacharya's own experiences of life.

Indian Culture and Religious Beliefs

Bhabani Bhattacharya as a person has an eclectic temper and therefore, he has absorbed influences from diverse sources. Both the writers of the West and East have enormously influenced his writings. Romain Rolland, Henerik Ibsen, George Bernard Shaw are among the important western writers who have influenced Bhattacharya most. Of all Indian writers the influence of Rabindra Nath Tagore and Mahatma Gandhi was the greatest. He was attracted to Tagore from his early school days when his career as a writer first began.

Tagore's Influence

Under the influence of Tagore, Bhattacharya began writing poems and prose sketches in Bengali. Tagore encouraged Bhattacharya to go ahead with his writings and later on when he was studying in England, Bhattacharya translated some of Tagore's writings into English in collaboration with Yeats Brown. The translation of Tagore's stories, sketches and allegories were published in 'The Spectator'. He also edited and acted as one of the chief translators of Tagore Centenary Commemoration Volume - 'Towards Universal Man' (1961). The influence of Tagore can be felt in almost all his writings. His 'Shadow From Ladhak' and 'So Many Hungers' clearly bring out Tagore's impact on the novelist, they are full of references to Tagore. Tagore's belief in the harmony of different cultures finds a clear impression and expression in 'Shadow From Ladak'.

Gandhi's Influence

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Mahatma Gandhi is the second great influence on Bhabani Bhattacharya. He first met Gandhi in England in 1931 when Gandhi had been there to participate in the Historic Round Table Conference. Gandhi's ideals of truth and non-violence, and his love for the poor and peasants left deep impact on the novelist. The themes and characters of almost all his novels reveal Gandhian influence on him as a writer and thinker. His character Devish in 'So Many Hungers', Jaydev in 'Music For Mohini', Satyajit in 'Shadow From Ladhakh', all follow Gandhian ideals. They all praise Gandhian views regarding self-control, chastity, honesty, celibacy, simplicity and asceticism of inner as well as the outward life like Mahatma Gandhi.

Belief in the Inherent Goodness of Humans

Bhabani Bhattacharya believes in the inherent goodness of the human heart. He also believes in the efficacy of Gandhian device of using fast to attain social and political as well as purely human objectives of life. Satyagraha, non-violence, and peaceful strikes are the Gandhian means to fight against the socio-political injustice of any kind. Shadow from Ladhakh is deeply rooted in Gandhian thought and practice of life.

But at the same time Bhattacharya is well aware of gross misuse of Gandhian thought and ideals in the real practical life. People often pursue shady deals by means of the Gandhi cap. Jhunjhunia, the unprincipled businessman in the same novel, is a glaring example of this misuse and corrupt practice. He visits the Samadhi of Gandhiji whenever he earns profit and money in his business deals.

A Champion of Social Change

Bhabani Bhattacharya is basically a champion of social change and human betterment. He is a realist, keen about exploring the realities of life in the country. He has a deep understanding of the problems of contemporary Indian society. He has acquired it from his keen and critical observation of the life of the common people especially the rural folks and tribes of India.

In his *Sunday Standard* interview Bhattacharya observed – "Unless a writer has keen observation and an eye for details of general behavior of folks, he cannot write a social novel. I have developed this habit and I have not missed a single opportunity of observing incidents, happenings where I can gain something for the writer in me." Reality to Bhattacharya is the 'Soul of art.' Art should convey truth— 'a truth of emotion, which is the ultimate realism'. According to him, the creative writer's final business is to reveal the truth.

In his novels, Bhattacharya thus explores the social and political life of the people. His novels are but an imaginative pictures of life. War, hunger and freedom, redemption of the common man are the major recurring themes of Bhabani Bhattacharya's novels.

So Many Hungers

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'So Many Hungers' is a product of social realism. This novel is inspired by the 1943 famine of Bengal. Bhattacharya recalls – "The great famine swept down upon Bengal. The emotional strings I felt (more than two million men, women and children died of slow starvation amid a man made scarcity of food) were a sheer compulsion to creativity. The result was the novel 'So Many Hungers'.

Music for Mohini

His second novel, 'Music for Mohini' deals with the problems of India after independence. The action of the novel covers the period after 1948. It takes up a social problem which remains relevant even today. The conflict between orthodoxy and modernity is emphatically treated herein. Mohini is the central character of the novel. A psychological study of the intellectual and emotional development of Mohini, who grows from girlhood to womanhood, is the chief concern of the novel. She is a modern sophisticated girl who has fully absorbed in her personality, the time honored values of Indian culture and religious beliefs. On other hand, her mother-in-law represents orthodoxy. Our attention is drawn again and again to several absurd beliefs and practice of contemporary Indian society. The novelist, vehemently, pleads for a change. It is a social novel as the novelist severely attacks social evils and seeks to solve social problems like casteism, widow remarriage, child marriage etc. In this novel, Jayadev is a social reformer. He is bent upon seeing his village a model village. Political freedom without social freedom is meaningless. The novelist attacks worn out and age old tradition of the Indian society which obstructs the progress of the country—"Society, rural society was sick with taboos and inhibitions of its own making: the inequalities of caste and untouchability: the ritualism that passes for religion, the wide flung cob-web of superstitious faith. It was all an outgrowth of centuries of decadence. The purity of ancient thought had been lost in misinterpretation until the dignity of man had become a mere play thing of vested interest.

He Who Rides a Tiger

'He Who Rides a Tiger' presents a true picture of Indian society before independence. The Bengal famine and the quit India movement are the inspiring sources behind this novel. The novel describes the poor and the needy, but fills the bowls of the sadhus in saffron loin cloth. They do not care for the cries of the children dying of hunger. While men died of hunger, wealth grew; and while kindness dried up, religion was more in demand; it was only the out ward of religion the shell of ritual empty within.

A Goddess Named Gold

'A Goddess Named Gold' is Bhattacharya's next novel which narrate the happenings in a village during a hundred days preceding independence of India. The freedom movement forms the background of the novel. It is a very impressive novel on the life and its vagaries of rural India. It is a satire on man's lust for gold and wealth and it emphatically shows spiritual and so called

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religious values and rituals are employed for purpose of gold and wealth creation. It is a modern fable, presenting a real picture of tremendous awakening among the people who crave for social and economic equality. The novelist is very successful is exposing common man's belief in superstitions and miracles.

Shadow from Ladakh

The main theme of 'Shadow From Ladakh' is concerned with India at the time of the Chinese invasion of 1962. It gives an account of a politically conscious Indian family. The theme of the novel presents an excellent contrast between rural and urban life, between the spinning wheel and the spindle. The novel shows people's concern for the freedom of the land. It also examines the question of Tibiti freedom and reflects the Indian national characters. Indians as a race and nation believe in the universal brotherhood.

Focus on Contemporary Reality

Thus, it is clear that the novels of Bhabani Bhattacharya explore socio-cultural and political realities of life in the contemporary India. They closely examine the social and economic problems of the people arising out of hungers, poverty, famine, exploitation, war and people's urge for peace and universal brother hood under the backdrop of age old Indian culture and tradition in its true sense. He is a novelist whose vision of life is perfectly humanistic and peace loving as is the cultural message of India since the very inception of it. He upholds humanism both in principle and practice, and his humanistic attitude to life finds artistic expression in his novels. As a novelist Bhattacharya is very purposeful.

Positive Vision

His novels embody, as the critic Dr. K.K. Sharma has pointed out, 'a transparently positive vision of life which is essentially humanistic. Through his novels, Bhattacharya explores the causes of human suffering and their possible remedies plead for a synthesis of human, cultural and religious values. He feel sympathy for the poor and destitute, the helpless and downtrodden and suggests possible ways and means for the improvement of human life in general. And here lies in the universal charm and significance of Bhabani Bhattacharya as a novelist and writer, thinker and great humanitarian.

Conclusion

The research paper discusses the achievement and assessment of Bhabani Bhattacharya as a novelist and his contribution towards the development of Indian English fiction. It emphasizes on the projection of India and Indian culture in the novels of Bhattacharya. His novels are important literary documents as they are written under the backdrop of our national freedom movement under the leadership of Rabindra Nath Tagore, Mahatma Gandhi and Jawaharlal Nerhu. The trio

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of these great men has influenced Bhattacharya the novelist the most. As a novelist of contemporary Indian life, his entire emphasis is on the presentation of the critique of the then Indian society and its socio-cultural aspects in its entirety.

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An Investigation into Students' Perceived Views about Effectiveness of Oral Presentation at University Level

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Abstract

The paper explores Master Level students' views about effectiveness of oral presentation practice.

Students were provided free environment for exploring their views about oral presentation practice. Findings exposed that students did realize the importance of the practice, as oral presentation was helpful for students in developing self-confidence, sense of responsibility, leadership skills, interpersonal skills, communication skill, team work, problem solving ability and in students. Findings depicted problems of students relating to oral presentation like their teachers ignore students' interest in assigning topics, non-sympathetic behavior of teachers, lack of teachers' guidance ,inequality in time allocation for each presentation, unsatisfactory evaluation of oral presentation and second language barriers in oral presentation.

Suggested measures for improvement the situation may be provision of internet and computer facilities at departmental level, provision of short second language courses for students, special instructions can be issues to teachers about facilitating students regarding

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assigning topics, allocating time and guiding students about related resources for oral presentation.

Keywords: Oral Presentation; self confidence; communication skill; interpersonal skills; team work; sense of responsibility; real life experiences; master level.

Introduction

Oral presentation practice provide students an opportunity to develop various skills like as leadership, self confidence, interpersonal skills, communication skill, team work, sense of responsibility and relating learning to real life *experiences.*

Oral presentations provide a learning opportunity for students to develop their communication skills" (Rohitha and Rafic 2009).

As Kouzes & Posner, 1990; Bolt, 1996) describe that we are entering the twenty-first century with a dramatic deficit of leaders. They go on to cite Bolt's (1996) "contention that this deficit is not a deficit of leadership, but a deficit in leadership development".   Sawi and Smith (1997) identify leadership life skills as leadership, teamwork, decision-making, problem solving, reasoning, and communication as well as personal qualities such as responsibility, self-esteem, and integrity.

Scheer (1997) observes that leadership life skills are essential for young people to feel satisfaction and contribute to society.

The most effective form of communication that groups can experience is the controversial strategy known, as dialogue is the foundation upon which cooperative learning is structured (Brooks & Brooks 1993).

In performance tasks, students demonstrate for an audience that they have mastered specific learning objectives ... Accompanying any performance it is customary to provide a narrative statement, written or oral, explaining how the performance illuminate the material being studied (Johnson 2002).

According to Carbone (2009) view presentation practice within classroom environment may be first leap into the public world may pave the way to public speaking. Learning verbal behavior via oral communication to groups is vital as a learning tool.

Derrick (2006) explains that verbal presentation works best with technical support such as a projector, and access to illustrated on-screen presentations.

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Verbal presentation by individual students constituted an opportunity to increase, improve and provide alternate methods of learning in the classroom besides lecture, visual presentations, visiting speakers, and peer review of assignments by one or two peers   (Haber 2008).

According to Kitto (2008) the process of explaining to oneself and to others in the actual presentation develops and constructs conceptual and extended knowledge of the topic. "Oral presentations are a common requirement in many courses. They may be short or long, include slides or other visual aids, and be done individually or in a group. In your postgraduate studies, you may have the opportunity to deliver lectures, seminars and tutorials as well, and the more practice you have at any of these, the easier it gets…The major steps in oral presentation are planning, structuring, preparing and presenting" (www.courseworks.unimelb.edu.au retrieved on 12-05-2010).

Researches have shown that oral demonstration on some theme is an effective activity and it develops leadership skills among students as well as it gives students experience of real world. Tony Spink and Phil Clements (1999) suggest that teacher may concentrate on encouraging the disclosure of the real world problems, issues and experiences, which bear directly on the subject of training being undertaken.

An element of performativity pervades all oral expression in the classroom, and turns learning into an active and full-body experience, rather than merely a cognitive activity. Oral activities like role-playing, panel discussions, debates, deliberations, and more employ drama as pedagogy and performance as a means and motivation to learn (retrieved from www.speaking.pitt.edu/student/argument/index.html on June 06, 2010.

But researches show that there is need to establish comfortable classroom environment where students' mind are free of every kind of fear. Generally demonstration in front of the teacher and classmates is itself an act of extreme anxiety. It has been observed that sometimes students fall in the class during their demonstration practice and they feel that their breath is going to stop.

Of course, anxiety affects presentation skills of the students. No doubt demonstration practice is useful for students in their present and future life for developing in them leadership skills. Demonstration and oral presentation may be of various types. As Tamara Burk (Columbia College) and Lee Bowie (Mount Holyoke College) and their views were adapted in October 2003 for Knox College have presented their views on oral presentation. According to them researcher presentation is the kind of oral presentation most familiar in an academic setting. In courses where students are doing research, one or more oral presentations can be used effectively to help students develop their ideas and to give them the opportunity to present their work to others. Some faculty have students do a short

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assignment early on that presents a research proposal, or that is a sample analysis of one aspect of the research topic. Many have students give a presentation at the end of the research, sharing the results with others. Most suited for an upper-level research course, this model is highly adaptable to a wide variety of fields.

The process of learning in the classroom can become significantly richer as students have access to new and different types of information, can manipulate it on the computer through graphic displays or controlled experiments in ways never before possible, and can communicate their results and conclusions in a variety of media to their teacher, students in the next classroom, or students around the world (http://www.nsba.org/itte retrieved on March 3, 2010).

In current scenario in teaching-learning process the learner is expected to learn more than mere memorization of facts. Now the learner is engaged in the type of learning experiences through which the learners is actively engaged to get involved in the learning tasks through different kinds of preparing projects, performing activities, writing assignments, oral presentations.

The purpose behind such types of learning activities is to provide learners   practical and real life experiences and finally to train and prepare him/her for the society in which he/she has to survive so that he/she proves his/her selves as successful citizen.

Generally at university level oral presentation practice is conducted to measure students' self-confidence and presentation skills. In many universities it is an essential component of assessing techniques and students are required to demonstrate in front of the classmates and the respective teacher on some theme of their own interest and choice or on the theme that is proposed or assigned by their respective teacher.

Teachers assess students' presentation according to their own set criterion. On following pages, there is an example such type of oral evaluation rubric:

Oral Evaluation Rubric, Based on: Iowa State University, 2005. Oral Presentation Rubric, http://www.educ.iastate.edu/elps/rubricoral.htm, accessed 19 May 2005.

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Criteria	Distinguished	Proficient	Basic	Unacceptable
Organization	-- Extremely well organized.	-- Generally well organized.	-- Somewhat organized.	-- Poor or non existent organization.
	--☐Introduces the purpose of the presentation clearly and creatively.	--☐Introduces the purpose of the presentation clearly.	--☐Introduces the purpose of the presentation	--☐Does not clearly introduce the purpose of the presentation
	--Effectively includes smooth, clever transitions which are succinct but not choppy in order to connect key points	--☐Include transitions to connect key points but better transitions from idea to idea are noted.	--☐Includes some transitions to connect key points but there is difficulty in following presentation.	--☐Uses ineffective transitions that rarely connect points; cannot understand presentation because there is no sequence for information.
	--☐ Student presents information in logical, interesting sequence which audience can follow.	--☐ Most information presented in logical sequence; A few minor points may be confusing	--☐ Student jumps around topics. Several points are confusing.	--☐ Presentation is choppy and disjointed; no apparent logical order of presentation
	--☐Ends with an accurate conclusion showing thoughtful, strong evaluation of the evidence presented.	--☐Ends with an summary of main points showing some evaluation of the evidence presented.	--☐Ends with a summary or conclusion; little evidence of evaluating content based on Evidence.	--☐Ends without a summary or conclusion.

Students are provided complete schedule for this purpose and they have to demonstrate on dates specified by their respective teacher. It is essential for students to search for and gather information from books, articles, journals, and educational indexes, from Internet or directly

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from community and prepares a small project for demonstration. This mini project is sometimes a theory-based and sometimes it is an empirical research study. They encountered different practical experiences from preparation of demonstration assignment till its presentation. These experiences are conducive for developing leadership skills in students and at the same time they create interest in learning as well.

The process of education aims at developing various skills among students that they need in order to survive as successful citizen of the society. In teaching their respective content, teachers often conduct different learning activities for students to develop such skills. Rohitha and Rafic (2009) observe that a key feature of a high quality learning experience for students in an academic institution is establishing a scholarly culture that includes integration of research into the learning process in which students are encouraged to construct their own meanings and deep understandings of the subject materials. This process makes students engage in critically constructing knowledge and does not merely depend on instructions being provided to them with access to the contents. The learning experience therefore is facilitated by sustained interaction between the faculty and students in the classroom and beyond.

Different researches conducted in area and researcher' own interest in the area persuade the researcher to conduct a research study about finding out master level students perceptions about the effectiveness and problems associated with oral presentation practice in their course. The researcher was aware about the fact that it was going to be a unique research, as the research did not find a single research that was conducted in Pakistani master level students about effectiveness and problems of oral presentation practice.

Statement of the problem

Developing leadership skills among students is one of the major objectives of education, especially at university level that is the most recommended and given values in everywhere. Generally teachers adopt various techniques and activities to achieve this objective of education. Oral demonstration practice is one of such activities designed to develop leadership skills among master level students. Therefore the problem under exploration was to assess from students' perceptions about effectiveness of oral practice of students in developing leadership skills among them and at the same time to explore the role of oral practice in promoting research culture within the university premises.

Objectives of the Study

The research study was designed to achieve following objectives:

➢ to explore students perceptions about effectiveness of oral presentation;

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- ➤ to find out students' perceptions about problems they face during preparation of oral presentation;
- ➤ to explore students' perceptions about effectiveness of oral presentation in developing team work;
- ➤ to investigate students' perceptions about effectiveness of oral presentation in developing sense of responsibility;
- ➤ to measure students' perceptions about effectiveness of presentation oral in developing emotional intelligence;
- ➤ to explore students' perceptions about problems they face during preparation and demonstration of oral presentation;

Research Questions

The present study was conducted to fined answer to the following questions:

- ➤ What is the effectiveness of oral presentation practice according to students' perceptions at master level?
- ➤ What specific problems (if any) students face during preparing and presenting their oral presentation?
- ➤ What are students' perceptions for improvement (if any) regarding oral presentation practice?

Delimitations of the Study

As the researcher had some financial and time constraints, so the study was delimited to the following factors:

1. Using convenient sampling technique and collecting data for the study only from students of 3rd semester 2009 Master of Arts (Education) of Education Department of the National University of Modern Languages (NUML) Islamabad, Pakistan;
2. Exploring students perceptions only about oral presentation practice that is assessed at various phases of the course completion at Master level in NUML;
3. Discovering students' perception only about the effectiveness of oral presentation and problems associated with it.

Procedure of the Study

It was a descriptive type research but in this descriptive type the research brought a sort of innovation in the sense that she did not provided any kind of questionnaire to sample students rather she asked them to write freely about the points that had been asked at the paper sheet. The reason for not providing them questionnaire was that the researcher really want to explore the in-depth realties based on students own thinking and words. Population

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of the study was all master level students of National University Modern Languages Islamabad. Sample for the study was collected from all students of Master of Arts (M.A) education of 3rd semester 2009.

The researcher got permission from the Head of Education Department of NUML. When the head granted permission, the researcher started her research work and visited Master in Arts (M.A.) Education 3rd semester class and told sample students the objectives of the study for getting their views about oral presentation practice and asked for their cooperation. Data for the study was collected based on students' perceptions about the effectiveness of oral presentation. The students were assured that the views they were going to express about the said activity would not be disclosed to any one and they would be used for research purposes only and they were advised not to write their names anywhere in the paper but just write down their perceptions only. The students were happy to listen to this and were excited to express their views in written form without disclosing their names. The students were provided free time for freethinking and calm classroom environment. The researcher provided them with a piece of paper of equal size to each student and asked them to write their views on a paper about:

a. The effectiveness of oral presentation in learning new skills
b. Problems that they face in preparing their oral presentation
c. Suggestions for improving the oral presentation practice at master level
d. How they perceive oral presentation practice

It was an innovative study in the sense that instead of giving students' questionnaire or opinionnaire of any type developed by the researcher or any ready-made questionnaire, the researcher wanted to find out the inner heart situation as students really feel and perceive it. The sample students took approximately thirty (30) minutes to complete their thoughtful writing. Then the students handed over their papers to the researcher.

Data Analysis and Major Findings

Students produced their thoughts about effectiveness of oral presentation on pieces of papers and then the researcher summarized their thoughts and put them under following statements that arose from students' own perceptions. The result of each statement has been found out and written in the next column.

The following were the facts that arose from students 'perceived views about effectiveness of oral presentation practice/activity in developing leadership related skills like self confidence, interpersonal skills, communication skill, team work skills, sense of responsibility, real life experiences and emotional intelligence.

Data Analysis and Major Findings as Depicted from Students' Perceptions

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Sr. No.	No. of Students	Perce ntage	Effectiveness of Oral Presentation	Results
1	28	19%	Oral presentation was effective in that it made me the central person and everyone was listening me and accepting my ideas.	Oral presentation is effective for developing leadership skills in students.
2	28	20%	Oral presentation gave me the courage to talk to other and convince them through my ideas.	Oral presentation is effective for developing leadership and self-confidence in students.
3	28	19%	Oral presentation provides me opportunity to interact with other. I easily manage work with students who are really different from me.	Oral presentation is effective for providing training interpersonal skills in students
4	28	23%	Oral presentation trained me in communication skills and I come to know how to interact with others and how to answer and satisfy participants' queries.	Oral presentation is effective for providing training in communication skill in students
5	28	18%	Sometimes I had to work in group while preparing my oral presentation so I had to take care of groups' interests and provided me chance to present my knowledge and share my views with other classmates through questioning answer session	Oral presentation is effective for teamwork training, it develops collaborative skills in students.
6	28	22%	I had to complete all tasks relating to my presentation on due time	Oral presentation is effective in creating sense of responsibility in students
7	28	20%	Everything regarding my presentation I had to do and manage personally and this thing made me a responsible person	Oral presentation is effective in creating sense of responsibility in students
8	28	28%	It provided me practical training in preparing and presenting my presentation. It was really a real life related experience for me as in natural classroom environment through learning by doing it broke monotonous things of daily class routine and brought variety in classroom environment.	Learning is related to real life experiences through oral presentation practices and it creates interest for students in learning.
9	28	26%	During oral presentation I sometimes had to control my emotions and had to listen against my views.	Oral presentation is effective for developing emotional intelligence among students.

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10	28	25%	Teachers often assign me topic that are not according to my interests	Teachers often assigned students topics of their own interest and do not care for students' interests.
11	28	27%	Teachers do not give considerations to second language barriers of students	Students have barriers in giving oral presentation in second language.
12	28	24%	Teachers generally do not give consideration to my various problems relating to preparation of oral presentation	Teachers are ignorant of problems that students face during preparation of oral presentation.
13	28	23%	Teachers should encourage my efforts though they are not according to teachers' standards	Teachers' positive feedback is needed for encouragement of students
14	28	26%	Generally teachers do not guide how to prepare and from where to get resources for preparation of oral presentation	Teachers do not guide from where to get the required material needed for the presentation.

Findings of Data Analysis

Students' perceptions about effectiveness of oral presentation were tabulated and through detailed study of students' perceptions and the following major skills were depicted that have been shown in following figure No. 1:

Figure: 1

Effectiveness of Oral Presentation Practice
Conducive for developing following skills

leadership   self- confidence   communication   interpersonal   teamwork   sense of
skills   skills   skills   responsibility
                                                                               problems solving ability

From the above findings it can be concluded that oral presentation practice is conducive for achieving are of some of major aims of education like leadership qualities, self-confidence building, communication skills, interpersonal skills, teamwork, sense of responsibility, and problem solving ability in students. These all skills are interconnected with each other.

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As Nelson and Low, (2003) describes that emotionally intelligent students are skilled in interpersonal communication, self-management, goal achievement, and demonstrate personal responsibility in completing assignments and working effectively.

For example if a person can impress other people from his/her ideas this thing can develop self- confidence then he/she can communicate with others in effective way. If s/he can communicate effectively with other, s/he has good relationship with other. S/he can understand his/her own and others feelings and can use his own or others feelings in creating good environment. If s/he has regards for others feelings and emotions and understands them then s/he can work successfully in a team and can take on the responsibility of his/her role and of course when she/he takes on responsibility of performing some task then s/he will do his/her best to achieve his goals.

Suggestions for further Improvement

Followings were some suggestions that depict students' views regarding their problems. Suitable measures can improve the situation:

1. There is need that teachers provide students practical training for demonstration skills.
2. Teachers' encouragement can motivate students for better performance. If some weakness are found the teacher may guide students in correct directions for improvement.
3. As medium of oral presentation is English therefore some students have problems in spoken English due to their previous educational background. Therefore the teacher may make arrangement to minimize spoken English problems of students in daily class. Or s/he can make arrangement for make up classes with the help of English teacher.
4. Some students do have lack of confidence due to their personal problems and social background, educational background and they feel shy in their oral presentation. The teacher may provide them individualized counseling and may encourage them through different motivational techniques.
5. Sometimes students suffer a lot due to lack of guidance and support in preparation of their oral assignment. So the teacher may provide them complete guidance and support in preparation of their demonstration. The best thing that teachers can do in this reference in that they may assign themes for oral presentation according to students' interest and choice. So that the practice may become a charming activity for them.
6. They face difficulties in searching material relating to their topics, and often are unable to use computer or Internet as in some students' residence this facility is not available. Provision of computer, printer and Internet facility at departmental level within the university premises can minimize students' difficulties. For this purpose special funds may asked from university authority or to agencies like UNESCO (United Nations Educational, Scientific Cultural Organization), JICA (Japan International Cooperation Agency) interested in the development of education in Pakistan.

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7. Student is the person who is on the pathway of learning. S/He may have shortcomings of her/his personality and knowledge. Therefore it is inhumane to make ridicule of them. Ridiculous behavior of teachers can discourage students' and can affect negatively on their learning process.

8. Mostly teachers do not show interest in observing students' oral presentation and generally they do not explain students what they want from students in their oral presentation. Students are discouraged from such behavior of teachers as they have invested a lot of labor, time and money in preparing their demonstration. Teachers may appreciate students' demonstration by encouraging them through encouraging remarks. The teacher can assign equal time for presentation so that students' self esteem is not hurt and can make the classroom environment friendly. This behavior of teacher will motivate students to do good in future as well. Even, when presentation is not according to specific standards then students may be encouraged through such remarks that correct and guide them for improvement.

9. Often students are unable to locate and select relevant material related to their theme. Sometimes students suffer difficulty due to unavailability of projectors. Arrangement may be made for provision of projector in every class especially during demonstration practice. Before demonstration on the rostrum it is better that students may get their material of presentation checked from their teachers to make it sure that valid information are being provided in demonstration.

10. Educational institutions should provide technical assistance and should facilitate students for preparation and presentation of their work assignment.

11. There may be arranged English spoken courses as zero semester in order to improve students spoken power in second languages.

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Aldous Huxley's Generic Shift to Fantasy -

A Study of *After Many A Summer Dies the Swan* and *Ape and Essence*

Shahnawaz Muntazir, M.Phil.

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Look into the Divisions of the Modern World

Aldous Huxley as a writer set out to articulate the intellectual and moral conflict being fought in the collective soul of twentieth century. He used the novel form because he found it congenial to his purpose. D H Lawrence would express his reaction viscerally but failed "to look through a microscope", as Huxley reminds us (Sybille 1974:199). James Joyce could not disentangle himself from the nets in which he felt caught, because he was not aware of the oases to be found in eastern meditative systems. E M Forster knew of passages to other cultures but preferred to regard Art as self sufficient rather than as catalytic. Virginia Woolf knew the agony of private torment but did not realize the healing energy that emerges from societal involvement. It was Aldous Huxley of all these twentieth century English writers who best reflected and coordinated the divisions of the modern world; he best expressed its *Weltanschuung* in its most universal sense (Birnbaum 1971:4).

Cynical Depiction of the World

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In early years of his career as novelist, Aldous Huxley was interested in cynically depicting the *Weltanschuung* of his times. However Huxley was aware of his shortcomings as a novelist. In a letter to Jerome E Hare he admits that he "… is not congenitally a novelist and therefore is compelled to resort to the devices which the born novelist would never think of using" (Smith 1969:58). Huxley, therefore, from the very beginning of his career, experimented with the novel form and continued to the end of his career to cope up with his growing artistic needs. At the very outset he declared himself to be an "amused pyrrrhonic aesthete" and living up to that reputation adapted a dialectic style embodying an argument or discussion, with no requirement to reach the conclusion. For such dialectic discussion he adapted Peacockian model in which a group of people are assembled in a country house, having varying temperaments and attitudes and novel dramatizes the clash of these attitudes. Peacock's novel attacked most cherished assumptions, such as, new theories in morals, politics, and poetry. He suggested in not less than seven novels that most of the new ideas were idiotic, a source for satire rather than wisdom. In *Headlong Hall* (1816), *Night Mare Abbey* (1818), *Crochet Castle* (1831), to name only three, Peacock mocked at such trends as Romantic Movement, the political pretensions, scientific, and philosophical ideas of his age.

Depicting the Spectacle of Non-communication

Huxley's first three novels *Crome Yellow* (1921), *Antic Hay* (1923), and *Those Barren Leaves* (1925) conform closely to this model. There is in all the three novels interplay of contemporary ideas, reliance on spectacle of non-communication for comic effect, on the failure of character to get outside the world created by a limited understanding of reality and an underlying satiric vein, which characterizes Huxleyan novel. There is in these novels free and frank treatment of sex, of the Freudian theories, science, philosophy, or any other tabooed topic of the post Victorian times. Angus Wilson Speaking of these early novels states that they had a liberating influence and his only hope to free him from, "the prison of Family philistinism" (Watt 1975:74). He seemed to represent the kind of freedom, which might be termed freedom from all sorts of things such as conventional orthodoxies, officious humbug, sexual taboos, respect for establishments. Sir Isaiah Berlin speaking of these early novels considers Huxley as a great cultural hero of his youth "the cynical god, denying Huxley, the object of fear and disapproval…the wicked nihilist… [the delight of] those young readers who supposed

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themselves to be indulging in one of the most dangerous and exotic vices of those iconoclastic post war years" (Julian Huxley 1965:142).

Antidote to Science: Eastern Mysticism

The unbridled progress of science in twentieth century and its repercussions made it clear that science propitiates the material in man and does not answer to his spiritual yearnings. The solution is to be found in eastern mysticism. The need now was to communicate this message to the world, the Peacockian model did not suit the didactic motifs, as it takes the bonnet bomme of the most cherished ideas as a target for its laughter provoking mirth. The novel involves an argument or discussion with no requirement to reach a conclusion or take sides with a particular point of view. The issues are rather dealt with from different points of view and the reader is given an open choice to take his stand. Therefore, Huxley abandoned the Peacockian comedy in favour of greater realism, formal complexity and seriousness in the treatment of ideas.

Other Novels

In *Point Counterpoint* (1928) Huxley exhibited his grandeur as a realistic novelist. However, his later novel *Eyeless in Gaza* (1939) proved more to be the dissolution of his realistic aspirations. The didactic material in *Eyeless in Gaza* weighed more on the realistic model. The novel starts with an immense scope for the dramatic possibility but as the novel proceeds action impasses and didacticism takes over the novel. The aesthetic considerations are sacrificed to the preaching of the mystical creed, which is established in the first two chapters. In the subsequent chapter Huxley's preference for the fantastic mode and its precedence over mimetic mode is also analyzed. The use of fantastic mode enables Huxley to strike a balance between the artist and thinker in him.

After *Eyeless in Gaza*, Aldous Huxley made a paradigmatic shift to fantasy partly because the didactic strain in him had become so strong that it was almost impossible to continue with a genre that does not allow this vein to operate towards what it intends and partly due to the reason that during nineteen thirties and forties he had a great anxiety regarding the future of mankind. The west was blighted by the threat of Nazism which ultimately led to the Second World War and the dropping of atom bomb.

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Huxley, like most of the thinkers of that time was shaken by the horrors of holocaust and mass destruction. The faith in the image of science as a savoir of human species was shattered into pieces. The havoc done by the totalitarian state and the threat of communism behind the iron curtain became an inevitable tragedy. Nationalism, mechanization and continued loss of spiritual values had a deadening effect on human virtue. The task was to go beyond the aesthetic value of art and to search for sanity in human affairs—to create a society that strikes a balance between material and spiritual. Huxley tried his hands on the representational fiction but the form he used utterly frustrated his didactic intentions. The reason was that he believed that society ought to be different and to represent society as it was, meant to represent only undesirable behaviour (Ferns 1980:129). Therefore, in order to provide a societal standard against which society can judge its own conduct and reform itself, he moved beyond the realistic design.

In *After A Many Summer* (1939) and *Ape and Essence* (1949) Huxley adopted the fantastic mode; after all fantasy approaches the truth from another route. The rules are totally different; an artist is granted more freedom; he can push the limits according to his own need; he can create new worlds, imbibe myth and religion, make use of science and magic, comment on science and politics, and distance them by placing them in futuristic environment. Grotesque and bizarre is allowed, new symbols are created, language is manipulated, opens up an abyss of meaning questions self and society. Fantasy is of course bound by the ideologies of its author by its means of production, by its politics and prejudices but at the same time it is as much rooted in reality as "realistic novel" it deals with human condition. Fantasy is deeply concerned with human experience and is relevant to human living. Its major difference from the realistic novel is that it takes account of such areas of experience as imaginative, visionary and sub-conscious which free the human spirit to range beyond the limits of empirical primary world of reality—his own time structure, his own social and political order, but at no time does this apparent freedom permit the author to escape from contemporary reality. Indeed the fundamental purpose of a serious fantasy is to comment upon the real world and to explore moral, philosophical and other dilemmas posed by it.

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Mixing All Categories

In *After a Many Summer*, Aldous Huxley applied the principle of mixing of all the categories from slap stick to philosophic dissertation, eroticism, pastiche, grotesque and esoteric moralizing. Star states that *After Many Summer* dissolves the boundary between realism and fantasy. In fact, George Woodcock calls it a hybrid work (WoodCock 1972:221). Huxley himself called the book "a wild extravaganza, but with the quality of most serious parable" and later called it "a kind of fantasy, at once comic and cautionary, farcical, blood-curdling and reflective" (Holmes 1970:81). Laurence Brander calls it a "science horror story" (Brander 1969:81). The story of the novel deals with a millionaire, Jo Stoyte, who owns movie studies, acres of female flesh along with a collection of the world's art and treasures and a retinue of scholars, scientists and physicians. But all this is not enough; Mr Stoyte wants to live forever. The setting is that of a gothic castle. The theme is that of immortality and timeless good. There is a return to Peacockian discussion novel, conversation does take place but there is also seduction and murder and mixed with all is the element of didacticism. If we go by Katherine Hume's definition of fantasy as any departure from reality and includes transgression of what one takes to be physical facts such as human immortality, then the novel is in fact a fantasy (Kathrine Hume 1984:21).

After Many a Summer is a chronicle of fear, greed, lust, hatred and stupidity. The title of the novel is taken from Tennyson's poem Tithonus which deals with a mortal of the same name whom goddess Eos (also Aurora) had bestowed with everlasting youth. The theme of the novel is directly related to the title as the novel deals with modern Tithonus, American millionaire Jo Stoyte's quest for immortality. Jo Stotyte is the person in the novel who is scared of death. His fear of death stems from the Sandesmanian Calvinism burned into his soul by his father and the Christian Science ceaselessly shouted by his wife. Stoyte believes that its terrible thing to fall into the hands of living God:

> Always, in the background of his mind, there floated an image of that circular marble room, with Roden's image of desire at the centre, and that wide slab in the pavement at its base—the slab that would some day have his name engraved upon it: Joseph Penton Stoyte, and the dates of his birth and death. And along with that inscription went another, in orange letters on a coal black ground. It is a terrible thing to fall into the hands of the living God (Huxley 1964:173).

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Jo Stoyte has built the most luxurious cemetery in America, "Beverly Pantheon—the personality cemetery", the death has been glamorized and almost a sex appeal has been added to the death through the erotic statues of the nymphs in the cemetery but still this cannot evade Stoyte's fear of death. He is filled with wariness and repugnance and "loathed his pantheon and everything to do with it, because in spite of statues and Wurlitzer, it spoke to him of nothing but disease and death and corruption and final judgment…" (Huxley 1964:167). Propter and Obispo regard fear of death rather than death itself as the real enemy. Obispo says to Jo Stoyte, "…if you are always scared of dying, you will surely die fear is a poison; and not such a slow poison either" (Huxley 1964:31). Obispo is working for the invention or discovery of some way to prolong life but at the same time he has the realization that he cannot defeat nature but is gleeful in encouraging Stoyte to suppose that he can. Propter's solution is that immortality is possible only by rising above one's personality and becoming one with God rather than getting entrapped in time. For Propter time is evil because evil is possible in time beyond time exists good, therefore "liberation from time," he said "liberation from craving and revulsion. Liberation from personality" (Huxley 1964:91).

According to Keith May, there is a strong Faustian theme running through this novel. He goes on to compare Jo Stoyte to Faust who gives everything else in the pursuit of power and riches and finally desires prolongation of life even if it means degradation to a foetal ape. On the other hand Obispo is compared to bad angel and Propter to good angel (Keith 1972:150). This is in fact true. Both the characters heighten the crisis in Jo Stoyte and also in the novel. Obispo is the Mephistopheles of the novel. The handsome Levantine facet of Obispo, his wolfish smile, his production of piers and other 'magical' cures, his words which are often absolutely true which he (like the witches in Macbeth) knows will be misunderstood or disbelieved, his mischievous activities which cause the killing of Pete Boone, all combine to place him in the satanic tradition. He not only tempts Stoyte with prospect of immortality but also understands so much of what Propter understands but reacts to his understanding evilly. These two characters Obispo and Propter stand above the other characters in shared knowledge and unillusionedness, but Obispo collaborates with evil while Propter resists it.

Stoyte's preoccupation with the search for prolongation of life takes him England, where he buys hauberk papers and employs Jeremy Pordage to work on them. Jeremy discovers that fifth Earl of

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Gonister, a thorough going autocrat with a nice turn of the pen and the tastes of Marquis de Sade wrote and owned these papers have made similar attempts with carp gut himself and now 203, is still alive.

> …the shirt, which was his only garment, was torn and filthy. Knotted diagonally across the powerful chest was a broad silk ribbon that had evidently once been blue… he sat hunched up, his head thrust forward and at the same time sunk between his shoulders. With one of his huge and strangely clumsy hands he was scratching a sore place… between the hairs of his left calf (Huxley 1964:251).

The deathless Tithonus has become a repulsive old man; the fifth Earl has turned into "a feotal ape that's had time to grow up" (Huxley 1964:252), evolution in reverse if Obispo is Mephistophelean fifth Earl is Luciferian, he rivals God. Instead of seeking to lose a sense of time, he tries to master time, but becomes time's principle victim.

Mr. Stoyte's fear of death is so intense that he is ready to embrace this animal existence to avoid falling into the hands of living God. Mr. Stoyte finds words: "well… once you get over the first shook—well they look like they are having a pretty good time" (Huxley: 1964, 254).

However the scene is epiphanic to the reader. It suggests two solutions to the reader—one is to cling to the self via a prolongation of life, the retention of the ego and personality at all costs. The second way is the way out of the ego, a mystical method of self-transcendence and perhaps, eventually with something larger than the confining self. Huxley's own preference is implied.

Jerome Meckier contends that the novel is one of the few pieces of writing by Huxley where plot is of central concern (Jerome 1997:161). C. S. Ferns argues that the novel has one of his strong plot (Ferns: 161). Freed by the novel's fantastic character, Huxley is under no compulsion to meet the demands imposed by realism. Huxley, in the novel depicts an order of events which in mimetic design may appear improperly ordered. Around his story of the hauberk papers and of their implications for Jo Stoyte's quest for eternal life, Huxley creates a structure in which the interrelation of character and incident gives point and artistic inevitability to almost everything that happens. Even the most

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sensational occurrences fit into the novel's tight pattern (Ferns: 161-162). Pete's death in the novel which is the result of Jo Stoyte's rage is made credible by the combination of convincing circumstances. That Jo Stoyte will kill the wrong person seems the most logical conclusion after the scene in the lift, where his insensate animal rage is contrasted with the calm geometry and artistic perfection of the Vermeer which hangs there.

The setting of the novel plays an important role to the full realization of the theme, written as low fantasy it is perhaps the setting which carries it to the level of high fantastic works. *After Many a Summer* is set in the America of 1930s, a more familiar location than the world of distant future or the magical or supernatural world of a regular fantasy. But the way in which it is presented seems nonetheless bizarre. Seen first of all through the eyes of Jeremy Pordage, scholar and gentleman, America appears unendingly strange and alienated, continuously providing shocks. Jeremy is baffled by the sight of a large number of young women who are engaged in silent prayer but later he realizes that they are chewing gums. The distancing of the two worlds which is a pre-requisite for a fantasy to function, especially the one where the ends are didactic and reformative, is done by the juxtaposition of the most violent possible contrasts. After leaving the station, Jeremy passes hoardings which advertise hamburger alongside the comforts of religion and cosmetics next to funerals:

> EATS. COCKTAILS. OPEN NITES. JUMBO MALTS.
>
> DO THINGS, GO PLACES WITH CONSOL SUPER GAS!
>
> .. The car sped onwards, and here in the middle of a vacant lot was a restaurant in the form of a seated bulldog, the entrance between the front-paws, the eyes illuminated ...
>
> ASTROLOGY, NUMEROLOGY, PSYCHIC READINGS. DRIVE IN FOR NUTBURGERS •
>
> . . Mile after mile .. interminably ... CLASSY EATS. MILE HIGH CONES. JESUS SAVES.
>
> FINE LIQUORS.
>
> GO TO CHURCH AND FEEL BETTER ALL THE WEEK.
>
> · . A real estate agent's office in the form of ,an Egyptian sphinx. JESUS IS COMING SOON.

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BEVERLY PANTHEON THE CEMETERY THAT IS *DIFFERENT*.

· . Past a Rosicrucian Temple, past two cat-and-dog hospitals, past a School for Drum-Majorettes ... Sunset Boulevard ... Beverly Hills. The surroundingsdings changed. The road [was] flanked by the gardens of a rich residential quarter. Through trees .. the facades of houses all new, almost all in good taste-elegant and witty pastiches of Lutyens manor houses, of Little Trianons, of Monticellos; lighthearted parodies of Le Corbusier .. fantastic .. adaptations of Mexican haciendas and New England farms (Huxley 1964:9-12).

Taken to view, in passing, a vast cemetery called the Beverly Pantheon, he finds it adorned with: "the sort of statues one would expect to see in the reception room of a high class brothel in Rio de Janiero" (Huxley 1964:15). Michael Synider compares the world presented in the novel to the unreal world, what Baudrillard may call a hyper-world (Synider 2006:176). Next comes into view what in the novel is the principle setting where all the action takes place—Jo Stoyte's castle. "But what a castle! The donjon was like a skyscraper, the bastions plunged headlong with the effortless swoop of con-crete dams. The thing was Gothic, mediaeval, baronial-doubly baronial, Gothic with a Gothicity raised, so to speak, to a higher power, more mediaeval than any building of the thirteenth century" (Huxley 1964:17). Jo Stoyte's castle lends an air of gothic that is staple of the gothic tradition starting from *The Castle of Ortanto* and opens up a space for the grotesque action that takes place inside the castle. The castle is separated from the world by a draw bridge, hence, it becomes a different territory which is not regulated by the external world but has its own working principles. Inside the castle there are art works from almost all over the world. The castle dining room combines a Fra Angelico with furniture from Brighton Pavilion; the elevator is adorned with a Vermeer; waiters and butler's roller skate on private tennis court; baboons munch bananas not far from Christian reading room. Grotto of Lourdes, "Greece Mexico backsides, crucifixions, machinery, George IV, Amida Buddha, Science, Christian science, Turkish baths... anything you like to mention" (Huxley 1964:19). The architecture and artifacts in the house not only suggest the gothicity of the house but also indicate that the interiors of the house are a mish mash of plundered or copied things. Having nothing in common every item is irrelevant to every other item. The most striking incongruity in Stoyte's house is found in the great hall,

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from opposite ends of which El Greco's crucifixion of St. Peter and a magnificent nude by Rubens face each other. Death and Sexuality; both given order and beauty by the paintings, but both have lost sting in the modern world. Beside the castle, at the top of the hill, there is a small house at the foot of the hill in which lives Bill Propter. Huxleyan sage and representative of good in the novel, as against the evil that lurks inside Stoyte's castle. With this contrast the novel is raised to the allegorical level. According to C. S. Ferns what gives the setting its fantastic caricatured aspect is simply the principle of selection that Huxley adopts (Ferns: 150). He neglects the more mundane and ordinary elements and focuses on the garishness and vulgarity in American surroundings thereby presenting a reality which goes against the convention of real in a representational work. Thus through the organizing principle of contrast Huxley contrives to create a world which is at once recognized and distorted accurately observed yet bizarre.

Idea Takes Precedence

Huxleyan novels do not have much scope for the characterization. The idea takes precedence over everything in the novel. Therefore the characterization in the novel is in accordance with the earlier novels. There are, in the novel viscerotonics like Jo Stoyte and Virginia Maunciple, cerebrotonics like Jeremy Prodage and Peter Boone, somatotonic like Dr. Obispo and an ideal character as Propter. However, at the same time every character is presented as a contrast to his own environment which makes every character a multidimensional being and works at the satiric level in the novel. Jeremy Pordage, typical Huxleyan intellectual dominated by an authoritative mother, for instance combines the elegance and refinement appropriate to his public school and Trinity background to his unsavoury sexual habits. Jo Stoyte is himself an amalgam of incongruous constrasts. On the one hand he engages in sharp and underhand business transactions while on the other he indulges in grossly sentimental benevolence towards sick children. He also alternates between timorous despair and aggressive happiness, depending upon his love of money, which ever is uppermost. His most incongruous impulse is his feelings for Virginia, which are at once those of the purest father love and the most violent eroticism.

Virginia Maunciple as a character in the novel acts as a most important device of exposing contradictions in other characters. In Peter Boone's case she serves to reveal the confusions in his

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mind. Pete is an idealist whose idealism extends not only to his radical communist yearnings but also to his failure in seeing Virginia (his object if ideal love) in any kind of realistic light, even to the extent that he fails to realize that she is Jo's mistress. Huxley once again satirizes the romantic love by highlighting the contrast between the feelings of the lover and the object of love.

Virginia not only exposes the contradictions of others, she illustrates also the principle of contradiction in her own behaviour. She is an amalgam of innocence and worldliness and in her own uniquely vulgar way extremely religious. Her feelings of piety have their incarnation in the remarkable statue of the Virgin Mary which stands in her boudoir:

> You drew back a pair of short white velvet curtains (everything in the room was white), and there, in a bower of artificial flowers, dressed in real silk clothes, with the cutest little gold crown on her head and six strings of seed pearls round her neck, stood our lady, brilliantly illuminated by an ingenious system of concealed electric bulbs (Huxley 1964:144).

Her religion, however contrasts sharply with her sexual habits, and the bedroom location of her idol provides ample opportunities for black comedy and extremely bad taste, which Huxley to his credit exploits to the full (Ferns: 152). Virginia, in her bedroom assumes that our lady (Virgin Mary) pardons her sexual lapses provided they occur in a suitably romantic context with "a boy saying lovely things to you, and a lot of kissing, and at the end of it almost without your knowing it, almost as if it weren't happening to you, so that you never felt there was anything wrong, anything that, Our Lady would really mind…" (Huxley 1964:144).

Further contradictions are exposed in her behaviour by her complacency with Obispo rather than to Pete who possesses all the romantic illusions she supposes herself to share. Despite her distaste for Obispo's cynicism she prefers him in the end he is "a real good looker… rather in the style of Adolphe Menjou… It was those dark eyes with oil in their hair that has always given her the biggest kick!" (Huxley 1964:143).

With Obispo the contradictions stop. He is not hampered by any illusions and knows exactly and clearly what he wants and how to get on it. He exploits Jo's fear of death to disguise his affair with

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Virginia. He also exploits Pete not only seducing the object of his adoration but also gets Virginia to play on that adoration in order to divert Jo's suspensions. But it is his manipulation of Virginia above all that illustrates the power which Obispo's single mindedness gives him over others. He not only seduces her but he does so without making slightest concession to her notion of how such seduction should proceed:

> She would take him and take him what was more in his own terms. No Romeo and Juliet acts no non-sense about love, with a large L, none of that popular song clap trap… Why not treat the whole business scientifically? (Huxley 1964: 109)

Obispo is uncompromisingly committed to the destruction of illusions, the reduction of everything to the purely factual. His determination to bring everything down to the level of physical fact is dehumanizing especially in his views on love which he sees merely as a reduction to the animal. Obispo's reflection on the nature of sexuality culminate in a description of it in the familiar Huxleyan terms of abhorrence:

> You took an ordinary ordinarily rational human being, a good hundred percent American with a background, a position in society, a set of conventions, a code of ethics, a religion ...you took this good citizen, with rights fully and formally guaranteed
>
> by the Constitution, you took her ... and you proceeded. systematically and scientifically, to reduce this unique personality to a mere epileptic body, moaning and gibbering under the excruciations of pleasure for which you, the Claude Bernard of the subject, were responsible and of which you remained the enjoying, but always detached, always ironically amused, spectator… (Ferns: 154)

Obispo's detached cynical attitude towards everything is certainly a way of bringing order to the chaos but it is the way which is denigrated by Huxley, his cold attitude and his treatment of Jo Stoyte to whom he is employed as a physician makes him "Mephistopheles" with his hoax theories, his concoctions which he injects to his prey Jo and his pre-occupation with evil makes a typical villain of fantastic tradition. In fact he appears like a character who has come out of the hell. Nevertheless, the very nature of *After Many a Summer* is such that the existence of Obispo has to be counter balanced by

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some kind of opposite and it is William Propter who acts as a contrast to the amoral doctor and plays an important role in enclosing frame work for this novel of contrast and incongruities. The presence of these two characters in the frame work of the novel presents an allegorical tussle between good and evil material and spiritual. Peter Bowering puts the matter excellently as follows:

> Doctor Obispo and Mr. Propter representing the conflicting ideologies in the novel are symbolic manifestations of the material, spiritual motifs referred to earlier. Delineated with an almost allegorical simplicity, they hover around Stoyte like the good and the evil angels round a tottering Faustus, Obispo tempting with his promise of rejuvenation, while Propter offers the more permanent if less immediate attractions of enlightenment (Bowering 1968:149).

Like Obispo, Propter sees through the illusions of others and also remains detached, as any one must to preserve their sanity in the midst of the lunatic world which the novel portrays. According to Keith May, Propter is the central melody, to which the other melodies (characters) being variations are distorted echoes owe their existence (Keith: 151). He is a saintly figure trying to convince a usually skeptical audience of the reality of a spiritual dimension which alone can make sense of illusions and insanities of everyday world while Obispo, by contrast acts as a kind of Mephistopheles, offering the delight of this world, only at a price. Virginia buys concrete, factual physical pleasure but at the expense of her peace of mind. Jo buys of the threat of a murder charge for the shooting of Pete but only at the expense of acquiescing in his own cuckoldry. To say nothing of having to pay his rivals an extremely large sum of money. His dignity thus undermined, Jo is prepared in the end to accept Obispo's ultimate gift—that of eternal life, but only at the loss of his humanity.

In spite of all their contrasting natures, Obispo and Propter are the only conflicting elements in the novel, which are not directly juxtaposed; the confrontation between their ideas and attitudes remains an implicit one. Their essential opposition becomes clear in the scenes where each of them offers his interpretation of Molinos text which Jeremy discovers among the Hauberk papers: "Ame a Dios como es en si, y no como se lo dice y forma su. Imaginacion." (Huxley 1964:54). For Obispo the

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statement is meaningless, since he sees all perception as subjective: even if one purges the mind of illusions, one will still see things from one's own point of view:

Why, you can't even love a woman as she is in herself; and after all, there is some sort of objective physical basis for the phenomenon we call a female. A pretty nice basis in some cases, Where as poor old Dios is only a spirit. in other words pure imagination. And here's this idiot, whoever he is, telling some other idiot that people mustn't love God as he is in their imagination (Ibid).

Propter, on the other hand, while he concedes that Molinos' statement is meaningless in materialistic terms, sees it as an indication of the possibility of transcending materialism, of penetrating beyond the world of illusions to some deeper kind of reality. While he is as aware as Obispo of the delusions, which most human beings suffer from, he believes that there is a further delusion inherent in relying solely on a literal and self-consciously unromantic conception of reality. Just as Calamy, in *Those Barren Leaves,* criticizes Chelifer for his insistence on the ultimate reality of boring everyday existence, accusing him of being a 'sentimentalist reversed', so propter sees an exclusive belief in the reality of 'facts' as yet another kind of self-deception. He believes that most human beings define as 'reality' only what they can understand within the terms of the language systems, perceptions, and habits of thought which they have been conditioned into adopting-that their reality is in fact an artificial construct, which excludes the possibility of any experience, which lays outside the area it encloses. like Obispo, he knows that his theory can only be validated by 'a practical try-out': just as the women Obispo seduces can only discover the real nature of the sensual ecstasy he promises them by sleeping with him, Propter's audience can only be convinced of the existence of an ultimate spiritual reality which lies beyond language by experiencing it themselves. As Propter points out:

…There is a way. You can go and find out what it means for yourself, by first hand experience. Just as you can find out what El Greco's 'Crucifixion of St. peter' looks like by taking the elevator and going up to the hall (Huxley 1964:166).

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Unlike Obispo's experimental validation, however, Propter's is lacking in immediate appeal. Transcendental spiritual experience is not quite so easy to attain as sexual satisfaction, as he himself concedes "...in this case, I'm afraid, there isn't any elevator. You have to go up on your own legs. And make no mistakes... there's an awful lot of stairs" (Ibid).

However Propter at the same time has come to accept cardinal Bernlle's definition of man as "nothingness surrounded by God, indigent and capable of good filled with God if he so desires", and accepts John Tauler's definition of God as "a free power, a pure working" (Huxley 1964:90). Propter's chief wish is clearly to the effect that man should recognize his own nothingness and should desire to be filled with God. This is the substance of Propter's teaching. It should be added that he also proposes a kind of Jeffersonian democracy in which his traditional message has the greatest chance of being acted upon. Propter, of course has taken a beating from the critics. Derrek Verschoyle states that:

> With Mr. Propter as a character, he displays little skill of any kind. His failure with him is a matter of proportion, for while there can be no two opinions of the interest of what he says, the effect of his monologues, which occur too frequently and at infinitely too great length, is to make the book profoundly static, and to destroy the effect of what has preceded them. It does not matter that his philosophic lectures would not be credible in a person in real life; it does not matter that they have the effect, not of elements in a work of fiction, but a series of casual tracts(Verschoyle 1939:13).

Derrek Verschoyle's remarks are valid so far Mr. Propter's monologues are concerned. He talks too much in relation to the rest of the novel, about sixty out of two hundred and fifty-two pages of the book, and he is barely involved in the action of the novel yet Huxley introduce Propter in the novel as a moral pivot and a standard against which every character of his novel is judged. Every character except Propter thinks and acts falsely. The environment of the novel expresses and fosters ways of life diametrically opposed to the ways advocated by Propter. In fact his constructive philosophical thesis that good exists outside the time relates him directly to the theme of the novel, which deals with the concept of acquiring good in time.

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After Many a Summer as a novel works on more than one level. It suggests his departure from realistic novel and on another level it marks the beginning of expounding of his beliefs with clarity and sureness which was missing from other novels. Malcom Cowley states that, "Huxley in this novel abandons art for morality… he still tells us a story, but… it is primarily intended as a moral lesson" (Cowley 1940:216).

Ape and Essence

Ape and essence is a novel much in tradition of George Orwell's 1984, written one year after Ape and Essence. Ape and Essence is a dystopia and presents an apocalyptic vision of the world. While 1984 is a political dystopia Huxley's dystopia is a historical and metaphysical one, novel is a merciless allegory (Jerome: 189). Huxley saw it as a partial redressing of cruel oversights in Brave New world (1928). Ape and Essence is in fact the part of the trilogy which Huxley wrote about the possible futures. While Brave New World and Island are the two utopias. Ape and Essence is a dystopia. Huxley through this novel visualizes a society, which has lost its spiritual value and has taken refuge in animal bestiality Huxley comes through as a prophet forecasting the destruction that atomic wars, organized religion and nationalism can cause.

The novel is written in a scenario form (a rejected script rescued on its way to the studio incinerator). The time: the post-atomic twenty second century. The setting: the Los Angels plain. "Dissolve to street under the porches of ruined filling station the heaps of human bones"(Huxley 1948:40). It is some decades after the world War III, atomic bomb, 'the thing' has wasted most of our known world; Active radiation has ceased, but food is still short, and everything else. The books from the former L.A. Public Library are used to stoke Communal ovens; Labour gangs dig up and plunder the corpses of the dead. Four babies out of five are born deformed and are destroyed and their mothers savagely punished; sex is loathed and feared, only periodic orgies are permitted by Church and State. The state religion is cult of Belial, government is absolute run by a hierarchy of castrated Priests, Arch Vicars followed by patriarchs, Presbyters, Postulants and Satanic science practitioners. Anthony West contends that, "novel is a pseudo scientific shocker something like M.P. Sheils's Purple Cloud"(Anthony West 1949:232-33).

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Ape and Essence has been divided into two parts for the sake of the purpose of lending objectivity to the treatment of subject by distancing the main course of the novel from its author. The title of the first part of the novel is "Tallis" and its narrative deals with the discovery of the rejected script. This part is written as verisimilitude and comprises a brief satire on Hollywood and a number of Touches which anticipate the material of the second, much longer part. Huxley creates a device for frame work in the same manner as did H G Wells, William Morris and Natheniel Hawthorne to offer just a few examples. All of them thought it desirable to move into the main supernatural story via some comparatively humdrum proceeding during which, for instance, the dreamer settles to his sleep or one of the company looks up the intriguing manuscript.

In this way Huxley has his first narrator talk with Bob Briggs and later discover the script and travel to the Tallis ranch. The first part not only acts as piece of satire on Hollywood and the discovery of Tallis' script, it also has a tone whose cynicism faintly foreshadows what is to follow (Keith: 178). This tone in a calculated manner is set by the first paragraph of the novel it self:

> It was the day of Gandhi's assassination; but on calvary the site   seers were more interested in the contents of their picnic baskets than in the possible significance of the after all, rather, common place event. They had turned out to witness. The centre of the universe is here, not there. Gandhi might be dead; but a cross the desk in his office, across the lunch table in the studio commissary, Bobbriggs was concerned to talk only about himself (Huxley 1948:1).

Placing Gandhi against the picnicker on calvary and then· focusing more sharply upon one particular *homme moyen sensual* (Mr. Briggs) is a means of conveying neatly the point which will continuously be made by varying methods through out the novel.

Gandhi's death signals the death of spiritual qualities and the acceptance of amused egotism. This theme is continued through out the novel and later we learn from the Arch Vicar that it was not the share quantity of evil working through the Belial's triumph; It was rather the loss of recognition of spiritual qualities. This theme is developed in first part through depicting Bob Briggs' timid dreams of adultery and the milieu he lives in. Briggs is contrasted with Byron, Keats and Shelly not only for the sake of humor but also as the reminder of the audacity and spiritual grandeur, which those romantic poets, in the midst of their human feelings possess. The spiritual debasement is also stressed on by the

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joke about Christ when Briggs asks his producer, Lou Lublin, for an increase in salary to which Lou Lublin replies that "in this studio, at this time, not even Jesus Christ himself could get a raise" (Huxley 1948:169). This leads nameless narrator of the first part, which may be identified as Huxley himself, to think of the scene of Christ begging before Lou Lublin for salary hike painted by Rembrandt, by Breughel and by Piero Della. Francesca. The other contrast to emphasize the debasement is the making of a picture in one of the studios at Hollywood about 'Catherrine of Siena' in which the emphasis is upon some insignificant love affair in the saint's life. All these matters compose the theme of vanishing spirituality. The Prufrockian Bob Briggs, the assassination of Gandhi, the loss of the spiritual qualities found in Renaissance paintings, such elements are seen possibly impelling us towards some sort of nadir and sets the tone for pessimism that follows.

The discovery of the script takes the narrator and Bob Briggs to Southern California to its writer William who is already dead and is buried in the nearby desert. From this point on reader is placed in a movie script, a post atomic world and narrations is handed over to the second narrator which marks the beginning of Part-II and the transcendence from verisimilitude to Fantasy. To give shape to this bizarre material and articulate his ideas effectively Huxley experienced problem in finding a suitable vehicle for expression. Regarding the form of second part Huxley states:

> ..... there was no other form that would do. I tried at first to write it straight; but the material simply wouldn't suffer itself to be expressed at length and in realistic, versimilitudinous terms. The thing has to be short and fantastic, or else it could not be at all. So I chose the scenario form as that which best fulfilled the requirements (Smith 1969:600).

Kinematic Narrative Technique

Therefore, Huxley took recourse to the Kinematic narrative technique that borrows from film the device of rapid motion, sensory stimulation, and compressed data. In accordance with the form of the novel the plot and action are pinned to the background the action is pacey, narrator moves swiftly from one scene to another, which adds to the celerity of execution. C S Ferns states that the use of the scenario form puts too much pressure on the reader's imaginative capability (Ferns 177). However, Huxley deliberately adopted an approach likely to create very decided expectations on the part of the

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reader. Besides, the use of this form allows Huxley to distance himself from the view expressed by the narrator or any other character like Arch vicar or Dr. Poole. Reader is always made conscious by the use of such terms like close-up, cut, the change of camera angle that he is actually reading a script by some William Tallis.

In this way narration is divided between two persons one pyrrohonic observer, one who along with Briggs discovers the Tallis' rejected script and the second person is Tallis himself giving vent to his embitterment through the persona of narrator in the movie. The use of second narrator helps Huxley to distance himself from the attitudes which he maintained during and just after Second World War but didn't wish to be devoured by, therefore, attributed to Tallis. The other reason for the use of the Narrator instead of the customary Huxleyan sage, marginally involved in the plot was that Huxley was aiming at pure fantasy (Rolo 1948:102-3). Therefore, he refrained from any attempt at realism. With the change of narrator reader is transformed from Zero world (Wolfe 1986:63) to the secondary world, which encompasses the elements of horror and Fantasy. The world that is presented is a world of baboons; the surrealistic images of the Apes are intended to represent humans with their coarse animal instincts. The screenplay opens with a baboon harlot singing onstage to an admiring crowd:

Give me, Give me, give me

Give me detumessence… (Huxley 1948:84).

As the Baboons move to the tunes of the baboon singer the next scene shifts to the sea and a four masted schooner named Canterbury is approaching the coast of California at the end of its voyage from New Zealand. The year is 2108 and the events are introduced to give the reason for the dystopic condition of the world. In this early part the allegory predominates. Huxley wished to portray the historical event which forms the background to the main story of Dr. Alfred Poole as a means of telling what was wrong with the world then, in the twentieth century.

Allegory was chosen because realistic expression of the third world war would have obscured its cause in terms of human psychology. The reader who is expected to be in Cinema (as he is reading a movie script) is shown another cinema full of baboons whom no doubt human beings resemble, the baboon actors in full sadistic control of human beings with the faces of Einstein, Faraday and Pasteur. Two Einstein's, each one enslaved by a different army are fairly soon obliged by their captors to inaugurate the Catastrophic war. The scene ends with both baboon armies lying dead on the ground

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while two Einsteins look at each other in astonishment and are last o die and the narrator declares 'death by suicide of twentieth century science'.

The names of Einstein and Pasteur are introduced not just because their works pre-eminently, has made nuclear biological war fare possible, but also because these scientists represent the creative sprit in contrast to the tendency to stultify thought by presuming to know in advance what conclusion thought should reach. On the simplest level the fable here represents the opposition between scientific discovery and its misuse (Keith: 181). But at the deeper level the fundamental opposition is between ends which are ape chosen and means which are man's, as the title of the novel implies taken from Shakespeare's *Measure for Measure* where Isabella delivers a speech:

But man, proud man, just in a little brief authority—

Most ignorant of what he is most assured,

his glassy essence— like an angry ape,

Plays such fantastic tricks before high heaven

as makes the angels weep (Huxley 1948:90).

The implication is that man's spirit his glassy essence is characterized by transparency, so that it lets in truth. Wishes and fears, including what are thought of as noble aspirations, are apish because they through up barrier. Huxley viewed that in his time these formidable barriers by the presumption that mind is the soul instrument and arbiter of truth. But since the mind has an inclination to propose objectives, we are often driven into frenzied imbecility by a tendency to subvert or ignore the given truths of experience an effort to reach imagined destinations (Keith:182).

After the initial allegory which explains the reason's for the World War III and resultant end of civilization we are introduced to the member from New Zealand rediscovers expedition which arrives from New Zealand, being the only place which survived the atomic bombs due to its geographic isolation The protagonist of the novel, Dr. Alfred Poole, a Botanist comes with the rediscovery expedition and finds himself amongst the civilization that has regressed to barbarism. This section is replete with the dystopic imagery and partakes with the gory and grotesque. The central themes of the novel all run through this section and are fully exposed through the dialogues between Dr Poole and

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Arch Vicar, the religious and political head of the survivors of nuclear destruction in Los Angeles. "Church and State/Greed and Hate/Two Baboon persons in one supreme Gorilla." (Huxley 1948:183).

These words of the narrator suggest the totalitarian character of the modern governments, which is responsible for the havoc done by the nationalism, which justifies the inhuman and wanton killing of one another.

The destruction caused by science and technology and the vices of organized religion and has reduced the civilization in *Ape and Essence* to a ghostly existence. "The great Metropolis is a Ghost Town, that what was once the world's largest oasis is now its greatest agglomeration of ruins in a Wasteland" (Huxley 1948:197). Skeletons are piled in doorways and ruined filling stations; dust, tattered clothing, cheap jewelry and brassieres cover what was once an undergraduate science laboratory, dunes of sand drift through the street, Trains and automobiles, rusty and unused, clutter the landscape. Women draw water from a well into a goatskin, food so scarce that books are pulverized for bread. The graves of pre-bomb movie moguls are robbed for jewelry and clothes. Many inhabitants are deformed; the gamma rays have produced babies with four rows of nipples, or without any legs or arms, or with eight or more fingers on a hand. The adults live a life of outlandish beliefs and shocking rituals. The religion followed is Diabolic, Belial has replaced God.

Arrangement of Language

Much in the same way as any Fantastic, especially dystopic Fiction makes an arrangements of language that suites the articulation of the events removed from the reality Huxley makes use of certain words which forces the reader to resort to a "Conjectural mode of reading" in which the absent paradigm is replaced by paradigms of the empirical World (Angenot 1979:13). But evolve different meaning in the world created by the author the signifiers which in a naturalistic world may refer to something else are attributed to different signified which may or may not be related to the empirical signified.

Brave New World

Thus in *Brave New world* Alphas, Betas and Epsilons do not refer to the mathematical units but to the bottle made babies with varying intelligence and utility in state affairs. Similarly in Orwell's

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1984 (1949) many new terms and concepts like Newspeak and Double think are used in different context than they may empirically mean. Huxley also fills the empirical words with new meaning to propitiate his needs. Therefore the 'thing' in the novel refers to the third world war, the atomic and Biological warfare which led to the collapse of civilization. The term used for a woman is 'Vessel', "The vessel of the unholy spirit, the source of all deformity ... The enemy of the race, punished by Belial and calling down punishment on all those who succumb to Belial in her" (Huxley 1948:227). Huxley in a letter to Anita Loos suggested writing a novel about "Future .... A post atomic war society in which the Chief effect of the gamma radiations has been to produce a race of men and women who do not make love all the year round, but have a brief mating season"(Smith:569). We are told in the novel that due to the emission of gamma radiations after atomic war the sex has been reduced to a seasonal ritual rather than a regular affairs woman wear "NO" to cover the strategic places on their bodies to avoid intercourse except a particular time of the year when "NO" is removed. The humans who have normal sexual habits and mate round the year are referred to as 'Hots' and are considered threat to the society:

> But remember your history if you want solidarity, you have got to have either an external enemy or an oppressed minority. We have not external enemies, so we have to make the most of our Hosts. The are what the Jews were under Hitler, what the bourgeois were under Lenin and Stalin what the heretics used to be in catholic countries and the papists under the Protestants. If anything goes wrong, its always the fault of the Hots. I don't know what we'd do without them (Huxley 1948:237).

They are executed and buried alive. The seasonal orgies take place on Belial's day: two week long mating period where no sense of reservation in terms of having a single partner, is held it is a kind of communal mating. The point that Huxley wants to bring home seems to suggest the degradation of the sex in his own times, where sex has become a mechanistic affair, used only to satiate the animal instinct devoid of any spiritual value. The sterility of sexual communion is reinforced by suggesting that the children produced of such union are mostly deformed and are systematically eliminated through 'purification ceremony' in which deformed babies are put to knife if they have more than three pairs of nipples or more than seven fingers or toes:

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blood, blood, the blood….'

The patriarch's left hand closes about the infant's neck…

Impales the child on his knife, then tosses the body into darkness .... (Huxley 1948:236).

The mother, who produce deformed babies are shaved and whipped with bull's pizzles. Such images are gory and add to the horror in novel.

Function of Fantastic Mode

Huxley's use of fantastic mode enables him to avoid a large number of characters to focus on the undesirable attitudes and behavior, which used to create imbalance and was at odds with Huxley's pretensions to be offering an objective account of the world. In Ape and Essence, rather than the multiplication of individual examples Huxley pits the representational characters of two opposing worlds one realistic and other fantastic; as in case of Dr. Poole and Arch Vicar Against each other, where their incongruities expose there mutual absurdities.

Arch Vicar is the most impressive character in the novella, where characters are little developed and psychological penetration is shallow. He is the counter part of Mustapha Mond in *Brave New World* he is the cynical Huxley of early Huxley novels in his most grotesque guise. Sitting in his chapel he exponents to Dr. Poole the basic theology of the world of the damned over which he presides (Woodcock: 25). As he talks the annual scarifies of deformed babies and the flogging of their mother's is going on outside, the crowd whipping itself up to the state of excitement that will culminate in the great annual orgy. Poole watches in horrified fascination as the Arch vicar who terminates the lines of the Satanists that runs from Coleman through spandrel and Obispo-presents his interpretation of history as a triumph of the diabolic principle. "As I read history." He says, "it's like this man pitting himself against nature, the ego against the order of things, Belial" (a per Functionary sign of the horns) against the other one" (Huxley 1948:288). Finally assured in the nineteenth century when Belial fooled men into believing that "Progress and nationalism those were the two great ideas he put into their heads. Progress - the theory that you can get something for nothing; the theory that you can again… He would win the battle" (Huxley 1948:231). … the great wars and revolutions that destroyed civilization and

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turned the earth into realm of Belial that man is diabolically possessed seems to the Arch- Vicar self – evident, "…are you aware, sir, that from the second century onwards every Christian believed that a man could be possessed by God? He could only be possessed by Devil. And why did people believe that? Because the facts made it impossible for them to believe otherwise, Belial's a fact, Moloch's a fact diabolic possession is a fact"(Huxley 1948:232).

This is surely the comment on the organized religion and its inability to provide any spiritual ground to the followers. The reason why Huxley makes the castrated clergy the heads of both state and religion in his dystopia is to suggest the sterility of both to raise human beings above the level of physical or material in modern times.

Belial is even said to have possessed scientists otherwise good meaning man but Belial, "got hold of them at the point where they ceased to be human beings and became specialists. Hence, the glanders and those Bombs" (Huxley 1948:233). Dr. Poole's old Fashioned science has no answer to offer, or his neo-victorian respectability proof against the spirtit of orgy.

Dr. Poole is a bachelor of thirty eight, arrives in time for the animal orgy. He is the typical Huxley male a man, bullied by his mother and is still intimidated by his own desires Dr. Poole's progress as a character in conducted in three phases. The first phase comprises the events of part of Belial day (the day on which New Zealander's set there foot on the coast of California). The second Phase consists of the happenings of Belial night which are described in detail and includes conversation between Poole and Arch Vicar. The third phase Begins on the following morning and covers eight weeks up to his final flight with Loola to join the community of Hots living near Fresno.

Dr. Poole is the hope that Huxley introduces in his novel; Optimism in the reign of pessimism. Through him Huxley suggests that the regeneration is possible, that we can create a better civilization through love and through the harmonious combination of east and west. "Eastern mysticism making sure that western science should be properly used; eastern art of living refining western energy; western individualism tempering eastern totalitarianism" (Huxley 1948:261). It is with Dr. Poole that Huxley's didactic and moralistic mood takes charge of the situation. But before paving the way for a better future a ritual has to be executed to rise above the mundane human existence. Salvation is possible only a level above and below the human level and not on the human level. And the path to awakening goes from below to above, from animal to soul. Thus our doctor has to succumb to the animal passions,

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which he hitherto has been avoiding. During the dionysiac two weeks his sexual awakening leads him for the first time into a realm of personal tenderness for Loola, a self-concealing, eighteen year old Hot with two extra nipples, this experience is enlightening for both of them. Loola escapes the sheer animalisms of the mating season and Alfred becomes more human as a result of having behaved like an animal. A sort of balance is restored by the pair and in each of its members the larger wholeness, the re-ascent to the human level and possibilities beyond it.

Shelley and Huxley

It is with Shelley and his semi mystical poetry that Huxley, through Poole's search for larger wholeness; makes his peace in *Ape and Essence.* When Poole wishes to dissuade Loola from her allegiance to the restrictive sexual customs practiced by the society of *Ape and Essence,* he begins to quote from the volume of Shelley he rescued from the bakery oven in much the same fashion Huxley salvaged Tallis' script from the incinerator, "We shall become the same, we shall become the one Spirit with in two frames, oh! Wherefore two?" (Huxley 1948:267) Poole asks quoting Episychidion, he realizes that making love like human beings "might not always and everywhere be the right thing. But here and now it is definitely" (Ibid).

It is a limited ideal, Huxley feels, though it is superior to that held by rest of the society in *Ape and Essence*, beyond it, perhaps, because of it, Poole already perceives something higher. The narrator perceives it too and asks: 'is there already the beginning of an understanding that "beyond Episychidion there is Adonais and beyond Adonias the worldless doctrine of the pure heart" (Huxley 1948:268). Probably so, since the novel concludes with Poole quoting the next to last stanza of Adonais in which, for Huxley, "The light whose smile kindles the universe" is "the fire for which all thirst," (Huxley 1948:271) or in other words, the mystics divine ground. The message is again clear, job, like always is done. Love and mysticism are the final hope for a new civilization at Fresno to which the two lovers are moving. Hope is in full bloom.

Anthony Bower argues that the message of the novel is anything but pertinent urgent and true (Bower 1948:210). *Ape and Essence* reveals Huxley's didactic temper in a much impressive manner. The Fantastic medium of the novel relieves him from the pressures exerted by the realistic medium. In

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fact the kind of material that Huxley incorporates into the novel would not have found an appropriate expression in any other mode.

Realism with its focus on the empirical phenomenal world refuses to accommodate the conventions of a futuristic world, which hinges upon novelists imagination and the modification or manipulation of perceived reality. Besides didacticism has always been an element that tarnishes the realistic portrayal of the events, it comes in conflict with the aesthetic considerations of a work of art.

While in Fantasy aesthetic considerations are subservient to didacticism. Fantasy can hold the attention even if one disagrees with its premises. The fantastic context enables Huxley to present his views far more effectively than in a more realistic setting; by making the explanation which readers curiosity demands as grotesque vivid and horrifying as possible. Huxley manages to avoid the invidious earnestness which is always liable to attend overt explanations of a realistically presented world. Just as Swift uses the mechanisms of the traveler's tale in *Gulliver's Travels* to secure the attention of his audience, so that he might communicate his own views about society. So does Huxley in *Ape and Essence* rely on Tallis's script and working of dystopia to obtain a hearing for the message he wishes to convey.

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Determining Factors Affecting Teachers' Self-Efficacy at Secondary School Level

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Abstract

The present research was designed to explore the self-efficacy of secondary school teachers. The main objective of the study was to find out the effect of age, gender, qualification and teaching experience on the self-efficacy of secondary school teachers. Albert Bandura's self-efficacy scale was used. The population of the study was all the secondary school teachers working under Federal Directorate of Education Islamabad. Ten percent teachers from each of the five sectors of Federal Directorate of Islamabad were taken as sample of the study through stratified random sampling. Three experts validated the instrument. The reliability of the instrument was calculated which was (0.896). t test was used to find out the difference between two groups, one way ANOVA was used to find out the difference among more than two groups. The findings of the study revealed that gender, academic qualification, experience and locality significantly affect the self-efficacy, but age and professional qualification have no significant affect on the self-efficacy of secondary school teachers

Keywords: self-efficacy, secondary school teachers,

Introduction

Self is the core of one's conscious existence. Awareness of self can be referred to an individual's self-concept. When people are "getting in touch with self", it means they are

trying to have a self-concept. Kreitner and Kinichi (2007) said that we know our self because we have self-concept. Due to this self-concept we are distinct human beings. With out having the capacity to think we cannot have a self-concept (Victor Gecas as cited by Kreitner and kinichi 2007) while Kreitner and Kinichi (2007) presented their opinion about self –concept, that it is the idea an "individual has of himself as a physical, social and moral being". According to the Halonen & Santrock (1996) describe self emerges through an individual's experience with the world. It is "I" or "Me" of human existence.

Self-efficacy is a person's belief about his or her ability or capacity to accomplish a task or to deal with the challenges of life. It is the belief that one is capable of performing certain thing in a certain manner to attain certain goals. It can also be seen as individual's self judgment of personal capabilities to initiate and successfully perform specified tasks at designated level. It is a complete concept of his or her ability to perform any type of task related to a particular context and domain. James (2010) opined that part of personality is self, through which a person represents himself but for Adler (2010), self is subjective system in which individual gives meaning to his experiences and emphasizes on those events which will fulfill the person's lifestyle by creating goals for him and help him to fulfill those goals. It gives meaning to life. Pajares, (2010) gives a panoramic view of self-efficacy. He reports that Bandura introduced the construct of self-efficacy in 1977, in a publication "Self-efficacy: Toward a unifying theory of Behavioral Change". After some years in 1986 he associated the construct with human behavior through social cognitive theory and implanted cognitive development within a socio cultural network. In 1997 he published "self-efficacy: the exercise of control", here he further placed self-efficacy within a theory of personal and collective organization that operates and shows with other socio cognitive factors in regulating human well-being and accomplishment.

Self-efficacy (belief in one's ability to handle effectively and to master a situation to bring such changes that produce desired results) is taken as main thing to psychological health. It is well thought-out that its absence is the heart of psychological problems. But Hayes (1994) argues, that Bandura (1986) said self-efficacy beliefs are important, how and whether people feel that they can direct their lives, (these beliefs play the role of settlement representative) this means they strongly attach themselves with self-concept and self confidence. Hayes (1994) discussed Mischel's statement; a personality is the result of combination of all these things; learning from society values, expectancies and self-efficacy beliefs. While Davdoff (1987) cited Bandura (1977, 1982,) that through various experiments realized that new behaviors can be learned by the people, simply by observing others.

Pajares, (2010) tells the chief features of self-efficacy are the nature and construction of self-efficacy beliefs, their origins and effects, the procedure through which such beliefs function, and the modes by which they can be created and strengthened.

Gibbs (2000) talked about teachers. He says teachers stand as role models. They inculcate their experience, their understanding, and their ideas into the minds of their students to develop their mental spheres. Teacher affects student's actions and perception. For the knowledge seekers, teacher's motivation and devotion always provide light. High self-efficacy of teachers shows a positive impact on their students' life. Thus, self-efficacy of a teacher is an influential predictor of how and what a teacher will perform. Gibbs says that the

way a teacher believes about his ability is strongly associated with teacher's work, motivation and his effective performance.

If the efficacy perception of a teacher is higher than they are more motivated to perform their work and they apply more mental powers for performing their task. Tschannen and Woolfolk (2001) say teacher's self-efficacy is his belief in his capabilities to arrange and perform such actions which are necessary to accomplish a particular teaching task in specific frame work. Efficacy of a teacher is referred to teacher's belief that he can self-assuredly change and improve the results for "struggling students". Those teachers who have high self-efficacy, they have more positive attitude towards students. They respond to students' experiences and show less anger about students' negative behavior. Such patterns of characteristics in teachers are associated with achievement.

Woolfolk, (2004) explored that self-efficacy of a teacher is a sense of his judgment about capabilities to manipulate student engagement and learning, and bring them on desired path even among those students who may be unmotivated or difficult.

Bandura (1994) says schools in which staff collectively judges themselves as powerless to get students to achieve academic success they pass on a group sense of academic futility that can encompass the entire life of the school.

Adeyemo (2010) studied the moderating influence of emotional intelligence on the link between academic self-efficacy and achievement among university students. His results showed that emotional intelligence and academic self-efficacy is significantly correlated with academic achievement and moderating effect of emotional intelligence on the relationship between academic self-efficacy and achievement.

Fayyaz, (2006-08) found a significant correlation between emotional intelligence and self-efficacy among government and private college teachers. Akhter, (2009) found government teachers as highly efficacious regarding class room management as compare to the private sector teachers

Although in Pakistan research on the self-efficacy of the teachers is a new concept yet it is very much needed. As the importance of teacher is undeniable in the progress of any nation and teachers' self-efficacy directly influences the students' performance. If the teacher has high level of self-efficacy, it will improve the performance and confidence of his students. If the teacher has positive attitude about his abilities, he feels more confident in teaching and will have full command over the subject.

Methodology

The present study was initiated to explore the efficacy of secondary school teachers and effect of certain factors like gender, locality, age, experience and qualification on self-efficacy of teachers. The population of the study comprised of all the secondary school teachers working under Federal Directorate of Education (FDE), Islamabad. According to the record provided by Federal Directorate of Education, Islamabad, the total number of secondary school teachers working under Federal Directorate, was 2274. Out of this total population 1027 were male and 1247 were female teachers. Ten percent of the teachers from

each of five sectors of FDE(i.e from Sihala, Bhara kahu, Nilore, Tarnaul and Islamabad city) were selected which comprised the total of 226 teachers.

Data for the study were collected through Bandura's self-efficacy scale . The original instrument was based on Twenty one itemed nine point Likert scale. The researchers converted it into Five point Likert scale ranging from Nothing (N) to A Great Deal (AGD) for the convenience of teachers. Three experts one Psychologist and two educationists were requested to validate the instrument. The experts were of the view that this instrument can be used in Pakistani culture and situation.   After the collection of data the reliability of the instrument was calculated. The reliability (i.e. standard alpha calculated) was 0.89. Data were collected through mail and personal visits of the researcher. The final turnout was 75%

Data Analysis

Table: 1   Gender wise difference in self-efficacy

	Gender	N	Mean	T	df	Sig.
Total	Male	77	70.0649	3.996	3.97	.000
	Female	92	78.1304			

This table indicates that t value is significant, so it is concluded that there is a gender wise significant difference in the self-efficacy of the secondary school teachers. It is further added that the mean score of female teachers is higher than the male teachers.

Table: 2   Locality-wise differences in self-efficacy

	Locality	N	Mean	t	Df	Sig.
Total	Rural	88	70.72	4.125	166	.000
	Urban	80	78.94			

As t is significant, so it is concluded that there is a significant locality wise difference in the self-efficacy of secondary school teachers. The mean score of urban teachers is higher than rural teachers.

Table: 3   Qualification (academic) wise differences in self-efficacy

Qualification	N	Mean	df	F	Sig.
Intermediate FA / FSc	5	65.8000			
Graduation BA / BSc	61	71.4918			
Post-Graduation MA / MSc	94	76.7234	3	2.740	.045
Others	4	79.5000			
Total	164	74.5122			

The above table indicates, F is significant, therefore it is concluded that there is a qualification (academic) wise significant difference regarding the self-efficacy of secondary school teachers. As the results were significant hence it was decided to run LSD post hoc test of multiple comparisons.

Table: 4   Summary of Multiple Comparisons regarding qualification (academic) wise difference

(I) Qualification Academic	(J) Qualification Academic	Mean Difference (I-J)	Sig.
Post-Graduation MA / MSc	Graduation BA / BSc	5.232	.020

The above table shows that mean difference between post graduate and graduate teachers is significant; hence, the significant difference among teachers having different academic qualification is contributed by this mean difference. **.**

Table: 5   Qualification (professional) wise differences in self-efficacy

Qualification	N	Mean	Df	F	Sig.
CT / PTC	7	74.7143			
B. Ed	94	75.0638			
M. Ed	44	74.8409	4	1.315	.267
MA Education	19	69.6316			
Others	2	90.5000			

Above table shows that F value is not significant, so it is concluded that there is no qualification (professional) wise difference regarding self-efficacy of secondary school teachers.

Table: 5   Age wise difference in self-efficacy

AGE	N	Mean	Df	F	Sig.
21-30	52	74.2885			
31-40	64	73.6406			
41-50	25	77.4400	3	1.686	.173
51-60	7	82.1429			
Total	148	74.9122			

As F value is not significant so it is concluded that there is no age wise significant difference regarding self-efficacy of secondary school teachers.

Table: 6   Experience wise difference regarding self-efficacy of secondary school teachers.

Total	N	Mean	F	df	Sig.
00 - 05 Years	33	75.9091			
06 - 10 Years	43	76.8837			
11 - 15 Years	51	71.1961	2.902	3	.037
More than 15 Years	37	78.0541			
Total	164	75.1829			

Table indicates that F value is significant so it is concluded that there is an experience wise significant difference regarding self-efficacy of secondary school teachers.
As the results are significant it was decided to run LSD post hoc test of multiple comparison.

Table: 7   Summary of Multiple comparisons regarding experience wise differences

(I) Teaching Experience	(J) Teaching Experiee	Mean Difference (I-J)	Sig.
11 – 15 Years	06 - 10 Years	-5.688	.024
	More than 15 Years	-6.858	.009

The above table shows that the mean difference of secondary school teachers, having, experience of 11-15 years are significantly different from the teachers having 06-10 years of teaching experience and those having more than 15 years of teaching experience on self-efficacy scale

Findings

1- There is a significant gender wise difference in the self-efficacy of secondary school teachers
2- The mean score of female was higher than the male on self-efficacy scale.
3- There is a significant locality wise difference in the self-efficacy of secondary school teachers
4- The mean score of urban teachers is higher than the rural teachers on self-efficacy scale.
5- There is qualification (academic) wise significant difference in the self-efficacy of secondary school teachers
6- The mean score of those teachers, who have qualification other than intermediate, graduation and masters in their academic achievements, was higher than those who were graduate or post graduate.
7- The mean difference between post graduate and graduate teachers is significant
8- There is no qualification (professional) wise significant difference in the self-efficacy of teachers
9- The mean score of those teachers who have B.Ed. degree is higher than those teachers who have professional degrees, other than B.Ed.
10- There is no age wise significant difference in the self-efficacy of secondary school teachers
11- The mean score of those teachers who belonged to the age group of 51 -60 years, is higher than other teachers.
12- There is experience wise significant difference in the self-efficacy of secondary school teachers
13- The mean score of teachers who have more than 15 years of experience is higher than those teachers who have less than 15 years experience.
14- The mean difference between the teachers having, 11-15 years of teaching experience is different from those teachers who have 06-10 and more than 15 years of teaching experience

Conclusions and Discussion

The present study was aimed to investigate the self-efficacy of secondary school teachers. It was further aimed to study the effects of gender, locality, academic qualification,

professional qualification, age and experience of the teachers on their self-efficacy. Most of the findings are logical and are in accordance with the literature review. However, some are debatable.

There is a significant gender wise difference and majority of the female teachers scored higher on the self-efficacy scale. This finding shows that female teachers have more self-efficacy than male teachers. They feel more comfortable in teaching. So, they prove more effective. The findings of Eccles (1987) and Baumrind (1989) are in line with these findings as they have researched that in different areas of achievement; there is vast gender wise difference. They both agree that teaching is considered as a female profession. Other reasons may be that female teachers find teaching a more secure profession. It is also feasible for them in the perspective of time constraint, which may have strengthen their belief that they can perform well if they choose teaching as a profession which ultimately is an efficacy belief. Different researchers explain it through different examples, such as Hayes (1994) explains it in self-efficacy expectations and outcome expectation. Rathus (2001) and Kreitner and Kinicki (2007) also say the same thing that if a person has a belief that he can do a given task, he perform it much better than that person who has some fears or reservations about that task.

It is concluded that there is locality wise significant difference in the self-efficacy of secondary school teachers. It is also concluded that the teachers teaching in urban area score high on self-efficacy scale. The reason for this disparity seems to be that they have more resources, better working conditions and respect in the society as compared to the teachers who teach in rural areas. The teachers who belong to rural area they face more difficulties. They work in hard conditions. In Pakistani environment particularly, they receive less incentives. Hence, all these factors may have influenced on the low performance of teachers on self-efficacy scale in rural areas. Rehmani (2010) in her article quotes that Halai's 2007 research shows that teaching profession in Pakistan is a low status job. It is further added that the teachers are low paid, have no promising career that is why the best talent is not attracted to opt this profession as a career.

Regarding the affect of qualification on the self-efficacy of secondary school teachers; qualification was divided in to academic qualification and professional qualification. It is concluded that the teachers who have high academic qualification they score high on the self-efficacy scale. Academic qualification plays a very important role in boosting confidence. It is a source of grooming a personality especially in teaching profession. Highly qualified teachers have more monitory and professional incentives. Hence the teachers who have high academic qualification are more self assure and have high level of self-efficacy. Pajares (2010) presented the research results of Lent and Hackett 1987 which showed a strong relationship between self-efficacy and college subjects, career choices particularly in math and science subjects. Therefore the findings of present study are consistent with Pajares (2010).

No effect of professional qualification on the self-efficacy of secondary school teachers was noted. One major reason for this finding may be that mostly professional education is theoretical; it has poor relation with the real job environment, unfortunately, proper skill development is not emphasized in teacher training institutions' curriculum.

Rehmani (2010) writes that quality of teacher training programs is scarce, she is of the opinion that curriculum is obsolete. Furthermore, the curriculum of teacher training programs has no relevance with present day problems. She further adds that Farooq 1996 researched, the basic education required for teachers and duration of training programmes are also insufficient in Pakistan. Furthermore, the curriculum of teacher training programmes is out dated which have no relevance with present day problems, which teachers face. She gives the reference of the researches of Kalmthout & o'Grady (1992), Qureshi, Bridges (1992), Ali (1998), and, Warwick and Reimers (1991), all these researchers talked about these factors in teacher training programmes. Hence the findings of present study are consistent with these studies.

Findings of the research revealed that there is no age wise significant difference in the self-efficacy of the secondary school teachers but the teachers who are more than 40 years of age their mean score is relatively high on efficacy scale so, it can be concluded, with the increase in age people have more firm belief about their abilities.

Experience affected the self-efficacy of secondary school teachers. It was revealed through the findings that those teachers who have longer period of experience have high self-efficacy which means more experienced teachers are more self assured and they score high on self-efficacy scale. The finding is quite logical since it is a common observation that if a person has experience of some job, he performs better than the one who is less experienced. Robbins and Jude (n.d) explain experience of any work makes it easy and improve performance this experience may be in the form of 'vicarious modeling' learning through watching others performing a task or 'enactive mastery' by doing that job practically or by gaining experience of the required task. The findings of present study are consistent with Robbins and Jude (n.d). Bandura (1986) also views the more experience an individual has the higher self-efficacy he will have. Hence findings of current study are also consistent with Bandura (1986),

Recommendations

1- Findings reported higher mean score of female secondary school teachers than male. Teaching is last choice for male in their career selection. That is why their self efficacy level was found low as compared to female secondary school teachers. It is suggested that teaching profession may be made more attractive so that male are attracted to this profession and join it by choice and not by chance.
2- The role of high academic qualification is very important so it is suggested that highly qualified teachers be appointed by the recruiting authorities at secondary school level.
3- Research findings show professional qualification is not making much difference; hence, it is recommended that the curriculum of teacher education may be revised based on practical teaching i.e. skills development.
4- Obsolete things from curriculum of teacher education may be replaced by new teaching techniques, and modern technology. Innovative styles of teaching needs to be adopted.
5- Curriculum needs to be activity based, so that the teachers put their efforts to utilize their capabilities.

6- Teachers serving in rural area score low on self-efficacy scale. Therefore, it is a need to provide equal resources to urban and rural schools. Special pay packages and other incentives may be introduced to raise the efficacy of teachers serving in rural areas.

7- Teacher education programs may incorporate the aspect of prospective teachers' self efficacy development.

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Morphological Variations in Using Plural Morphemes in Urdu

Somana Fatima, Ph.D.
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Abstract

According to Platts, there are more than 20 patterns of plural formation. In this research paper I will discuss some of its pattern of plural formation and this paper will discuss the morphological variations found in the field by Urdu Speakers. Urdu speakers are categorized further in social variable scale of sex and three age groups. Further presentation of data from the field is given in the form of tables and chart. The data is collected from the field work done in Lucknow, Delhi and Aligarh City by presenting the word list of 100 words. The researcher instructed the respondents for doing the plural formation of words given in word list.

Keywords: Plural formation, morpheme, morphological variation

Changes due to Plural Formations

In Urdu there are more than 20 patterns of plural formation which have been discussed specially by Platts (1967). These patterns are purely Perso-Arabic in nature and hence they have been termed as the plural patterns of Arabic Persian and Standard Urdu (APSU). However, we may have the plural patterns of Perso-Arabic words in Hindi manner also. These patterns of plural formation are as follows:

1. Plural formation by suffixes

The words in Urdu are made plural by using suffixes with the singular forms. There are seven such most frequent patterns of plural formation by suffixes as shown in the table.

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1. Patterns of Pluralisation with suffixes

Singular	Word	Plural	Word	Gloss
Saval	سوال	sAvalat	سوالات	'questions'
nazIr	ناظر	Nazrin	ناظرین	'spectators'
hAvala	حوالہ	hAvalajat	حوالہ جات	'references'
mAhman	مہمان	mAhmanan	مہمانان	'guests'
GAzAl	غزل	GAzAlIyat	غزلیات	'ghazals'
sAd	سد	sAdha	سدہا	'hundreds'

2. Plural formation by Prefixes and the Morpho-Phonemic change

There are many words in Urdu whose plurals are made with the help of prefixes. When prefixes are attached, the process results in some morpho-phonemic change in the forms only then the singular forms become plural. There are seven such patterns as shown in table.

2. Plural Formation with Prefixes and Morpho-phonemic change

Singular	Word	Plural	Word	Gloss
sAbAq	سبق	Asbaq	اسباق	'lessons'
jUz	جز	Ajza	اجزا	'portion/ elements'
nAbi	نبی	AmbIya	انبیا	'prophets'
hAbib	حبیب	AhIbba	احباب	'pl. of dear'
rUkh	رکن	Arakin	اراکین	'member'
yom	یوم	Ayyam	ایام	'days'
zUlm	ظلم	mAzalIm	مظالم	'cruelities'

3. Plural Formation with infixes and vowel harmony

Several words are made plural with the help of infixes in the singular forms. The difference between some singular and plural forms is very thin and hence it becomes difference. Some most frequent patterns may be seen below. There are some other words which when take infixes change in quite a different manner specially in the case when there results vowel harmony for example in /xAt/ 'letter' /xUtut/ 'letters'.

3. Plural formation with infixes and vowel harmony

Singular	Word	Plural	Word	Gloss
mani	معنی	mAani	معانی	'meanings'
am	عام	Avam	عوام	'public'

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fArz	فرض	fAraIz	فراءض	'duties'
xAt	خط	xUtut	خطوط	'letters'

4. Plural Formation with Morpho-phonemic Alternations

Many Urdu words are made plural with the help of morpho-phonemic alternations. These alternations are also of different types. The plural formation with such alternations may be seen in the following table.

4. Plural Formation with morpho-phonemic alternations in singular forms

Singular	Word	Plural	Word	Gloss
qanun	قانون	qAvanin	قوانین	'laws'
vAzir	وزیر	vUzra	وزراء	'ministers'
šaitan	شیطان	šAyatin	شیاطین	'devils'
qafIya	قافیہ	qAvafi	قوافی	'rhyming words'
haji	حاجی	hUjjaj	حجاج	'performers of Haj'

1. Some Rules: Use of one frequent pattern formation for several different patterns

The speakers are exposed maximum to the words which are made plural by adding suffix /-at-/ as in sAval 'question'— sAvalat 'questions'. Moreover this is the simplest pattern of plural formation in Urdu from among all the Perso-Arabic patterns of plural in Urdu. Speakers apply the patterns of overgeneralization on those words also which follow different patterns of plural formation.

Urdu-Sg	Urdu-Pl in use	Urdu-Pl	Gloss
tAsnif تصنیف	tAsnifat تصنیفات	tAsanif تصنیف	'creative writings'
vAzir وزیر	vAzirat وزیرات	vUzAra وزراء	'ministers'
qanun قانون	qanunat قانونات	qAvanin قونین	'rules; laws'
sAbAq سبق	sAbqat سبقات	Asbaq اسباق	'lessons'
mahIr ماہر	mahIrat ماہرات	mahrin ماہرین	'experts'
šer شیر	šerat شعرات	Ašar اشعار	'verses'

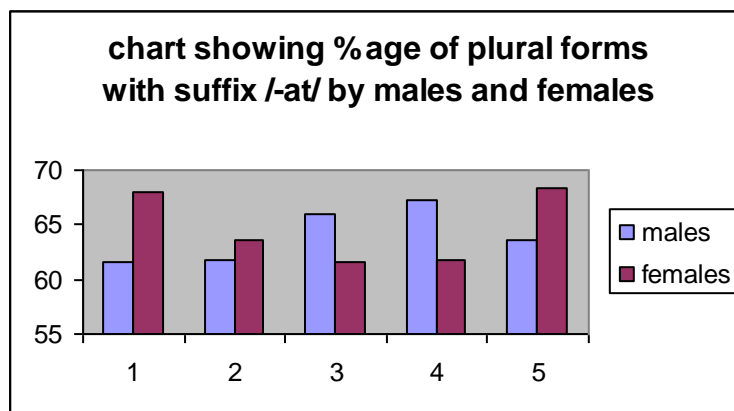Language in India www.languageinindia.com
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fauj فوج	faujat فوجات	Afvaj افواج	'armies'
sInf صنف	sInfat صنفات	Asnaf اصناف	'genres'
zUlm ظلم	zUlmat ظلمات	mAzalIm مظالم	'crualities'
rAsm رسم	rAsmat رسمات	rUsum رسوم	'traditions'

In the field, the researcher finds that people are used to saying tAsnifat in place of tAsanif, vAzirat in place of vUzAra, qanunat in place of qAvanin, sAbqat in place of Asbaq, mahIrat in place of mahrin and sherat in place of Ashar. They are least bothered about the correct pluralisation of Urdu words. They said that they used these plural forms only for the conversation and for the transformation of Ideas.

61.66 per cent of males use tAsnifat as the plural form of tAsnif, 61.70 per cent of males use vAzirat as the plural form of vAzir, 66 per cent of males use qanunat as the plural form of qanun, 67.33 per cent of males use sAbqat as the plural form of sAbAq and 63.60 per cent of males use mahIrat as the plural form of mAhir on the other hand 68 per cent of females use tAsnifat as the plural form of tAsnif, 63.66 per cent of females use vAzirat as the plural form of vAzir, 61.60 per cent of females use qanunat as the plural form of qanun, 61.75 per cent of females use sAbqat as the plural form of sAbAq and 68.30 per cent of females use mahIrat as the plural form of mAhir.

1. tAsnifat 2. vAzirat 3. qanunat 4. sAbqat 5. mahIrat

80 per cent of males of Age group1 use tAsnifat as the plural form of tAsnif, 81 per cent of males use vAzirat as the plural form of vAzir, 83 per cent of males use

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qanunat as the plural form of qanun, 84 per cent of males use sAbqat as the plural form of sAbAq and 70 per cent of males use mahIrat as the plural form of mAhir on the other hand 74 per cent of females of Age group1 use tAsnifat as the plural form of tAsnif, 75 percent of females use vAzirat as the plural form of vAzir, 76 per cent of females use qanunat as the plural form of qanun, 80 per cent of females use sAbqat as the plural form of sAbAq and 80 per cent of females use mahIrat as the plural form of mAhir.

chart showing %age of plural forms with suffix /-at/ by males and females of age group1

75 per cent of males of Age group2 use tAsnifat as the plural form of tAsnif, 60 per cent of males use vAzirat as the plural form 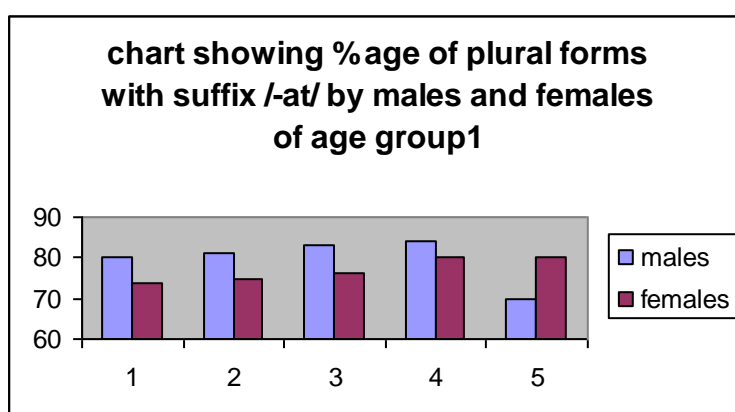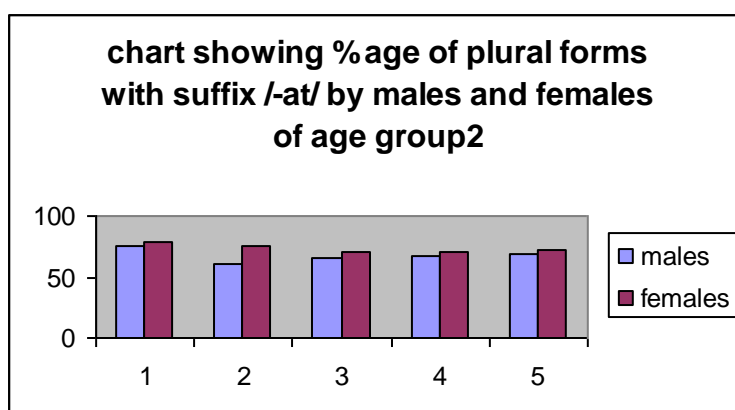of vAzir, 65 per cent of males use qanunat as the plural form of qanun, 67 per cent of males use sAbqat as the plural form of sAbAq and 69 per cent of males use mahIrat as the plural form of mAhir on the other hand 79 per cent of females of Age group2 use tAsnifat as the plural form of tAsnif, 76 per cent of females use vAzirat as the plural form of vAzir, 70 per cent of females use qanunat as the plural form of qanun, 71 per cent of females use sAbqat as the plural form of sAbAq and 72 per cent of females use mahIrat as the plural form of mAhir.

chart showing %age of plural forms with suffix /-at/ by males and females of age group2

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30 per cent of males of Age group3 use tAsnifat as the plural form of tAsnif, 45 per cent of males use vAzirat as the plural form of vAzir, 50 per cent of males use qanunat as the plural form of qanun, 51 per cent of males use sAbqat as the plural form of sAbAq and 52 per cent of males use mahIrat as the plural form of mAhir on the other hand 51 per cent of females of Age group3 use tAsnifat as the plural form of tAsnif, 40 percent of females use vAzirat as the plural form of vAzir, 39 per cent of females use qanunat as the plural form of qanun, 35 per cent of females use sAbqat as the plural form of sAbAq and 53 per cent of females use mahIrat as the plural form of mAhir.

chart showing %age of plural forms with suffix /-at/ by males and females of age group3
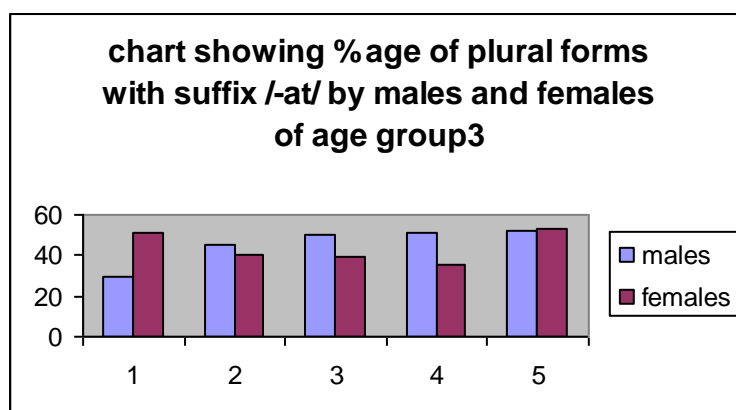
2. Addition of oblique plural marker /-õ/ with the plural forms which is not needed.

In Urdu, the singular form of words is used with the /- õ/ suffix in the oblique plural. It would have been alright if /- õ/ suffix is added to singular forms to singular forms to make then plural in Indic manner but in Perso-Arabic manner /-õ/ suffix is used in plural form. For example:

| Urdu-Sg	Urdu-Pl in use	Urdu-Pl	Gloss
xAyal خیال	xAyalatõ خیالاتوں	xAyalat خیالات	'thought'
sAbAb سبب	Asbabõ اسبابوں	Asbab اسباب	'reasons'
hAq حق	hUquqõ حقوق	hUquq حقوق	'rights'
jAzba جذبه	jAzbatõ جذبات	jAzbat جذبات	'emotions'
hAq حق	hAqaIqõ حقائقوں	hAqaIq حقائق	'truths'

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sAval سوال	sAvalatõ سوالاتوں	savalat سوالات	'question'
sInf صنف	Asnafõ اصنافوں	Asnaf اصناف	'genres'
lAfz لفظ	Alfazõ الفاظوں	Alfaz الفاظ	'words'
vAje وجہ	vUjuhatõ وجوہاتوں	vUjahat وجوہات	'reasons'
xUsusIyAt خصوصیات	xUsusIyatõ خصوصیاتوں	xUsusIyat خصوصیات	'qualities'
šer شعر	Ašarõ اشعاروں	Ašar اشعار	'verses'
mUškIl مشکل	mUškIlatõ مشکلاتوں	mUškIlat مشکلات	'difficulties'

Researcher in the field finds that 60 per cent of males use xAyalatõ as the plural form of xAyal, 60.33 per cent of males use Asbabõ as the plural form of sAbAq, 55.30 per cent of males use hUquqõ as the plural form of hAq, 61.30 per cent of males use jAzbatõ as the plural form of jAzbat and 65 per cent of males use sAvalatõ as the plural form of sAval on the other hand 63.30 per cent of females use xAyalatõ as the plural form of xAyal, 66.66 per cent of females use Asbabõ as the plural form of sAbAq, 66.60 per cent of females use hUquqõ as the plural form of hAq, 60.30 per cent of females use jAzbatõ as the plural form of jAzbat and 61.66 per cent of females use sAvalatõ as the plural form of sAval.

chart showing % age of plural forms with suffix /-o/ by males and females
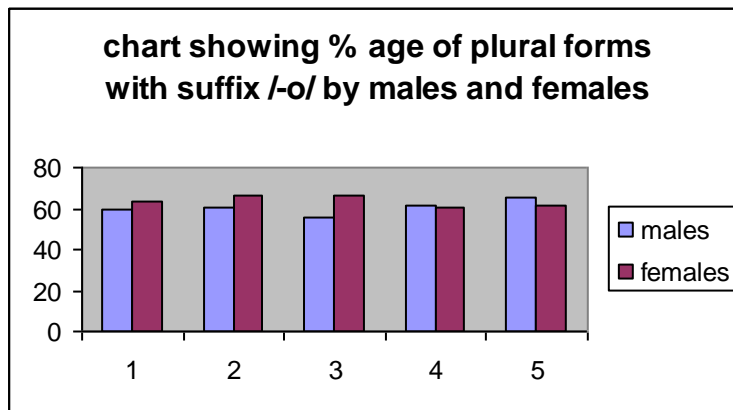
1. xAyalatõ 2. Asbabõ 3. hUquqõ 4. jAzbatõ 5. sAvalatõ

75 per cent of males of Age group1 use xAyalatõ as the plural form of xAyal, 73 per cent of males use Asbabõ as the plural form of sAbAq, 73 per cent of males use hUquqõ as the plural form of hAq, 85 per cent of males use jAzbatõ as the plural form

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of jAzbat and 89 per cent of males use sAvalatõ as the plural form of sAval on the other hand 82 per cent of females of Age group1 use xAyalatõ as the plural form of xAyal, 89 per cent of females use Asbabõ as the plural form of sAbAq, 90 per cent of females use hUquqõ as the plural form of hAq, 75 per cent of females use jAzbatõ as the plural form of jAzbat and 79 per cent of females use sAvalatõ as the plural form of sAval.

chart showing %age of plural forms with suffix /-o/ by males and females of age group1

60 per cent of males of Age group2 use xAyalatõ as the plural form of xAyal, 62 per cent of males use Asbabõ as the plural form of sAbAq, 63 per cent of males use hUquqõ as the plural form of hAq, 64 per cent of males use jAzbatõ as the plural form of jAzbat and 69 per cent of males use sAvalatõ as the plural form of sAval on the other hand 71 per cent of females of Age group2 use xAyalatõ as the plural form of xAyal, 72 per cent of females use Asbabõ as the plural form of sAbAq, 69 per cent of females use hUquqõ as the plural form of hAq, 65 per cent of females use jAzbatõ as the plural form of jAzbat and 64 per cent of females use sAvalatõ as the plural form of sAval.

chart showing %age of plural forms with suffix /-o/ by males and females of age group2

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45 per cent of males of Age group3 use xAyalatõ as the plural form of xAyal, 46 per cent of males use Asbabõ as the plural form of sAbAq, 30 per cent of males use hUquqõ as the plural form of hAq, 35 per cent of 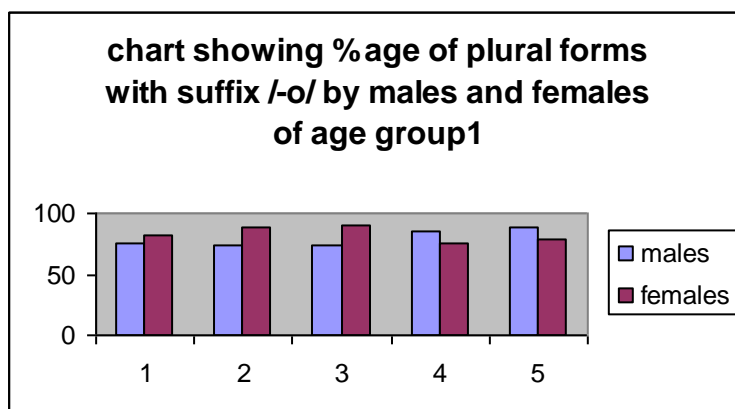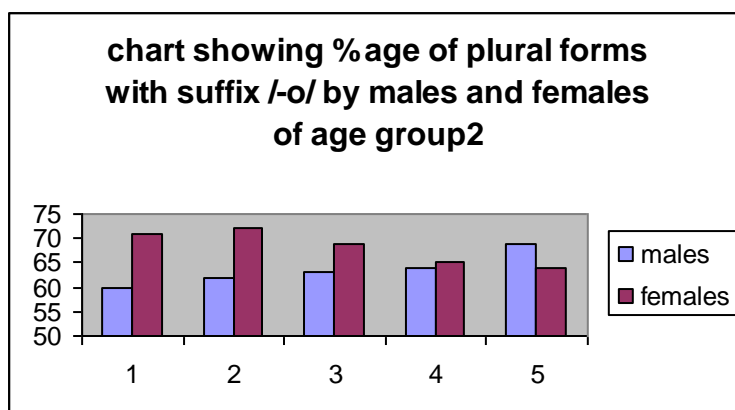males use jAzbatõ as the plural form of jAzbat and 37 per cent of males use sAvalatõ as the plural form of sAval on the other hand 38 per cent of females of Age group3 use xAyalatõ as the plural form of xAyal, 39 per cent of females use Asbabõ as the plural form of sAbAq, 40 per cent of females use hUquqõ as the plural form of hAq, 41 per cent of females use jAzbatõ as the plural form of jAzbat and 42 per cent of females use sAvalatõ as the plural form of sAval.
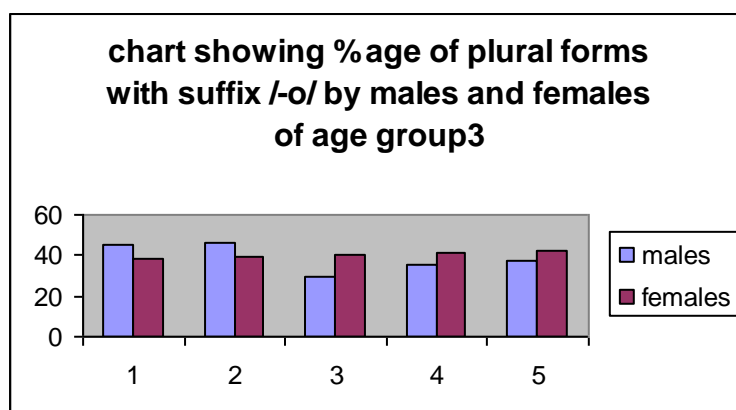
3. Urdu speakers also do some other changes. For example:

1. Suffixing of /-in/ to the singular forms in place of morphophonemic alternations. For instance in the:

Urdu-Sg	Urdu-Pl in use	Urdu-Pl	Gloss
šaIr شاعر	šayrin شاعرین	šUAra شعراء	'poets'

On the basis of the pattern, the plural of nazIr is nazrin means 'spectators'.

2. Suffixing of /-in/ to the singular forms in place of the suffix /-an/. For example

Urdu-Sg	Urdu-Pl in use	Urdu-Pl	Gloss
bIradAr برادر	bIradArin برادران	bIradAran برادران	'brothers'

3. Suffixing of /-Iyat/ to the singular forms instead of morph-phonemic alternation as in the examples:

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Urdu-Sg	Urdu-Pl in use	Urdu-Pl	Gloss
fauj فوج	faujIyat فوجیات	Afvaj افواج	'armies'
mAnzAr منظر	mAnzArIyat منظریات	mAnazIr مناظر	'sceneries'

On the basis of the pattern, the plural of ghAzal is ghAzAlIyat means 'ghazals'.

4. Use of /aIr/ and /aIq/ in plural forms

Urdu-Sg	Urdu-Pl in use	Urdu-Pl	Gloss
vAzir وزیر	vAzaIr وزائر	vUzAra وزراء	'ministers'
sAbAq سبق	sAbaIq سبائق	Asbaq اسباق	'lessons'

On the basis of pattern, the plural of zAmir is zAmaIr and the plural of fArz is fAraIz.

5. Use of nasalization in plural forms which is not required at all. For example in words:

Urdu-Sg	Urdu-Pl in use	Urdu-Pl	Gloss
nAGma نغمہ	nAGmě نغمے	nAGmat نغمات	'songs'

On the basis of pattern, the plural of ghAzal is ghAzlě and plural of nAzm is nAzmě.

Some examples of plural words are:

Urdu-Sg	Urdu-Pl in use	Urdu-Pl	Gloss
fArz فرض	fAraz فرائض	fAraIz فرائض	'duties'
fArz فرض	AfArzat افراضات	fAraIz فرائض	'duties'
qanun قانون	qAvanun قوانون	qAvanin قوانین	'laws'
vAzir وزیر	vAziran وزیران	vUzAra وزراء	'ministers'

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hAzar بزار	hAzarhan بزاراں	hAzarha بزارہا	'thousands'
šaIr شاعر	šavra شوراع	šUAra شعراء	'poets'
šher شعر	šera شعرا	Ašar اشعار	'verses'

Instead of these types of different pluralisations by the Urdu speakers in the field, researcher in the field finds that the respondents use fAraz and AfArzat in place of fAraIz as the plural of word fArz means 'duties', qAyanun in place of qAvanin as the plural of word qanun means 'lawa', vAziran in place of vUzAra as the plural of word vAzir means 'minister', hAzarhan in place of hAzarha as the plural of hAzar means 'thousands', šavra in place of šUAra as the plural of saIr means 'poets' and šera in place of Ašar as the plural of šer means 'verses'. The statistical data of these types of pluralisation is not given in this work because very few people use these types of pluralisation in their day to day life.

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NOTES

1. Age group 1 is from 15-25 years, Age group 2 is from 26-40 and Age group 3 is from 41-60 years
3. U stands for Urdu and FU stands for Field Urdu.

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Gender-wise and Institution-wise Difference in Learning Styles of Secondary School Students

Zarina Akhtar, Ph.D.
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Abstract

This study has been designed to investigate gender-wise and institution-wise difference in learning styles. The main focus is on classroom learning. The social interaction model of learning styles was used. Sample included the male and female students of secondary class enrolled at both the public and private institutions. The findings showed that female students prefer different learning styles than their counter part. Further study highlights the students of private institution prefer competitive whereas students of public institution prefer avoidant learning style.

Key Words: learning style, public and private institution, male and female students.

1.   **Introduction**

In Pakistan, the process of education continues through two set-ups: One at government supervised institutions and other at privately managed institutions. Under the government supervision, male and female institutions are functioning separately, but in privately managed institutions it is working as separate as well as combined (co-education) for male and female students.

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Individual differences lead different ways of learning. These different ways of learning were identified as learning styles. So in this way it can be said that because of individual differences students may have different learning styles.

Learning style is individual's personal way of organizing and processing information. According to Feldman (2004, p. 35) "learning style reflects our preferred manner of acquiring; using and thinking about knowledge". A person comes across different situations in his life. Its his learning style, which determine how he perceive, organize and respond to handle the situation as was described by Felder (2005, p.58), "students characterized by different learning styles preferentially focusing on different types of information and tending on perceived information in different ways". In simplest way the students learning styles is a particular way with whom a student learns the best. "Male and female students are not only biologically different but they posses different social, emotional and psychological characteristics" (Akhtar 2009, p.3).

Teaching and learning are the main components of the system of education. This system formally runs in school. The students learning takes place in classroom environment. So if the classroom environment is effective the system of education is successful otherwise no one can save it from destruction. In Pakistan the quality of education is a big question for educationists. Therefore it was felt to investigate the learning styles preferences in the class. This study has been designed to find-out the gender-wise and institution-wise difference in learning styles of secondary school students.

2.   Literature Review

In literature four learning style models are identified based on different characteristics, such as:

a.   Instructional and environmental preferences models.
b.   Social interaction model.
c.   Information processing model.
d.   Cognitive and personality model.

The social interaction model deals with the classroom learning. It considers how the interpersonal relationship of peers, student and teachers helps to gain, understand and assimilate information. The main presenter came under this category is the work of Grasha & Reichmann. They indicated six learning styles.

i.   Avoidant Learning style

The students having this learning style do not participate in the class room activities and are not interested to take responsibilities. They do not bother about learning content and attending the class. They study enough to pass the examination only. Mostly they remained absent from the class.

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General classroom preference

- They remain passive rather avoid to participate in classroom activities
- They does not like continuous assessment system in class
- They like pass-fail grading system
- They does not like teachers attention
- They like to sit on back benches

Advantage of this style is students take life easy. They remain happy with what the life is. They are not interested in taking serious steps to change their lives. They have time to enjoy the life.

Disadvantage is they do not contribute for the development. They keep themselves away from setting productive goals.

ii.   **Participative Learning style**

These students enjoy learning and willing to accept responsibilities for self-learning and try to get knowledge as much as possible. They participate in all activities to enhance their own learning. Their focus is the requirements of the course and their own contribution. They do maximum to fulfill the requirements of the course. They enjoy going to class and participating in classroom activities.

General classroom preference
- They prefer lecture with discussion
- They like to avail all the possibilities to share the information
- They enjoy class reading assignments
- They like those teachers who can conclude the discussion

Advantage of this style is these students have practical experience.

Disadvantage is they may give importance to others needs then their own.

iii.   **Competitive Learning style**

These students always try to do better than others. They believe in putting maximum efforts to get reward and recognition. They like teacher's attention for this they follow all the instructional procedures in class. They are anxious about what others are doing. They want to remain at the top.

General classroom preference
- They become a group leader in discussions

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- They like teacher-centered teaching
- They want appreciation for doing a good job
- They prefer those activities in which they can perform better then others

Advantage of this style is it motivates students to set targets for their success.

Disadvantage of this style is it make difficult for people to appreciate and to learn collaborative skills.

iv.   **Collaborative Learning style**

The students prefer this style believe that they can learn by sharing ideas and talents. These students enjoy working and learning by sharing their knowledge and activities with others in a group. They cooperate with teachers and students in conducting classroom activities.

General classroom preference
- They prefer group work
- They like to organize seminars and team activities
- They like students centered activities
- They prefer to work for group projects

Advantage of this style is it develops skills for working for combined activities.

Disadvantage of this style is that the students may not work with competitive people. They depend too much on others and not always able to work alone.

v.   **Dependent Learning style**

They have less intellectual curiosity and they prefer to learn only what is required. They always look towards teachers and peers for the instructions and guidelines. They are good to follow the instructions. They do everything what teacher asks because they totally depend on others.

General classroom preference
- These students like that the material should be provided by teachers
- They want clear instructions from teachers what to do
- They live happily with teacher-centered classroom method
- They prefer the demands of teacher must be clear in all aspects of course

Advantage of this style is these students are good followers.

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Disadvantage is it is difficult to develop skills for independent work. They have no self direction. They can not set targets for their life. They can not deal or handle new situation.

vi.   **Independent Learning style**

These students can set their goals by themselves. They are confident in their learning abilities. They need less direction from the teacher. They prefer only the content which is important to them. They are target oriented they like to work alone on course projects.

General classroom preference
- They prefer independent study
- They like to follow self-paced instructions
- They like those assignments that enhance their independent skills
- They like the projects which can be designed by students
- They prefer-students centered course designs

Advantage of this style is it develops self-initiated and self-directed learner.

Disadvantage of this style is these students are deficient in collaborative skills. They are failed to consult teachers when they need help.

Researchers tried to study the ways of learning of male and female students. Many researches were conducted and reported similar results. Hopkin (1982) found that female students indicate their preference for participant, collaborative and dependant learning style while male students showed their preference for avoidant, independent and competitive learning style. Some other studies were conducted by Cohen (1986); Bishop (1985) and Sing (1987) and reported similar results that male and female students possess different learning styles. Verma and Kumari (1988) conducted a research study and reported that female students showed their preference for field dependant and environment oriented learning style then the male students. Verma and Tiku (1989) leads to the inference that male and female students has similar preference for independent, avoidant and collaborative learning style but female students have different preference for dependant, participant and competitive learning styles.

The findings of these research studies lead the researcher to find out the answer of the question which variables determine the students learning styles? Whether these are biological differences or environmental situation or school environment? What determines or modified the students learning styles. Students spent a lot of time at school. Different studies were conducted to answer the question. In this regard Verma (1996) conducted a research "Do different types of schools make a difference in learning style preference of adolescents". He uses Aggarwal's Learning style Inventory for the identification of learning styles of government, convent and sainik school students. The results showed different preferences of students learning styles. He gave the reason for

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this that different type of school are characterized by peculiar type of learning environment which helps the students in developing peculiar type of learning style preference. Some other research studies were also conducted to investigate the impact of different types of institutions on learning styles of students (Rissler, 1980; Aggarwal, 1982; Cooper, 1991; Misra and Tiwari, 1992). All studies indicate significant differences in learning styles of students enrolled at different institutions except the study of Johanson (1987). He conducted this study for nurses not in formal school education system.

After reviewing the literature it was felt to investigate the scenario in Pakistani situation and formulate following hypothesis.

 i. There is no significant difference in learning styles of male and female students.
 ii. There is no significant difference in learning styles of public and private school students.

3. **Method and Procedure**

The purpose was to study the difference in learning styles of male and female students of public and private schools so the descriptive method of research was adopted. Three variables were identified i.e. gender, type of institution and learning styles. The learning styles were treated as dependent variable; gender and type of institution were as independent variables. All the male and female students studying at public and private institution of Attock city were the population of the study.

- **Sample**

At first four schools (two private and two public) were randomly selected by using lottery method. From these schools four clusters of similar characteristics were selected. In this way 112 students who were present on data collection day in selected clusters were the sample of study.

- **Instrument**

The focus of the study was learning in classroom environment so the social interaction model of learning style was applied to identify the learning styles of students. For this purpose Grasha and Riechmann's (1975) learning style opinionnaire was adopted according to Pakistani scenario. The instrument was comprised of sixty statements assessing six learning styles (ten statements for each style) namely independent, dependent, collaborative, competitive, participant and avoidant. The Statements were designed to respond on five point Likert Scale. The option were coded as strongly agreed =5, agreed=4, undecided=3, disagreed=2, strongly disagreed=1

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The instrument was translated in urdu language with the help of language experts of different universities. The instrument was pilot tested at one of the school of Attock city. It was finalized in the light of student's quarries and expert opinion of the experts. The reliability was calculated by cronbach's alpha and it was found 0.75.

The instrument was administered to the students in their class with the help of their teacher. The students responded to the opinionnaire at their own.

- **Statistical Technique**

t-test was used to calculate the significant difference between learning styles of male and female students enrolled at private and public schools.

4.   **Data analysis**

Data was analyzed and interpreted in following tables.

Table 1: Gender-wise difference in learning styles

Learning Styles	Male(N=57)		Female(N=55)		t-value	p-value	significance
	Mean	SD	Mean	SD			
Independent	2.42	.653	2.75	.440	3.072*	.003	S
Dependant	2.63	.555	2.91	.290	3.290*	.001	S
Collaborative	2.79	.453	2.98	.135	3.024*	.003	S
Competitive	2.91	.285	3.00	.000	2.279*	.025	S
Participant	2.46	.537	2.91	.290	5.526*	.000	S
Avoidant	2.37	.487	2.35	.480	0.251	.802	NS

*Significant at α=.05   S = Significant   NS = not Significant   df = 110

Table-1 shows the difference in opinion of male and female students on learning styles. The t-value for independent, dependant, collaborative, competitive and participant learning style was found significant at .05 level of significance. However, in case of avoidant learning style it is not significant. The mean value of female students for all these learning styles was higher than the mean value of male students which indicates that female students prefer independent, dependant, collaborative, competitive and participant learning styles; whereas the mean value of male students for avoidant learning style is higher (2.37) as compared to the mean value (2.35) of female students although t-value (.251) is not significant but it shows the male students have slight preference for avoidant learning style. Therefore the null hypothesis rejected and it is accepted that there is significant difference in learning styles of male and female students.

Table 2: Institution-wise difference in learning styles

Learning	Public School	Private School	t-value	p-value	significance

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Styles	Students (N=80)		Students (N=32)				
	Mean	SD	Mean	SD			
Independent	2.59	.589	2.56	.564	.205	.838	NS
Dependant	2.75	.490	2.81	.397	.641	.523	NS
Collaborative	2.86	.381	2.94	.246	1.029	.306	NS
Competitive	2.94	.244	3.00	.000	1.447*	.151	S
Participant	2.70	.488	2.63	.492	.733	.465	NS
Avoidant	2.45	.501	2.13	.336	3.376*	.001	S

*Significant at α=.05   S = Significant   NS = not Significant   df = 110

Table-2 indicates the difference in opinion of students enrolled at different institution.

The t-value (1.447) and (3.376) for competitive and avoidant learning style respectively is significant. The mean value of students enrolled at private institution is higher (3.00) as compared to the mean value of students enrolled at public institution (2.94) for competitive learning style. It indicates that the students of private institution prefer competitive learning style. The mean value of students of public institution is high (2.45) than the mean value of students of private institution (2.13) for avoidant learning style. It described that the students of public institutions preferred avoidant learning style. In this way the null hypothesis rejected and it is accepted that there is significant difference in learning styles of public and private school students. For other learning styles no difference in opinion of the students of public and private institutions was found.

5.   Findings

The findings of the study lead to the inference that female students prefer independent, dependant, Collaborative, competitive and participant learning styles (table-1).

The findings regarding the institutions were the students of private institution prefer competitive learning style, whereas, the students of public institutions prefer avoidant learning style (table-2).

6.   Conclusion

On the basis of findings it is concluded that there is significant gender-wise difference in learning style of male and female students. Further it is also concluded that there is significant difference in learning styles of public and private school students.

7.   Discussion

Different people have different learning style preference. This is may be because of the individual differences. The finding of the study showed that female students preferred different learning style then the male students. This findings strengthen the findings of

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the studies conducted by Hopkin (1982); Bishop (1985); Cohen (1986); Sing (1987); Verma (1989) and Verma and Kumari (1989) which also showed similar findings.

The other finding of the study was about the institutional effect on learning style. Private and public institution students showed different preference for learning styles. This result was also support the studies conducted by Rissler (1980); Aggarwal (1982); Cooper (1991); Misra and Tiwari (1992) and Verma (1996); all showed that type of institution effects learning styles except the study of Johanson (1987) which showed no effect. The results however are not comparable because of the use of different tools of learning styles.

The reason of these findings seems to be true. The first finding of difference in learning style of male and female students is due to biological, sociological and cultural differences. But the second result of institution-wise difference in learning style is alarming. It was astonishing as the public institutions heir trained teachers as compared to the private institutions. Most of the teachers of private institutions are untrained. The Government of Pakistan is investing a significant amount to run the public institutions but the students enrolled there showed preference for avoidant learning style, which means they prefer out of class study. They are not interested in classroom activities. There may be many reasons the teaching methodology, the teacher's behavior, the student teacher relationship, the school environment etc which is unable to attract students attention to study in class. When they do no prefer to study in class they try to join tuition academy. This promotes tuition culture which may affect the socio-economic status of the parents. This situation is dangerous for public sector institutions. The administrators the teacher must look in this situation for the safe future of nation.

On the other hand, the students of private institutions prefer competitive learning style. The reason may be the parents' pressure as they invest more on the education of their children they expect more.

In the light of the findings of the study it is recommended that the classroom environment of public institutions may be made more attractive. The new trends in pedagogy may be used for teaching. The students centered approach may be adopted to keep the students in class. The pre-service and in-service teacher training programs may be designed and equip the teachers to perform better for students learning.

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Analysis of the Sound Segments of Lai

C. Lalremzami, M.A.

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Abstract

Lai language belongs to the Tibeto-Burman family of languages (Grierson, 1904), who carried out an extensive and comprehensive linguistic survey in India and Burma, classified the Tibeto-Burman Families into four groups, namely, Northern China, Central Chins, Old Kukis and Southern Chins. *Lai* literally means 'middle' or 'centre' and falls under the Central Chins group. Lai language is spoken in Lawngtlai District of Mizoram, India, Chin State of Burma (Melnik, Fall 1997, Vol.20.2) and in some parts of Bangladesh. The main goal of this paper is to describe the sound system of Lai and the data is based on the Lai language spoken in Mizoram.

Introduction

Mizoram is situated in the North-Eastern part of India, and shares its boundary with Bangladesh and Tripura in the West, Burma in the East and South, and Manipur and Assam in the North. The total area of Mizoram is 21,087 Sq.Km (Singh, 1995). It is linguistically heterogeneous; the different communities speak their own languages, such as Bawm, Biate, Chakma, Hmar, Lai, Lusei, Mara, Matu, Pang, Paihte, Ralte, and Tuikuk (Riang). There are

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11 districts in Mizoram, namely, Aizawl, Lunglei, Saiha, Lawngtlai, Mamit, Kolasib, Champhai, Serchhip, Saitual, Hnahthial and Khawzawl.

The people who speak Lai language call themselves Lai, Laimi (people of Lai) or Laifa (children of Lai). Lai people are one of the well known tribes of Mizoram. There are more than 84 villages under Lawngtlai district (where the Lai speakers reside) and cover an area of 1550 sq km. The total population of Lai was 65,994 out of which 33,790 were males and 32,204 females (Census of District Council, 2004-2006).

Segmental Phonemes

In phonology, a major division is often made into segmental and suprasegmental (or non-segmental) categories. Segmental phonology analyses the speech into distinctive units, or Phonemes (segmental phonemes), which have a fairly direct correspondence with phonetic segments (Crystal, 2003). There are two types of segmental phonemes, namely, consonants and vowels.

Consonants

There are 35 consonantal phonemes in Lai. Though glottalisation is phonemic in Lai, glottalized consonants occur only in the final position. In order to describe the distribution of Lai consonants, it is important to note that Lai does not permit consonants clusters within the syllable boundary. Hence, consonants can occur only in the initial or final word syllable position. The consonantal segments of Lai are presented in the following table:

Phonemic Initial Consonantal Sounds of Lai

	Bilabial	Labio-dental	Alveolar	Palato-alveolar	Velar	Glottal
Stop/Plosive Aspirated	p b pʰ		t d tʰ	ʈ ʈʰ	k kʰ	
Nasal	m̥ m		n̥ n		ŋ̊ ŋ	
Affricates Aspirated			ts tsʰ			
Fricatives		f v	s z			h

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Trill			r̥	r		
Lateral			l̥	l		
Lateral-affricates			tl	tl̥		

Minimal pairs or sub-minimal pairs are shown to illustrate the contrast between consonantal segments. The initial consonants of Lai are as follows:

Voiced and voiceless aspirated and unaspirated bilabial stops: /b/, /p/ and /pʰ/

1. /be/   'kinds of beans'   2. /bi/   'narrow'

  /pe/   'give'   /pi/   'grandmother'

  /pʰe/   'playing card   /pʰi/   'to be in haste'

Voiced and voiceless aspirated and unaspirated alveolar stops: /t/, /tʰ/ and /d/

1. /ti/   'water'   2. /tin/ 'nails'

  /tʰi/   'to die'   /tʰin/   'liver'

  /di/   'kind of straw'   /din/   'soft voice'

Voiceless aspirated and unaspirated palato-alveolar stops: /ʈ/ and /ʈʰ/

1. /ʈial/   'to write'   2. /ʈaŋ/ 'uncle'

  /ʈʰial/   'to chew'   /ʈʰaŋ/ 'awake'

Voiceless aspirated and unaspirated velar stops: /k/ and /kʰ/

1. /ke/   'to go'   2. /kuaŋ/   'coffin'

  /kʰe/   'thigh'   /kʰuaŋ/   'drum'

Voiced bilabial, alveolar and velar nasals: /m/, /n/ and /ŋ/

1. /man/   'price'   2. /mu/   'sleeping'

  /naŋ/   'you'   /nu/   'mother'

 /ŋan/   'big'   /ŋu/   'dozes off'

Voiceless bilabial, alveolar and velar nasals: /m̥/, /n̥/ and /ŋ̊/

1. /m̥a/   'sore'   2. /m̥ar/   'north'

  /n̥a/   'beginning'   /n̥ar/   'snore/nose'

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/ŋ̊a/ 'should be'   /ŋ̊ar/ 'wild cat'

Aspirated and unaspirated alveolar affricates:

1. /tsaŋ/ 'hard'   2. /tseŋ/ 'rupees'

   /tsʰaŋ/ 'younger siblings'   /tsʰeŋ/ 'slope'

Voiceless and voiced labio-dental fricatives, alveolar fricatives and voiceless glottal fricative:

   1. /fak/ -praise   2. /fa/ 'child'

     /vak/ 'to crawl'   /va/ 'husband'

    /sak/ 'build'   /sa/ 'meat'

    /zak/ 'shy'   /za/ 'hundred'

   /hal/ 'to ask/thirsty'   /ha/ 'teeth/tooth'

Voiced and voiceless alveolar trill:

1. /rem/ 'to arrange'   2. /ram/ 'brittle'

   /r̥em/ 'punish'   /r̥am/ 'big (unusual)'

Voiced and voiceless alveolar lateral:

1. /la/ 'spleen'   2. /lim/ 'python'

 / l̥a/ 'song'   /l̥im/ 'happy'

Voiced and voiceless alveolar lateral-affricates:

1. /tla/   'to drop'   2. /tlai/ 'evening (time)'

   /tl̥a/ 'image'   /tl̥ai/ 'vegetables'

Phonemic Final Consonantal Sounds of Lai are as follows:

	Bilabial	Alveolar	Velar	Glottal
Stops/Plosive	p	t	K	ʔ
Nasal	m	n	ŋ	
Glottalised nasal	mʔ	nʔ	ŋʔ	
Lateral		l		

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Glottalised Lateral		lʔ		
Trill		r		
Glottalised Trill		rʔ		

From the above discussion we know that stops, nasal, lateral and trill are all phonemic in this language. So, I will give example just to show their distribution in the word final position.

Voiceless stops

/p/ - /kap/   'thigh'

/t/ - /tap/   'oven'

/k/ - /kak/   'crack'

/ʔ/ - /kaʔ/   'shoot'

Voiced nasal

/m/ - /tam/   'many'

/n/ - /tan/   'cut'

/ŋ/ - /taŋ/   'skin disease of dog'

Glottalised nasal

/mʔ/ - /kʰamʔ/ 'save'   /mʔ/ - /dimʔ/ 'caring'

/nʔ/- /kʰenʔ/ 'pounding'   /nʔ/ - /dinʔ/   'rest'

/ŋʔ/ - /kʰaŋʔ/ 'burn'   /ŋʔ/- /dɔŋʔ/   'catch'

Lateral and Trill

/l/ - /lem/   'fake'

/r/ - /rem/   'arrange'

Glottalised Lateral and Trill

/lʔ/ - /pɔlʔ/   'mixed'   /lʔ/ - /kʰelʔ/ 'play'

/rʔ/ - /pɔrʔ/   'bulge'   /rʔ/ - /kʰerʔ/ 'prick'

Vowels

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In Lai, there are five phonemic vowels, they are - /i/, /e/, /a/, /ɔ/, /u/. Two of the vowels, /i/ and /e/ are front unrounded high and mid-high vowels, /a/ low back unrounded, /ɔ/ and /u/ are back rounded high and mid-low vowels. All the vowels can occur in all word syllable positions.

	Front unrounded rounded	Back unrounded rounded
High	/i/	/u/
Mid-high	/e/	
Mid-low		/ɔ/
Low		/a/

The following are the minimal pairs or sub-minimal pairs showing contrast between vowels.

i/ vs /u/

1. /it/   'sleep'   2. /sik/ 'rebuke'   3. /pi/ 'grandmother'

   /ut/ 'burn (cook)'   /suk/ 'to wash'   /pu/ 'grandfather'

/i/ vs /e/

1. /in/ 'house'   2. /lim/ 'statue'   3. /bi/ 'narrow'

   /en/ 'look' /pe/ 'to give'   /lem/ 'fake'   /be/ 'bean'

/a/ vs /ɔ/

1. /a/   'mad'   2. /ral/ 'enemy'   3. /pa/ 'father'

   /ɔ/   'yes'   /rɔl/ 'food'   /pɔ/ 'stomach'

/e/ vs /ɔ/

1. /el/ 'thigh'   2. /rel/ 'read'   3. /pe/ 'give'

   / ɔl/ 'easy'   /rɔl/   'food'   /pɔ/ 'stomach'

/a/ vs /u/

1. /aŋ/ 'similar'   2. /lam/ 'dance'   3. /pa/ 'father'

   /uŋ/ 'old'   /lum/ 'warm/hot'   /pu/ 'grandfather'

Diphthong

There are nine (8) diphthongs in Lai. They are /ia,ai,au,ua,ei,eu,ɔi,ɔu/.

/ia/ -   /biaŋ/ 'cheek'

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/tia/ 'equal in size'

/ai/ - /maisem/ 'mosquito'

/tai/ 'waist'

/au/ - /au/ 'call/shout'

/sau/ 'long'

/ua/ - /uaŋ/ 'showing off'

/tuaŋ/ 'floor'

/bua/ 'spill'

/ei/ - /ei/ 'eat'

/tʰei/ 'hear'

/eu/ - /eu/ 'crooked'

/leuʔ/ 'swim'

/atseu/ 'half'

/ɔi/ - /hɔi/ 'friend'

/ɔu/ - /tʰɔu/ 'festival'

Triphthong

Triphthong in Lai may be defined as a monosyllabic vowel combination usually involving a quick, but smooth movement from one vowel to another that passes over a third one. In a v1 v2 v3 combination, v1 and v3 are always occupied by a high vowel and v2 by a low vowel, such as,

1. /uai/ /nuai/ 'lakh'

/tsabuai/ 'table'

2. /iau/ /hatʰiau/ 'sneeze'

3. /iai/ /siai/ 'to blink'

/piai/ 'to pinch (in a face)'

Conclusion

From the above analysis it is found that Lai has 35 consonants and 5 vowels. Except for glottal stop and glottalized consonants, all the others consonants can occur in the initial position. The consonants which can occur in the final word syllable position are all the

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voiceless stops, voiced nasal and liquid. All the vowels can occur in all the word syllable positions. Lai lacks central vowel. It has 8 diphthongs and 3 triphthongs.

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The Integration of Different Technologies into Language Learning: Language Learners' Attitude and Motivation A Case Study from Malaysia

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Abstract

The present paper aims at investigating language learners' attitude and motivation toward the use of different technologies such as computers, MP3 and MP4 players, mobile phones, and iPods to boost various language skills. The study was conducted based on a survey design with the help of 30 language learners majoring in TESL. To arrive at the necessary quantitative data, a questionnaire was developed and given to the participants to answer. The findings of this study indicated that most of the language learners have a positive attitude toward the use of different technologies to develop different skills. However, the results obtained from the questionnaire showed that language learners mostly prefer to use computer among the other technologies in order to improve their speaking proficiency and listening comprehension more than other language skills. On the contrary, iPods are used less by language learners for the very purpose of language learning.

Keywords: Attitude, Motivation, Technology, Improve, Language skills

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Introduction

Today, technology has become the track upon which the express train of education is heading toward its destination (Christina, 2006). Accordingly, the growth of its application in the field of education particularly language learning has been considerable. Computer Assisted Language Learning (CALL), computer and audiovisual equipped classrooms, MP3 and MP4 players and Mobile Assisted Language Learning (MALL) are just few examples of the application of technology to the endeavor of language teaching (Vincent & Hah, 1996; Salaberry, 2001; Hulstijn, 2000, just to name a few).

In the same line, today, technology has also dominated the world by sharing and showing a variety of programs to both instruct and entertain the audience. The impressive developments in audio, video, and computer-mediated communications programs offer many possibilities for language learners to learn the language through fulfilling different activities, in-and-outside the classroom settings, around listening to different programs, watching related videos, and holding conversations in real-time as well as for the learners to learn the language better (Chinnery, 2005; Jingi & Ying, 1999; Parker, 2000; Salaberry, 2001; Ishihara & Chi, 2004; Bedjou, 2006).

Vincent and Hah (1996) summarized the effective application of technology to language learning and underlined the point that CALL must be used because computer technology is extensively applied in society and also it may be a resource of a teaching method to be used as long as it is designed to support learners' strategies.

In short, technology has long opened new doors in the field of education, particularly in the field of language learning. One of the doors that is opened is the development of theories of language learning. However, the prospects for applying technology in language learning are only beginning to be considered, and finding which of those technologies that can be used both in-and-outside the classroom could be of great importance to today's language learners as well as the educators. Accordingly, the present study believes that following challenges are essential to seek:

1. Which technology (Computer, CD and MP3 players, Mobile phones, or iPods) is preferred more by the language learners to be used?

2. Which language skill may be developed more through the use of different technologies based on the language learners' experience with the application of different technologies?

Review of the Related Literature

With the increasing integration of different technologies into language learning, a considerable amount of attention has been devoted to learner's attitudes toward the use of different

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technologies. In this relation, the related literature indicates that various technologies have a central role and great potential in foreign/second language learning. It is also obvious that attitudes of learners shape learning process significantly. Accordingly, the related literature indicates that foreign/second language learners usually have positive attitudes towards the use of different technologies.

Considering this issue, the learners' attitudes toward the use of the Internet for educational purposes were considered in a study conducted by Slate, Manuel, and Brinson (2002). Accordingly, it was found that the main factor for using the Internet was the language used which affected the language learners' attitudes towards the Internet use. In many cases, the language which language learners face in the Internet atmosphere is designed in a way that the majority of people understand it easily. This is what can highly increase the attitude toward the use of this technology.

In another study carried out by Usun (2003), gender of the language learners' was also a significant subject variable that affected attitudes towards the Internet. In this study, both male and female participants mostly had positive attitudes toward the Internet use. Moreover, in other studies (Asan & Koca, 2006; Yang & Chen, 2007) which focused on the integration of the Internet tools into language learning activities, it was found that the students at graduate and postgraduate levels had positive attitudes towards the Internet.

According to Sanders and Morrison (2000), the language learners' attitude toward the computer is an essential influencing factor in the application of technology in various instructional settings. As a matter of fact, the majority of quantitative studies as well as qualitative inquiries have shown that learners' attitude towards the technology-enhanced learning environment is positive and closely related to learning styles or motivational factors (Chapelle & Jamieson, 1986; Craven & R, 1998; Holmes, 1998; Klassen & Milton, 1999; Sanders & Morrison, 2000; Well, 2000, just to name some).

In view of the above, it should be mentioned that the majority of the studies conducted regarding the language learners' attitudes toward the use of different technologies were just around the use of computer or the Internet. In other words, none of them focused on other technologies such as mobile phones or MP3/MP4 players. More importantly, none of them considered the effect of the application of different technologies in language learning to boost different language skills. Therefore, the present study tries to find out which technology is preferred more by the language learners to develop various language skills.

Methodology

A. Subjects

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The participants of the study were 30 language learners at the B.A. level including both males and females who participated in the study voluntarily following an announcement made by the researcher.

B. Instrument

This research utilized qualitative research methodology. The instrument that was used to collect the data was a sample questionnaire which was verified prior to the main study through a pilot study.

C. Procedure

The qualitative method of data collection was through the utilization of a survey questionnaire. A questionnaire was designed to investigate language learners' attitudes and motivation towards the use of different technologies such as computer, MP3/MP4 players, and iPods in language learning. This set of questionnaire contained 15 items regarding the use of different technologies. It should be mentioned that 4 of the items are related to the improvement of different language skills (Appendix I).

The five items for the use of different technologies were:

1) Computer
2) CD and MP3 players
3) Mobile phones
4) IPods
5) No technology at all

The four language skill items were also:

1) Speaking proficiency
2) Listening comprehension
3) Writing
4) Reading

Before the actual data collection was conducted, a pilot study was carried out to assure the validity of the questionnaire. To do so, the questionnaire was given to 5 trial language learners majoring in TESL. Then, the questionnaire was modified based on the responses provided by the trial group in order to achieve better results. After the pilot study which resulted in the modification of the questionnaire, the questionnaire was distributed to 30 students at the University of Malaya in Malaysia to collect the necessary data.

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In this study, there were 15 items that investigated the language learners' attitude toward the use of different technologies in language learning. Accordingly, a positive attitude and motivation toward the use of different technologies in general was depicted in A (agree) and a negative attitude toward the use of different technologies in general was depicted in SD (disagree). Moreover, if the participants agreed on the use of different technologies, they were required to specify the type of technology they use.

Results and Discussion

The results obtained from the questionnaire can be summarized as follow:

- 54% of the participants preferred the use of computers and computer based technologies such as the Facebook, and Twitter. Accordingly, the participants had a positive attitude toward the use of computers and more than 45% of the participants declared that they use computer to improve their speaking proficiency more than the other language skills.

- 23% of the participants used MP3/MP4 players to improve their language skills.

- 10% of the participants used their mobile phones for language learning. According to the participants' responses, they can use their mobile phones for saving different audio/visual language materials which can be used everywhere.

- 8% of the language learners used iPods. Most language learners did not use this technology because they could not afford buying one.

- 5% of the participants had a negative attitude toward the use of different technologies. Accordingly, they preferred traditional print material rather than new technologies. However, those who said no to the use of technologies in language learning had no specific reason for that to be reported here.

In general, the majority of respondents had a positive attitude towards the use technology. In response to the statement "I like the use of different technologies for my English learning", 28 of the participants expressed their agreement. This shows that the majority (96%) of the participants had a positive attitude towards the use of different technologies for language learning.

The following figure shows the statistical data related to the language learners' attitudes regarding the use of different technologies in developing different language skills.

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Figure 1. Language preferences towards the use of different technologies to boost different language skills
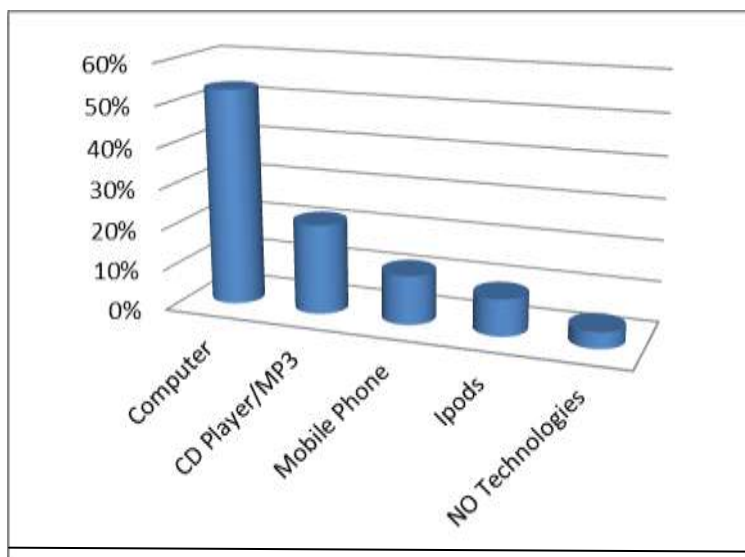
Another set of more valuable data was taken out of the questionnaire indicating which language skill may be developed more through the use of different technologies according to the language learners' ideas. It should be mentioned here that in order to arrive at a more reliable data, comprehensive empirical studies require using different technologies with different skills.

Following is the statistical analysis of the participants' ideas regarding the development of different language skills through the use of different technologies.

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Figure 2. Language skills development through the use of different technologies
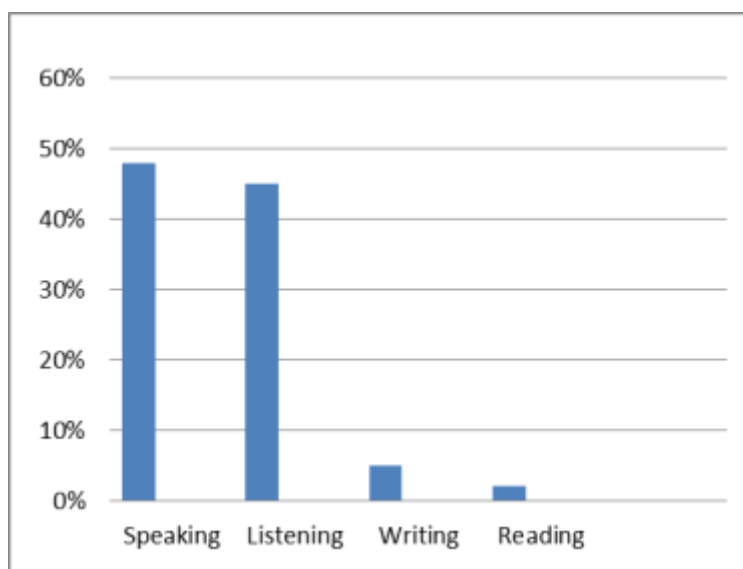
The findings of the present study are in line with many studies which proved the positive attitudes and motivation of language learners toward the use of computer technology in language learning (Chapelle & Jamieson, 1986; Craven & R, 1998; Holmes, 1998; Klassen & Milton, 1999; Sanders & Morrison, 2000; Well, 2000; just to name some). Nevertheless, what is importantly novel about the present research is that language learners used computer technology for the development of their speaking proficiency and listening comprehension. The participants of the present study stated that they can practice oral communication in low affective filter atmosphere created by the computer technology with high motivation.

Some of the reasons that caused the majority of the language learners to have a positive attitude toward the use of computer technology may be due to the fact that traditional and classical language teaching in classroom can be monotonous, boring, and even frustrating at times. This can cause language learners lose their interest and motivation in learning. CALL programs can provide student ways to learn English through computer games, animated graphics, and problem-solving techniques which can make drills more interesting. CALL also allows learners to learn the language even without having to attend language classes by creating a personal learning environment out of the classroom border.

Turning blind eyes to the fact that language learners with different proficiency levels require different learning styles will cause serious conflicts. In this regard, many computer based programs can provide different drills based on the language proficiency level of the learners. For example, from easy drills to very difficult ones or from slow drills to fast ones.

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More importantly, thanks to the portability of laptops, computer assisted language learning can be used anytime and anywhere. As a matter of fact, the time and place flexibility of using computer are two essential factors that enable language learners to choose appropriate time and place for learning.

Another factor that makes language learners prefer computer technology may be that the language learners can sometimes benefit from feedback given by the computers. Computers can give instant feedback and help the students to solve the related language problem at the very first stage. Language learners can use the computer which is a kind of technology in both formal and informal learning settings to do some repetition and drills which are believed by the behaviorists to boost language learning.

Lastly is the repetitive aspect of some of the programs. In this relation, students have freedom of expression within certain bounds that programmers create, such as grammar, vocabulary, etc. They can repeat the course they want to master as many as they wish. However, the present research does not want to hold the view that repetition is beneficial to language learners or not. What the research tries to emphasize here is that computer technology gives the freedom to repeat any authentic language materials as many times as language learners need.

However, 4% of the participants believed that the use of different technologies for language learning is a waste of time and energy. They stated that they could learn more, for example, from traditional print materials than electronic ones. This could be due to the fact that the application of different technologies requires having some knowledge about the technology itself. Moreover, some language learners prefer not to use different technologies for language learning because of some possible technical problems associated with the use of various technologies.

Conclusion

The present research conducted with the help of 30 language learners aimed at investigating the language learners' attitudes and motivations towards the use of different technologies such as computer, CD and MP3 players, IPods, and mobile phones. Moreover, it tried to find out what language skill may be improved more according to the language learners' experience.

The finding of this study was indicative of the fact that language learners' have a positive attitude towards learning English through the use of different technologies particularly computer. The language learners believe that the use of computer makes the lesson interesting, exciting and effective for them.

Regarding the improvement of different language skills through the integration of different technologies into language learning, the participants reported that they mostly use different technologies in order to improve their speaking proficiency and listening comprehension more than other language skills. This improvement was achieved through the use of computer

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technology for chatting or the application of particular computer programs that enable language learners to practice oral communication and listening comprehension out of classroom setting.

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APPENDIX I

Please, mark agree or disagree for each question. Moreover, write the type of technology which you use more.

Number	Question	Agree	Disagree	Technology
1	*I like the use of different technologies*			
2	*The use of different technologies is useful*			
3	*The use of different technologies is effective*			
4	*The use of different technologies is interesting*			
5	*Different technologies provide different exercises*			
6	*Different technologies provide authentic input*			
7	*I gain more knowledge through the use of technology*			
8	*I can learn better by the use of different technologies*			
9	*The use of different technologies is exciting*			
10	*I do not need to carry lots of materials*			
11	*I have access to English easily*			
12	*I can improve my speaking proficiency*			
13	*I can improve my listening comprehension*			
14	*I can improve my reading ability*			
15	*I can improve my writing ability*			

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Influence of an Emotional Intelligence Program towards Fostering Holistic Life Approach among Adolescents

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Preparation for Adulthood

Adolescence is a stage for the preparation for adulthood, whatever type of adulthood they are likely to encounter. The future of society hinges on this preparation. Society is also looking for a different kind of perspective to assess achievement and success. The whole personality of a student has become the center of concern, not only his or her reasoning capacities, but also his/her creativity, emotions, and interpersonal skills. A failure to master these tasks appears to be one of the most common reasons for school dropout, depression, lack of purpose, and feelings of inadequacy among adolescents.

Emotional Health and Emotional Intelligence

Researchers on emotional health have revealed the present generation of adolescents to be more troubled emotionally than the in earlier generations. Increasingly, researchers (Mayer and Ciarrochi -2001, Choubey, Singh and Pandey-2009) are acknowledging the role of emotional intelligence in students in enhancing their ability to be more successful in dealing with their emotions and the ever-changing circumstances of their lives as they grow through adulthood.

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Emotional intelligence has been found to increase achievement, motivation, optimism, joy, and purpose, while decreasing violence, depression, and isolation helping adolescents to develop holistic approach towards the life.

Although researches show that emotional intelligence can be developed at any age, recent research on brain development suggests that adolescence is a critical period for the development of emotional intelligence.

Objectives of the Present Study

The present study was taken up with the following objectives:

- Identify an appropriate scale to assess the Emotional Intelligence of the adolescents selected for the study.
- Develop a scale to assess adolescents approach to life.
- Develop modules to enhance emotional intelligence skills in adolescent.
- Assess the influence of an emotional intelligence program on the holistic life approach among adolescents

Hypotheses

- There will be no significant difference in the pre and post assessment for the different dimensions of emotional intelligence in the experimental group.
- There will be no significant difference between the experimental and control groups in the Holistic Life Approach among adolescents after the intervention program.

Research Design

The research was conducted in IX phases:

Phase I: Identifying the dimensions of (a) emotional intelligence and (b) dimensions of Holistic Life Approach

a) The researcher found Dr Bar-On's model to be the most appropriate for the present study since it was a mixed model, focusing on the emotional intelligence skills rather than on developing the ability of the individual's emotional intelligence dimensions. Also while the other models focused on adult's emotional intelligence, Dr.Bar-On's model focused on adolescent's Emotional intelligence.

Hence this model was identified and the following dimensions from Dr. Bar On's model were considered for the present study.

➢ Intrapersonal dimension:

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- Self- awareness
- Self-image
- Self-regulation
- Self-regard
- Independence
- Self-actualization

➢ Interpersonal dimension

- Empathy
- Social responsibility
- Interpersonal relationship

➢ Stress management

- Stress Tolerance
- Impulse control

➢ Adaptability dimension

- Reality testing
- Flexibility
- Problem solving

➢ General mood

- Happiness
- Optimism

b) Self-acceptance/Esteem; Control of self and events; Positive emotional interaction; Negative emotions; Achievement Attitude; Interaction with family; Interaction with peers; Interaction with school; Self Transcendence were the dimensions identified to assess the Holistic life approach among adolescents . These dimensions were short listed after an extensive survey of adolescent life satisfaction scales available in the market.

Bar-On's model of emotional intelligence was found to be the most appropriate for the present study. The dimensions of the Holistic Life Approach scale were short listed after an extensive survey of adolescent life satisfaction scales available in the market.

Phase II: Identification/Development of appropriate tools
   a) **Tool to assess Emotional Intelligence**:

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Bar-on Emotional Quotient Inventory - Youth version (2000) was identified as the most appropriate instrument for the present study. Bar-On Emotional Quotient Inventory (EQ-i) Youth Version (YV) is the first scientifically developed and validated measure of emotional intelligence. It is an easily administered, self-report instrument designed to measure emotional intelligence in young people aged 7-18 years. The Bar On EQ-I; YV measures a cross section of abilities and competencies that constitute the core features of Emotional Intelligence.

b) Tool to assess the Holistic life approach of adolescents:

The researchers developed and standardized the Holistic Life Approach Scale for this Study. The Holistic Life Approach Scale assessed the respondents for the following dimensions namely: Self-acceptance/Esteem; Control of self and events; Positive emotional interaction; Negative emotions; Achievement Attitude; Interaction with family; Interaction with peers; Interaction with school; Self Transcendence.

c) Tool to obtain socio-demographic information:

To obtain the socio-demographic information from the respondents selected for the present study, a simple questionnaire was self-developed by the researchers.

Phase III: Identification and selection of the schools

Logistic convenience, wholehearted cooperation from the administrators/management of the school and similarities in the type of schooling offered (syllabi followed, fee structure, location etc) and the socio demographic characteristics of the schools, were the ground rules for selecting the schools to participate in the research design.

Initially a survey of the different schools in Bangalore city was carried out. When all the factors were considered, two schools, lent itself as the most appropriate for the present study, which was close enough for the researcher to collect data, but far enough to avoid spillover effects. The schools identified were, Tirumala Vidya Niketan, Gayathri devi Park Extension, Vyalikaval, Bangalore-560003 and St.Lourdes, Mathikere-560022.

Through lottery method Tirumala Vidya Niketan School was identified as the school for drawing out the experimental group sample and carrying out the intervention program, and St.Lourdes was identified for drawing the control group sample.

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Phase IV: Sample selection

Initially a sample of 200 adolescents (both male and female) who volunteered to participate in the experimental program with parental consent was identified from the two schools shortlisted in the previous phase.

100 adolescents**,** each aged between14-16 years studying in classes 8th, 9th and 10th at Tirumala Vidyaniketan School and St.Lourdes High school were **thus** identified. From this sample**,** a sub-sample of 50 adolescents each, from both the schools was drawn for the intervention program and as a control group.

Phase V: Pre-Test

The 200 adolescents identified in the previous phase, were administered the Bar-On Emotional Quotient Inventory (EQ-i) - youth version, after obtaining their socio demographic information.

To maintain homogeneity within and between the experimental and control groups the researcher set certain norms, **namely**, the socio demographic characteristics of both the groups should be similar and the respondents' EI for the different dimensions and total EQ should preferably fall in the "Average" category.

Phase VI: Development of modules

The modules on various dimensions of Emotional Intelligence were designed in a very systematic way to create interest and avoid monotony among the group and, focused on Introduction, Narrative, Objectives and Strategies.

The modules were developed around the following emotional intelligence dimensions.

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E.I.DIMENSIONS	The EI Competencies and Skills to be developed
Intrapersonal	Self-awareness and self-expression:
Self-Awareness	To be aware of and understand one's emotions.
Self- Image	To have a belief in self and a respect for self.
Self-regulation	To control or redirect disruptive impulses and moods.
Self-Regard	To accurately perceive, understand and accept oneself.
Independence	To be self-reliant and free of emotional dependency on others.
Self-Actualization	To strive to achieve personal goals and actualize one's potential.
Interpersonal	Social awareness and interpersonal relationship:
Empathy	To be aware of and understand how others feel.
Social Responsibility	To identify with one's social group and cooperate with others.
Interpersonal Relationship	To establish mutually satisfying relationships and relate well with others.
Stress Management	Emotional management and regulation:
Stress Tolerance	To effectively and constructively manage emotions.
Impulse Control	To effectively and constructively control emotions.
Adaptability	Change management:
Reality-Testing	To objectively validate one's feelings and thinking with external reality.
Flexibility	To adapt and adjust one's feelings and thinking to new situations.
Problem-Solving	To effectively solve problems of a personal and interpersonal nature.
General Mood	Self-motivation:
Optimism	To be positive and look at the brighter side of life.
Happiness	To feel content with oneself, others and life in general

Phase VII: Implementation of the intervention program

The respondents in the experimental group received the interactive intervention program. It spanned for a period of six months covering 31 sessions. The sessions were held twice a week on Fridays and Saturdays.

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Each session lasted on an average three hours approximately. The sessions were followed by discussions, clarifications and planning for the forth-coming sessions. Home assignments were also given. The researcher was always available for individual counseling on issues raised by the students during the sessions. The sessions were planned in contrast to the regular classroom setting. The adolescent's opinion was sought on seating arrangements and location of sessions. By popular demand the school auditorium was predominantly used for the sessions.

Several subject experts were invited as resource persons for the different sessions. To motivate active and alert participation from the respondents, rewards were planned for each session.

Phase VIII: Post test

The Post Test data collection was carried out after the completion of the intervention program. The same tool used for the pretest data collection was re administered during the post test.

Phase IX: Administration of the Holistic Life Approach Scale

To assess the Approach to life among the respondents in the experimental and control group, the Holistic life approach scale self-developed by the researchers was administered.

Phase X: Statistical analysis

The responses were scored, systematically tabulated and statistically analyzed.   A comparative evaluation two-arm study, consisting of 90 adolescents randomized into two groups with 45 respondents in experimental group, and 45 respondents in control group was undertaken-

➢ To study the differences in experimental group responses during the pre test - posttest
➢ To study the differences in the experimental and control group responses after the holistic life approach scale administration.

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Statistical software:

The statistical software namely SPSS 15.0, Stata 8.0, MedCalc 9.0.1 and Systat 11.0 were used for the analysis of the data and Microsoft word and Excel have been used to generate graphs, tables etc.

Statistical Methods:

Descriptive statistical analysis has been carried out in the present study. Student t test (paired) has been used to find the significance of study parameters between pre and post intervention in each group. Student t test (Two tailed, Independent) has been employed to test the significance of study parameters between the two groups of subjects. Multivariate Regression Analysis has been used to establish socio-demographic characteristics for the pre-assessment scores and difference scores of each dimension. Effect size due to Cohen has been used to compute the effect of intervention based on study parameters. Effect size (Bias corrected effect size due to Hedges) has been used to find the effect of intervention. Analysis of Variance has been used to find the significance of changes of study parameters with various socio-demographic characteristics. Paired proportion test has been used to find the significance of proportion between pre and post assessment.

Results and Discussion

Table-1: Basic information of the respondents in the control and experimental groups.

	Control		Experimental	
	No	%	No	%
Gender				
Male	20	44.4	20	44.4
Female	25	55.6	25	55.6
Age in years				
12	9	20.0	8	17.8
13	5	11.1	5	11.1
14	17	37.8	17	37.8
15	14	31.1	15	33.3
Ordinal position				
	No	%	No	%

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1	20	44.4	21	46.7
2	20	44.4	20	44.4
>2	5	11.1	2	4.4
Number of siblings				
0	6	13.3	3	6.7
1	30	66.7	31	68.9
2	7	15.6	5	11.1
3	2	4.4	4	8.9

Table1 shows that the samples in both the control and experimental groups are more or less evenly matched in terms of gender, age, ordinal position and number of siblings to get statistically significant results when comparing the control and experimental group data.

Table -2: Basic Information of the respondent's parents in the control and experimental groups

	Control		Experimental	
	No	%	No	%
Family type				
Joint	7	15.6	5	11.1
Nuclear	37	82.2	40	88.9
Extended	1	2.2	0	0.0
Father's education				
Below SSLC	0	0.0	4	8.9
SSLC+PUC	25	55.6	28	62.2
Graduates+	20	44.4	13	28.9
Mother's education				
Below SSLC	1	2.2	5	11.1
SSLC+PUC	32	71.1	34	75.6
Graduates+	12	26.7	6	13.3
Father's occupation				
Business	9	20.0	10	22.2
Contractors	4	8.9	5	11.1
Pvt./Govt employment	31	68.9	23	51.1
Skilled laborers	1	2.2	7	15.6
Mother's occupation				
	No	%	No	%
House wife	37	82.2	34	75.6
Working	8	17.8	11	24.4

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Table 2 reveals that the samples in both the control and experimental groups are more or less evenly matched in terms of type of family, parent's education and parent's occupation to obtain statistically significant results when comparing the control and experimental group

Dimensions (n=200)	Guidelines based on standard scores						
	Markedly High	Very high	High	Average	Low	Very low	Markedly low
Intrapersonal scale	-	4 (2.0%)	54 (27.0%)	115 (57.5%)	18 (9.0%)	8 (4.0%)	1 (0.5%)
Interpersonal scale	1 (0.5%)	(1.0%)	13 (6.5%)	96 (48.0%)	61 (30.5%)	26 (13.0%)	1 (0.5%)
Stress management scale	1 (0.5%)	2 (1.0%)	4 (2.0%)	116 (58.0%)	56 (28.0%)	21 (10.5%)	-
Adaptability :scale	4 (2.0%)	5 (2.5%)	31 (15.5%)	125 (62.5%)	30 (15.0%)	4 (2.0%)	1 (0.5%)
General Mood scale	-	4 (2.0%)	5 (2.5%)	129 (64.5%)	60 (30.0%)	2 (1.0%)	-

data.

Table-3: Assessment of emotional Intelligence dimensions

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Positive Impression Scale	2 (1.0%)	56 (28.0%)	48 (24.0%)	87 (43.5%)	4 (2.0%)	2 (1.0%)	1 (0.5%)
Total EQ	3 (1.5%)	4 (2.0%)	18 (9.0%)	144 (72.0%)	20 (10.0%)	9 (4.5%)	2 (1.0%)

The data presented in Table-3 shows the Emotional Intelligence dimensions based on standard scores for the 200 respondents (100 from Tirumala Vidya Niketan and 100 from St. Lourdes High school) who volunteered to participate in the program. The data reveals that for all the dimensions of EI considered, a majority of the respondents Scored Average results. When the total EQ is considered, those with average dimensions have scored 72%, which is also the majority. As can be seen there are individual variations between the dimensions.

From this sample, a further sample of 50 respondents each was drawn for the experimental and control group. The responses of individuals with scores of 10 or greater on the inconsistency index were not recruited into the research program.

Table: 4 Pre and post assessment Comparison of emotional intelligence dimensions

Dimensions(n=45)	Pre-assessment		Post-assessment		P value	Effect size
	Mean	Sd	Mean	Sd		
Intrapersonal skills	15.58	2.8	16.47	2.5	0.094+	0.33
Interpersonal skills	37.11	3.6	38.24	6.1	0.218	0.23
Stress management skills	30.67	4.3	31.58	5.5	0.360	0.19
Adaptability skills	29.02	3.7	30.89	4.5	0.006**	0.46
General Mood	44.58	3.4	45.09	6.6	0.636	0.10
Total EQ	55.64	4.9	58.82	5.0	<0.001**	0.64

Table 4 presents the assessment of emotional intelligence dimensions both before and after the Intervention program for the overall population in the experimental group (both boys and girls combined) of the present study. A comparison of the pre and posttest assessment indicates that the intervention program has been effective in all the dimensions of EI. The effect size varies from negligible to a moderate effect. When all the dimensions are considered and the total EQ is worked out, it is seen that the intervention program has had a moderate effect, with the effect size being 0.64.

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It was hypothesized that, there will be no significant difference in the pre and post assessment for the different dimensions of emotional intelligence.

Based on statistically significant results (<0.001**, 0.006** and0.094+) the hypothesis is rejected. It was, therefore, concluded that, there is a significant difference in the pre and post assessment for the different dimensions of Emotional intelligence.

Table 5: Comparison of the Holistic Life Approach dimensions between experimental and control groups

Holistic scale Dimensions	Experimental group	Control group	P value	Effect size
Self-acceptance	21.62±1.66	16.22±5.44	6.376**	1.33(VL)
Control of self and events	31.07±2.69	24.11±5.97	7.121**	1.49 (VL)
Positive emotional interactions	27.04±2.06	20.16±3.81	10.667**	2.23 (VL)
Negative emotions	5.73±2.08	6.93±1.14	3.393**	0.71 (M)
Achievement Attitude	14.33±1.23	10.98±3.36	6.293**	1.31(VL)
Interaction with family	10.98±0.99	8.69±1.56	8.299**	1.74(VL)
Interaction with peers	19.80±2.46	16.00±3.61	5.837**	1.22(VL)
Interaction with school	13.53±1.38	10.49±2.89	6.369**	1.33(VL)
Self-Transcendence	27.33±5.56	20.00±8.85	4.709**	0.98 (L)

Analysis of the data for the individual dimensions of Holistic Life approach revealed very significant differences in the responses between the experimental and control group respondents.

It is observed that, all the dimensions of the Holistic life approach have statistically strongly significant results indicating, that there is a difference in the responses of the respondents in both the groups.

When the effect size of this difference is considered, it is observed that the dimensions of self-acceptance, control of self and events, positive emotional interactions, achievement attitude, interaction with family, interaction with peers, interactions with school have recorded a very large effect size. Self-transcendence has recorded a large effect. Negative

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emotions have recorded moderate effect. Thus it can be seen that all the dimensions have recorded significant effect size between the two groups.

It was hypothesized that, there will be no significant difference between the experimental and control groups in the Holistic Life Approach for the nine dimensions considered.

Statistical analysis of the data leads to the rejection of the hypothesis. Hence it was concluded that, there is a significant difference between the experimental and control groups in the Holistic Life Approach for the dimensions mentioned above.

Conclusion

The study concludes that, if adolescents are trained to enhance their emotional intelligence skills, their approach to life would be more holistic as they enter the adult years.

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Perils of Socio-economic Inequality - A Study of Arvind Adiga's *The White Tiger*

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Realism and Critical Imagination

A creative artist in order to investigate and expose the problems of everyday life unmasks the fundamental aspects of the socio-economic reality prevalent in the society. He or she questions the absolute notions of socio-cultural evolution and formulates an aesthetic conviction where realism appears to be inseparable from his or her critical imagination.

Sustainable development is not possible without focusing on economic and social development. Striking a balance between economic and social development, ensuing that the fruits of economic development went to all people serves the very purpose of this development. The pace of economic reforms must take into account the concerns of every section of the society.

Focus on the Plight of the Poor

India's pioneer political activists right from Ranade, Naoroji, Gokhale, Tilak, Aurbindo, Gandhi and Nehru were conscious of the corresponding perils of socio-economic inequality, injustice and neglect. This plight of the poor has remained in focus in the writings of several Indian English writers in general and the novelists in particular. Mulk Raj Anand and Bhabani Bhattacharaya before the 1950s and Arundhati Roy, Kiran Desai and Arvind Adiga in the present times are good examples.

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Arvind Adiga

Arvind Adiga shot into international limelight by winning the covetous Man Booker prize for his debut novel *The White Tiger* in 2008. The novel, highlighting the age-old worries, anxieties of the downtrodden, is a pulsating critique of the deep-rooted socio-economic inequality rampant in India.

Postcolonial Writings on Social Justice

Postcolonial writings invoked the notion of social justice, resistance, freedom and egalitarianism in its attempt to counter dictatorial structures of racial discrimination, prejudice and ill-treatment. These writings," emerged in their present form out of the experience of colonialization, and asserted themselves by foregrounding the tension with the imperial power, and by emphasizing their differences from the assumptions of the imperial centre" (Ashcroft 2).

The landowners, the industrialists and the upper classes have always exercised control over the poor peasants, labourers and the working classes. This repressive and stiffening system cannot be exterminated unless the world remains divided into two stratas, the powerful and the powerless.

Ania Loomba, in her book *Colonialism/ Postcolonialism* wites, "The newly independent nation-states makes available the fruits of liberation only selectively and unevenly: the dismantling of colonial rule did not automatically bring about changes for the better in the status of women, the working class and the peasantry in most colonized countries ". (11-12)

Domestic Help, et al.

For the last many decades domestic servants have been an integral part of rich traditional household all over India. Due to rising economy and crumbling joint family structures there has been a spurt in the demand for this working class in the present century. Working classes particularly, Servants, Drivers, Cooks and Security guards, living beside their rich masters in the cities, watch helplessly their luxuriant lifestyle, see their glamorized world and crave an upward mobility.

In an interview with Arthur J Pais, Adiga said:

> The shameless way wealth is flaunted is extraordinary. Poor people [see] the money the very rich have. Migration of labour is increasing in a big way, especially in north India. Old traditional ties and social structure in the villages and small towns are disappearing, and social unrest and resistance are growing. The naxalite [Maoist] movement is reviving in many parts of the country and is gaining strength (n.p).

The White Tiger

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The White Tiger, set in rural Bihar, New Delhi and its suburban city Gurgoan , is a sound depiction of post modern ambiguities and is a frantic desire for an enhanced social status in a society where one man's wealth is another's poverty.Adiga with a tinge of black comedy deprecates greed and corruption, rampant in the Indian Society.

 The novel presents a startling contrast between India's rise as a global economy and the plight of the marginalized class of society living in devastating rural and urban poverty through, Balram Halwai, the narrator and the protagonist. Balram belongs to laxmangarh, in Bihar, is a son of a rickshaw puller. In spite of being an intelligent and a promised child he is forced to leave the school at an early age works on a small tea-shop and has to breaks coal in order to support his family, He learns driving in order to earn more money. He gets a chance to meet the rich landlord and powerbroker, named 'The Stork' due to his long nose, of the village and is appointed as a driver. He is the chauffeur to drive a luxury car of his U.S.A. returned son, Ashok , settled in Gurgoan ,near New Delhi

At Gurgoan and New Delhi he often drives his master and his wife to various shopping malls and marts and is exposed to the glitterati of the 'shining? ' and' rising?' India. He becomes aware of the immense wealth, corruption and opportunity all around him realizing at the same time that he would never be able to reach there. He contemplates over his situation and realizes that there is only one way in which he can achieve his target/aim, join the bandwagon of the affluent class/ society and be a part of this glamorized world – to murder his employer , Ashok and get away with this penurious life.

Balram takes advantage of Ashok's faith and trust in him and kills him with an empty whisky bottle and along with his cousin ,Dharam and escapes to Banglore. He changes his name to Ashok Sharma, owns a Taxi company and becomes a wealthy entrepreneur in India's most technologically advanced metropolitan city.

Rising Poverty

Arvind Adiga commenting on the rising poverty and resultant crime in a programme, "You ask the question" averred :

> These problems have been brewing for a long time. The
> causes are complex, but one common theme I find is
> the heightened tension within the country that's
> caused by the growing gap between the rich and the
> poor. The flare-ups can often take the form of ethnic or
> regional protests, but the underlying grievances are
> often economic(n.p).

Two Kinds of India

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While in Delhi and Gurgoan , Balram counters two kinds of India , one that eats and the other to be eaten, two types of people, prey and predators. Balram wants to be a predator , a man with a big belly, at any cost. In his greed for money and desperation for glamorous life, he follows the path of crime. Emulating his master , he becomes an usurper by resorting to fraudulent means ,corruption and misdemeanor, ignoring all refined ways of life.

The viciousness of the 'so called modern rising and shinning India' is in stark contrast to value based traditional India as Balram claimed, " To sum up- in the old days there were one thousand castes and destinies in India. These days, there are just two castes : Men with Big Bellies, and Men with Small Bellies. And only two destinies: eat-or get eaten up"(64).The inevitable result is that due to disparity in income the rich grow richer and the poor turns poorer. Balram, reverses the role and becomes 'master like servant'. He visits brothels and the red light areas imbibing Ashok's pleasure-loving obscenities and in a way satisfies his deep rooted grudge he carries against these upper classes.

Subaltern Can and Will Speak

Negating Gayati Chakravorty Spivak's concept that subaltern cannot speak, Adiga made Balram speak of course through crime in a manner of a typical psychopath.

Jennifer Copley has rightly stated, "While most people's actions are guided by a number of factors, such as the desire to avoid hurting other people, the psychopath selects a course of action based on only one factor—what can he get out of it. This cold-blooded mode of reasoning enables the psychopath to commit acts that most people's consciences would not allow" (quoted in Sebastian).

Silence, pain, oppression and exploitation constitute the *raison d'etre* of these marginalized classes who are now globally struggling for their survival , their voicelessness, and right to self representation:

> Since the marginalized have known only the language which has been handed down
> to them by their exploiters, they should if need be, as Fanon would have probably
> suggested, use the language of violence at their disposal to give at back and at the
> same time continue to deconstruct it from within.(Randhawa 33).

Marginalised class is entwined in sub-human social subsistence, utter deficiency, economic exploitation, representing a subculture of compliance and political subjection.

A Powerful Commentary

The novel is a powerful commentary on the ever widening rich-poor divide that has gripped India in the twenty-first century. Balram *nee* Ashok Sharma an entrepreneur is 'A Thinking Man' and not a 'mere thinker'. He has experienced the perils of socio-economic inequality and social injustice in his village and even at Gurgoan. He is, in fact, a witness to rampant corruption,

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inequality and abject poverty. He lives in the servant apartments of the Buckingham Towers B Block, infected with mosquitoes and other insects. During his sleep, "In the middle of the night… noises woke me up. The wall was covered with cockroaches…I could see their dark bodies… they kept landing on the net- and getting crushed" (131).

He is subject to humiliations, now and then, by his employers. On one occasion, Mukesh, Ashok's brother looses one rupee coin in the car. He ordered Balram,"Get down on your knees. Look for it on the floor of the car. I got down on my knees. I snuffed in between the mats like a dog, all in search of that one rupee" (139).Furthermore, when Ashok tries to pacify his brother, he yells, "That's how you corrupt servants. It starts with one rupee" (139).

Sacrificial Goat?

When Pinky, Ashok's wife in an inebriated condition runs over a pavement dweller and kills the poor child, Balram is trapped to own the crime. Balram was forced to sign a statement accepting full responsibility for the accident:

TO WHOM IT MAY CONCERN,
I, Balram Hawai, son of Vikram Halwai, of
Laxmangarh village in the district of Gaya, do make
the following statement of my own free will and
intention:
That I drove the car that hit an unidentified person, or
persons, or person and objects, on the night of
January 23rd of this year...I swear by almighty God
that I make this statement under no duress and
under instruction from no one (168).

His employer's family entices him to sign a statement."You're part of the family.' My heart filled up with pride. I crouched on the floor, happy as a dog, and waited for him to say it again."(166) Moreover, his old grandmother is made a witness to the confession as well.

While in Gurgoan and Delhi, Balram has narrowly and personally experienced and seen two different 'Indias'. One of the powerful rich and the other world of downtrodden .Adiga has used a powerful trope of 'rooster coop' of caged 'chickens' and 'cockroaches', ever ready to be killed. "The roosters in the coop smell the blood from above. They see the organs of their brothers lying around them.They know they're the next. Yet they do not rebel. They do not try to get out of the coop." (173-74).

But Balram does not want to be a 'rooster' in a 'coop', he doesn't want to wait to be 'eaten' rather is desperate to be the member of the 'eaters'. He is already aware of the rags to riches journey of Vijay, his fellow villager a poor bus conductor. Once in Bangalore, by changing his name to Ashok Sharma feels to be the part of the affluent caste and society. He is indulged in all the corrupt practices, of bribing , fixing politicians and bureaucrats, very much the part of high

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society, he learnt from his master ignoring all virtue. He encourages his drivers to ape and imitate him if they wanted to succeed in life.

Mobility Upward

In the twenty-first century, amidst the uproar of the economic boom, there grew a greater economic disparity in the society with the poor being invisible than ever before. Similarly their very existence is quite often at stake and is more vulnerable to crime. The evidence of their involved knee-deep in crime is the rise in armed rebellions in many parts of India. Though a murder cannot be justified and the murderer cannot be pardoned, through Balram's mobility,

Adiga shows that an easy and shorter way to success is only by illegal patronage and corruption. Adiga has issued a stern to the policy makers of this nation by presenting that material advancement, a significant component for survival, can also be achieved through benefaction and using underhand means in this postmodern society.

Free Yourself from Values!

Balram realized that he will fail and never succeed if he did not forego his middle class traditional values which he possessed and has been taught to maintain right through his childhood. He realized that in this world fraught with promise and possibilities one cannot grow richer or achieve success at the cost of virtue.

Balram, is able to achieve that he craved. He is now an entrepreneur but with a cost, he at the same time is also a criminal, a murderer. He achieved success by leaving behind the traditional virtue. His success reveals that through underhand means a subaltern too can become an entrepreneur overnight. Balram's breaking the system is a clarion call for the Indian society that the traditional social structure in India is losing its ground.

Molly Joseph M rightly observed:

> The novel encapsulates the resilience of the marginalized. Balram pushes his way up in life through tactful resistance and perservance. He outlives the harrowing experience of suffering and suppression that is the average lot of his kith and kin, struggles hard to become a driver, and ultimately emerges into a self taught, flourishing entrepreneur by slitting the throat of his master(77).

Balram is Adiga's 'Gatsby' realizing fully that his penurious condition made him both a misfit and unfit in the society. He was well aware of the consequences of his crime and realized that if caught it would be an end for him but taking no risk meant a confirmed and guaranteed end. He believed that in order to succeed he has to be a thick-skinned guy, in fact, truly pachydermatous.

He is symbolic of those 'new' Indian young men, who are ready to commit even more heinous crimes to achieve their target.

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Empowerment

Balram's act empowers the marginalized by retrieving their voices, spaces and identities suppressed by colonial surrogates in the postcolonial environment. His act is a rebellion against prevalent dominant ideology, cultural supremacy and investigates the petrified condition simultaneously issuing a warning for struggle of the marginalized because humiliation, resentment and grief are the fundamental components of the process of their struggle.

Thus, for the advancement and growth of the country in true sagacity, this ever increasing socio-economic inequality has to be bridged because the educated population of youth belonging to the marginalized sections is increasing at an alarming rate and their helplessness and vulnerability is obvious either from their reticent suppression or intrepid rebellion. They have a right to enhance their social status and in order to achieve this, they are in a catch22 position, to follow the path of virtue or to leave the traditional moral values and follow the dangerous road chosen by Balram because they are to survive at any cost.

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Alternative Source Material - Using Supplementary Text to Develop Communication in the Language Classroom

V. Vasanthi, Ph.D.
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Abstract

This article speaks about the need for an alternative source material to supplement the literary text in order to enhance the communication skills among the students. While maintaining that traditional syllabus cannot be done away with, it recommends various ways to generate tasks with the use of these alternative source materials to interest the young learners. This Research paper demonstrates a class activity with an anecdote written by the teacher to generate discussion and there by inspire the students to write.

Introduction

Teaching Young learners has been a challenge for decades and the difficulty may be partly attributed to the unwillingness on part of the learners, the teaching methodology and so on. Many Eminent professors have compiled useful and resourceful text books laden with basic

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values that offer the students a wide range of knowledge, there by developing their vocabulary and grammar.

Teaching English Language through Literature is a wonderful concept, which when applied properly will be a veritable wholesome meal not deficient of any nutrients. But just like making a child eat the right kind of food required for his essential growth, teaching English through the traditional syllabus becomes a challenge for the teachers.

The main reason for the failure is the drudgery experienced by the students in the class room. Outstanding professors have made the task enjoyable by applying innovative methodologies. But many average teachers fail in this task due to the disinterest and loathing on part of the students towards the subject material. Even though the text book cannot cater to the individual likings of the students, choosing varied source materials which have relevance to the young learners will stimulate thought and discussion and evoke a better indulgence among the students.

On the other hand the traditional syllabus gives less scope for interaction and discussion (in the case of an average teacher) and there is a need for an alternative source material. The teaching of the four skills becomes easy and viable if the source materials are chosen in a manner so that each material teaches a specific skill or two.

However, it cannot be said that these alternative source materials can substitute a regular text book, the importance of which cannot be lost in the pursuit of innovation and which is responsible to inculcate certain values among the student community. These only act as a supplementary material to enhance the learning of four skills.

Different Kinds of Source Material

While supplementing the source material, a fluid text provides scope for the teacher and the students to choose their subject material and depending on the preference of the students, the teacher may handpick these materials. They can be of any nature, a user manual or a recipe and with accordance to the interest of a particular group, different kinds of such material can be chosen. Some common source materials are discussed below.

Articles

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Using articles published in a reputed daily or a magazine is not new to the English Language Teaching. Yet the choice of the articles makes a lot of difference and is needless to say that good articles inspire students and make them respond. Once a good article is chosen which has enough relevance and interest to a student, the tasks should be carefully planned so that the source material is not treated as yet another regular text. Short articles are more effective and in cases where a lengthy article seems to be interesting, it can be edited and used.

Another intelligent way of using articles as an alternative source material would be to assign the students the responsibility of bringing their own article to the class room. In this case the students may appreciate the democracy and may feel important and responsible while selecting them. Some general tasks can be planned in a haphazard manner after the articles are brought to the class room or the teacher may take a day or two with the articles submitted by the students.

There are chances that the student may pick the easiest one in the place of an interesting one. To tackle this, the student may be given an opportunity to conduct the activity in the class with the teacher's guidance.

News Stories

News stories are different from other articles in the sense that they follow an inverted pyramid pattern where the lead, which is the most important line beyond which the readers may stop reading, comes before others. They stimulate discussion and different news stories can be collected according to the interest and aptitude of the students. News stories which stimulate an intellectual discussion on current affairs can be chosen along with those that give them enough scope to speculate, imagine and articulate. Various innovative activities can be woven around a news story using creativity. Writing a short story based on a news story dealing with a theft or murder may thrill the student and boost his adventurous spirit there by making him explore his writing skills.

Anecdotes

Teaching English Language through literature has been a challenging and devouring experience especially when it comes to an interaction with the students based on certain

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problems and issues underlying life generally. Here the teacher is not a mere facilitator to acquire language but also a mentor, incorporating the logic of 'friend philosopher and guide'.

Anecdotes according to the dictionary terms are short, interesting amusing stories about a real person or an event. They are an appropriate tool to hold the interest of the young learners. The choice of the anecdote and the tasks woven around them can take a teacher a long way in developing speaking skills of a student. Anecdotes are special because, one story links the students to another incident or a person, evoking trains of thought.

Interviews

Interviews always interest the students and more so their favourite personality being interviewed increases their inquisitiveness. The interview of eminent personalities are really absorbing which sums up the celebrated and endearing personality, his life, vision, principles, likes, expectations, ideas, thoughts, grievances and suggestions. It brings the personality close to the students and makes them either defend or contradict the personality. In most cases, the personality is presented in a new perspective which may be so far unknown to the students and they may be willing to share their feelings about the same.

Travel Guides

Adventure and travel excite a young learner to a great extent and the students readily co-operate and complete the tasks whenever these topics are discussed. Any extract from an advertorial in a news paper or a travel guide can be chosen and the number of tasks can be made varied and interesting for a student. These articles invoke a lot of creativity in the students. Some role plays and conversations can be attempted by the students which would provide them with some life coping skills like making calls of enquiry, bookings, reservations and so on.

Film Reviews

The popularity of films need not be reinstated and the students are more than ready to speak on the issue. The structure of a film review is not important here and a mere discussion on some associate topics will take a long way in honing the four skills of the student. The tasks may not be just woven around a film review and can be variegated and even extended to

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précis writing and note-making. A note on the movies can be added to furnish the students with necessary information on the movie. A few other movies may be screened and reviews may be brought out in the class.

Online Sources

We live in an era of modernisation and innovation and it cannot be denied that technology plays a very important role in learning and development. Any of these above said sources can be made available on line and in the case of a virtual classroom, the results are better as the source material can be readily accessed by the students and teacher without any difficulty. The teacher can create a blog and generate a discussion which can be carried beyond the class room with genuine interest. Written tasks can be carried out and submitted in a better way, curtailing on the possibilities of the misplacement of the stacks of paper or a notebook.

Some Advantages

Some text books used in certain institutions fail to interest the students and they are common for a large number of students and provide less choice for the teacher as he cannot be assured that the lessons will interest all the students in the same manner. In the case of using alternative source material, the teacher and students pick the subject material on their choice and the teacher can know the pulse of the students after trying a few source materials in the class.

A printed text book instils a fear among the students and its absence is welcomed by most students. Moreover the learning takes place in a student- friendly fashion where no memorising is required.

They offer variety in a language class room by way of discussion of all and sundry; the plight of an orphaned child in the street, the scandals happening in various institutions, the trends in fashion, technology and the box office status of various movies.

They have more relevance to a student than Shelley or Shakespeare and thus students react and respond in an interactive and competitive way to the topics discussed in the class room.

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Removings Some Blocks

Some problems, nevertheless will taunt the teacher and these may be owing to several reasons

The time, freedom and effort on the part of the teacher determine the success in training a particular set of students with language and skills. In most of the cases the young learners seem to be disinterested in the class however resourceful and talented the teacher may be. If this problem has to be solved, a change in the assessment pattern should assist the teacher in the class room to carry out the activities. In many autonomous institutions, two written continuous assessments are administered and an assignment is usually submitted. The assignment or the third component gives freedom to the teacher in assessment. Though it is only a small percentage, yet it can be exploited to the maximum by the teacher.

This alternative source material can be used as a tool for testing as part of a third component (In some colleges the internal assessment comprises of one or two tests based on the text book and a third component) or a text for an elective with limited hours aiming to provide some skills to the students.

The assessment plays an important role in the student participation. The traditional mode of written assessment, testing the ability of the students on how well they could remember the content is a big handicap, which gives less choice to the teacher in testing. The tasks discussed at the end of the source material can be made to be completed by the students and the assessment can be taken care of as well. One of the drawbacks is that the fear of performance makes the students nervous in this case and a reassurance by the teacher and a lenient valuation are mandatory to make this alternative source material a success.

Illustration

The source material that has been used for illustration is an anecdote. This particular material may interest women students as it deals with the transformation of a girl into a woman, her sympathy towards a tragedy turning into empathy as her life changes. The tasks woven around this anecdote pave way for discussion and creative writing.

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Anecdote

It was just one of our summer vacations and we were as excited as ever. I don't remember exactly the year it happened and the particular journey from Madras to Tanjavur, as many such journeys overlap my memory. The other events that happened during the vacation do not stand out in my memory except this one. Like other vacations, we must have worried our grandmother, played with our friends in the village, and run to the temples for Prasadham and dipped in the patches of Cauvery not minding the buffaloes which were on the other end. This was an unforgettable incident that happened on the day after a special function in our village for which people had gathered from other towns. The small village was bustling with people and we were dressed up for the occasion as usual with a Pavadai, Chattai and Rettai pinnal with Malli and Kanakambaram flowers. Grabbing every one's attention was a baby girl called Ramya, of around 5 years, who was prattling throughout the event and endearing everybody. The next morning was a fateful and black Monday that no one in that village would ever forget. The small girl Ramya had died due to a venomous sting of a strange insect called 'Jalasandhi'. Our mother ordered us to stay in the house and attended the funeral. The house of the deceased was thronged by people who were Crying and wailing and expressing their grief. They were talking of the remote possibility of the poisonous insect making its way into the house, the gruesome fate and the god without mercy. We, as children did not empathize with the victims and with a numbness, crowded around the house to get a glimpse of the happenings inside the house and waited to see with some strange inquisitive nature, the baby girl being carried out. We were totally 'unfeeling' and the scene we witnessed did not make us cry but got glued into our memory like a photograph which stays even today. The father of the child was carrying her in his arms and she was beautifully dressed with an exquisite dress with Malli and Kanakambaram flowers adorning her side knot. This scene still stays in my mind and when I grew up I realised that the intensity of emotions increased during several stages of my growing up and finally the mute scene which had stayed passive for long was re evoked in my memory after I had become a mother. I had left my daughter unattended for some time and when I came back to her, saw a strange insect which looked like a spider that had

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crawled into her sheets mysteriously. I held my baby close to my bosom not wanting to lose her and that moment I knew what it would have been for Ramya's parents.

Notes

1. Prasadham- Food offered at the temple after a portion of it being served to the deity.
2. Pavadai and chattai- a long skirt and a blouse
3. Rettai pinnal- a double plait
4. Malli - Jaasmine flowers
5. Kanakambaram- a kind of flower in the colour of brick red without fragrance.

Tasks

1. Recall some of your summer vacations filled with fun and excitement.
2. The biggest danger of life is that certain disasters strike suddenly and ruthlessly. Carry out an extempore on this topic.
3. Some scenes never leave the mind and stay in the subconscious to influence people. How far do you think this is true? Do you have any such incident to report?
4. Sympathy and empathy are two different things. Comment.
5. How does the imagery of the flowers worn in the hair create trains of thought to this speaker?
6. Attempt writing an anecdote on any unforgettable incident in your life.

Conclusion

Thus, it can be inferred from this article that using alternative source material provides a new dimension to the language class room by bringing in variety and fun and motivating the students to write. If creative writing should be developed among students, source materials should be chosen carefully and innovatively to excite them and move them to action.

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Role of Concept Formation Teaching Model on Conceptual Change

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Absract

Pakistan is a developing country and the basic aim of science education in Pakistan is to improve quality of instruction (Education Sector Reform, Action Plan 2001-2005). The quality of teaching science at the secondary level in Pakistan has been questioned frequently. It is generally believed that the methods used in teaching science are outdated and not conducive to the development of clear understanding of scientific phenomena among students.

The science teacher must have the desire to teach his subject as effectively as possible for realizing the stipulated purposes of teaching science. One of the purposes of teaching Chemistry is to provide a base to explore new things. This exploration is possible when the students have clear concepts. Concept clarification is based on appropriate teaching method. A method is not merely a devise adopted for communicating certain items of information to students. It links the teacher and his pupil into an organic relationship with the constant mutual interaction. The quality of students' life may rise by applying good methods and bad methods may debase it. Good methods play a great role in the development of concepts.

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Hence concepts must be formed properly at the initial stage. If concepts are not properly developed the knowledge remains vague and inadequate to cope with a problematic situation. So there is a need to explore other new teaching methods and models besides traditional methods for clarification of concepts. Therefore, the researcher developed concept formation teaching model on the basis of direct instruction approach.

Key Words: Advance Organizer, Guided Discovery, Elaboration, Guided Practice, Inductive Reasoning, Deductive Reasoning, Experiential Learning

Introduction

Quality of education is based on the quality of instruction in the classroom. The teacher is the most critical factor in implementing the educational reforms at grass root level. It is generally recognized that academic qualifications, knowledge of the subject matter, competence and skill of teaching affect teaching-learning process. Hence, there is a need to use appropriate methods of teaching in order to present the concepts in an effective way.

Whatever the teaching method is to be used, the important thing is changing the child into an intelligent scientific thinker. The wise and efficient teacher utilizes all the students' capacities, abilities, habits, skills, knowledge and ideas etc. He/she can use any method that is more effective for developing the concepts. The effective teacher stimulates the thinking and reasoning power of the pupil for developing problem-solving ability and capacity of personal achievement to explore new ideas and concepts.

The school has to develop the students conceptually. Meaning knowledge has generality and applicability. The students require clear and comprehensive concepts about the topics they are studying, and the relationships among these concepts. So, it becomes easier for learners to acquire new information and to organize it within their broader concept structures (Hudgins *et al*., 1983).

Conceptual Change

Concepts improve the ability to learn subject matter in a meaningful way with clear conceptual idea. A student has much better opportunity to learn and remember particular information about it than one who must try to process and store incoming information without any conceptual hooks to hang all the details (Hudgins *et al.,* 1983).

A concept is the basic unit of all types of learning. From birth till death, man learn new concepts and use old concepts in new situations of their daily life to construct new ones. Individuals differ in their level of concept formation on the basis of their age, intelligence and experience (Chauhan, 1989).

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Davis (2001) defined conceptual change as "learning that changes an existing conception" (i.e., belief, idea, or way of thinking). It is not merely accumulating new facts or learning a new skill, in it, a fundamental change or even replacement of an existing conception is done and as a result, the conceptual framework is formulated. On the basis of that conceptual framework, students solve problems, explain phenomena and function in their world.

It is very difficult to change learner preconceptions because learners rely on these existing notions to understand and they may not easily change their ideas and adopt a new way of thinking. Thus, simply presenting a new concept or telling the learners that their views are inaccurate will not result in conceptual change. Teaching for conceptual change requires an active role of learners by which reorganization of their knowledge is possible. Cognitive conflict strategies are effective tools for conceptual change instruction. These strategies involve creating situations where learners' existing conceptions about particular phenomena or topics are made explicit and then directly challenged to create a cognitive conflict or disequilibrium. The common goal is to create necessary conditions for conceptual change i.e. learners must become dissatisfied with their current conceptions and accept an alternative notion as intelligible, plausible and fruitful (Davis, 2001).

The student of conceptual change instruction depends not only on the complexity of the concept itself but also on the character and upbringing of the student that involves his entire personality; his general, cultural and personal belief systems; his acquired and inherited intellect; his ability to follow and think through arguments and his personal attitude towards undergoing conceptual change. Initially the student has to become dissatisfied with his own preconceptions. He has to be able to logically follow and understand the new theory and find that it does a better job than his preconceptions in explaining the situation. At last, the student will need to find the new theory fruitful in the sense that he can apply it to other situation and solve new problems (Zirbel).

Concept Teaching

Concept teaching approaches are process oriented which aimed at teaching students to think questions and discover rather than to solely memorize by encouraging their inductive thinking so as the students move from particular facts to generalization. Appropriate and solid concepts are constructed through the inventive act of concept formation.

Teaching for conceptual change is not an easy process. It is more time-consuming than traditional teaching methods. It requires a supportive classroom environment in which students feel confident in expressing and discussing their ideas. The possession of well-developed facilitation skills and a thorough understanding of the topic is the basic requirement of the teachers of conceptual change instruction (Davis, 2001).

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The concept teaching tests the students' understanding of the concept and its attributes. A concept lesson concludes with the teacher asking students to analyze their thinking patterns, strategies and decisions in order to develop more effective thinking skills and to help students integrate the new concepts into existing knowledge.

On a practical level, Posner *et al*. (1982) listed four conditions that foster accommodation in student thinking:

1.   There must be dissatisfaction with existing conceptions
2.   A new conception must be intelligible
3.   A new conception must appear initially plausible
4.   A new concept should suggest the possibility of a fruitful research program

Teachers who give consideration to these four conditions are encouraged to take deliberate steps to create classroom interactions that produce these conditions. Students organize their lives around views that they hold about phenomena, so some conceptual changes that teachers want to change may be highly resistant to change and potentially threatening to students. To become more effective in nurturing conceptual change, teachers should seek to understand students' preconceptions (Suping, 2003).

Concept Formation

In concept formation, important features are to integrate ideas by the recognition that some objects or events belong together while others do not. Once the objects or events have been grouped according to a particular categorization scheme, a label is given to the group. The end result of concept formation activities is the connections among the common characteristics of a concept.

In concept formation, opportunities are provided to the students to explore new ideas by making connections and see relationships between different types of information. This model develops and refines the students' abilities to recall and differentiate key ideas, see common characteristics and identify relationships, formulate concepts and generalizations, explain how they organize data and present evidence to support their organization of the data.

The process of concept formation cannot be merely reduced to associations, attention, conception, judgments and determining tendencies, even though all these functions are indispensable for this synthesis. The most essential feature of this process is the functional use of signs or words that directs students' activity for solving the problems.

Concept formation is based on two tools i.e. definition and word. Definition is for specification of important characteristics of the concept which is the basis of integration and differentiation (everything is not encompassed by the concept). The word is a

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cognitive trigger for the concept by which the concept is stored in the memory and referenced later.

Direct Teaching and Concept Formation

Direct teaching is also known as Explicit Teaching. It is a systematic method which is based on the presentation of material in small steps and checking the students' understanding through active and successful participation of all students (Conway, 1997).

According to Sadker and Sadker (2003), basis of direct teaching is structured lesson in which presentation of new information is followed by student practice and teacher feedback. In it, the teacher's role is the strong leader who structures the classroom and sequences subject matter to achieve the pre-determined goals.

Direct teaching requires a masterful command of the subject by knowing more than the facts about content. Direct teaching is a systematic way of planning, communicating and delivering the subject matter in the classroom. One does not become proficient at this, or any skill without practice and relevant feedback.

Direct teaching is particularly helpful for imparting new and complex information in small bits. It works well for development of concepts in more clear and easy way. The highly structured learning environment is set by the teacher in which students are careful listeners and keen observers. Modern researchers indicate that direct teaching is one of the most effective instructional models for concept formation that brings the students to high achievement.

Principles of Concept Formation

Principles of concept formation teaching model are:

1   Use of Advance Organizer

David Ausubel introduced advance organizers. He describes them as something to be used in advance of learning itself that enhances the organizational strength of the cognitive structure (Phoenix, 2006). It is a method of bridging and linking old information with something new. An advance organizer is information presented prior to learning and used by the learner to organize and interpret new incoming information (Mayer, 2003).

2   Use of Guided Discovery

The process in which teachers introduce new materials, explore centers or areas of the classroom and prepare children for various aspects of the curriculum is guided discovery. It is a whole-class lesson where controlling and coordinating the learning experience is in the hands of teachers. In the presentation portion of the lesson, the

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teacher provides something for students to examine and guide students to discover details through the use of guiding questions and instruction.

3   Use of Elaboration

It is a process whereby the learner expands upon the information given to them during a lecture, reading assignment etc. It is an act of empowerment, addition of extra material, refinement and expansion of previous knowledge.

4   Use of Guided Practice

The guided practice is related to the teaching and overt behaviour in which student's first attempts with new learning are guided for accuracy and successful learning. Teachers must closely monitor the student performance during the instruction. Mistakes need to be corrected if seen by the teacher (Combs, 2008).

5   Use of Inductive Reasoning

First particular cases or examples are dealt with and then laws are derived from them. By this, child is led to discover truth for himself. The child acquires first hand information by actual observation of lots of material and leads to rules, definitions and principles. So after getting this information, child is able to give reasons for generalizations, principles and rules.

6   Use of Deductive Reasoning

General laws are first stated and particular cases are taken as examples to prove them. Child gets ready made knowledge and makes use of knowledge acquired by others. By using deductive reasoning, a child is able to get more perfect comprehension of principles or generalizations.

7   Use of Experiential Learning

The experiential learning is inductive, learner centred and activity oriented. Personalized reflection about an experience and the formulation of plans to apply that learned concepts to other contexts are critical factors in effective experiential learning (Saskatoon Public Schools, n.d.).

Concept Formation Teaching Model

Researcher adopted direct teaching (Sadker and Sadker, 2003) for developing concept formation teaching model and extracted these steps by reviewing the literature. Researcher modified direct teaching, principles of concept formation (Huitt, 2003), books

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and lesson plan format used in different schools, colleges and universities. The researcher has identified following steps in lesson planning for effective teaching:

1   Instructional Objectives

Objectives of lesson plan of concept formation teaching model are based on Taxonomy of Educational Objectives proposed by B.S. Bloom and his associates (1956). These instructional objectives are comprehensive, consistent, attainable, suitable to subject matter, valid, clearly stated, measurable and testable, guided to action and evaluate-able.

2   Previous Knowledge

During the lesson, previous knowledge is checked by using some activity and questions by simple statements, moving around the room and voice inflation including a discussion about previously covered content.

3   Introduction
A lesson is introduced when students emotionally and mentally prepare to digest new information. Introduction deals with student's existing ideas and conceptions. Information is presented in an organized manner by using appropriate devices, techniques or activities to link previous knowledge to current lesson.

4   Presentation
a)   Statements

Concepts and principles are explained with the help of easy, clear and meaningful words. These concepts and principles are given by using inter-related, relevant and continuous statements and appropriate vocabulary. Vague words or phrases are not used.

b)   Explanation

Concepts are defined as advance organizers. Concepts and principles are explained with the help of activity, experiment if require and possible, explaining links, discussion and appropriate examples (simple, relevant to the content and up to the interest and mental level of students) through appropriate media i.e. teaching aids and use of student's ideas or responses for furthering the lesson. In this phase, both inductive and deductive methods are used. Logical sequence of concepts and skills are presented in categories in an organized manner i.e. simple to complex. Students get opportunities to elaborate new information by connecting new information to something already known and by looking for similarities and differences among concepts (guided discovery). Important points are stated several times in different ways during the presentation of information. Opportunities are provided to the students for repetition of learning. Schedules are also made for periodic review of previously learned concepts and skills.

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c)   Use of Board

Good, legible, neat, appropriate and adequate words of the contents are written on the board.

d)   Getting Student's Attention

Pupils' attention is secured and maintained by varying stimuli like gesture, movement, changing interacting styles, deliberate silence and non-verbal cues.

e)   Students Participation

Pupils' participation is encouraged by verbal and non verbal reinforcers (positive reinforcement and negative reinforcement) and students' ideas. Students are encouraged to participate in the class room, respond to the teachers, give their own ideas and react to other ideas.

f)   Speed of Presentation
Appropriate speed of presentation of ideas is maintained throughout the lesson that matches with the rate of pupils' understanding and proper budgeting of time.

g)   Question Technique

Appropriate questions i.e. well structured and well-stated questions are used to foster pupils' participation in the lesson. Critical awareness is brought out by probing questions i.e. prompting, seeking further information, refocusing and redirection.

5   Closure/Conclusions

Main points of the lesson are consolidated at the end of the lesson. Present lesson is linked with the previous lesson and also with the next lesson. Opportunities are also provided for applying present knowledge in the classroom and at home.

6   Generalization

Opportunities are provided for the establishment of certain formulas, principles or laws. Students are encouraged to draw the conclusions themselves. If students' generalization is incomplete or irrelevant, the teacher provides the guidance for clarifying the concepts.

7   Evaluation

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Evaluation is done by checking pupils' progress towards the objectives of the lesson after regular intervals. The teacher diagnoses the pupils' difficulties in understanding a concept or a principle by step-by-step questioning and by under-taking suitable remedial measures. Teacher use specific corrective feedback as needed. Opportunities are provided to the students to repeat important concepts to evaluate students' mastery on that concept. Students are evaluated on specific concepts and their critical attributes, recognition about examples and non-examples, and evaluate example and non-example in terms of their critical attributes.

8   Management of Classroom

During the lesson, the teacher recognizes both attending and non-attending behavior of the pupil. For this, attending behavior is rewarded and non-attending behavior is eliminated by giving directions to the students. The teacher uses the pupils' feeling and ideas to recognize pupils' attending and non-attending behaviors.

9   Home Task

Regular, relevant, short, challenging and innovative task about the topic according to the mental and interest level of the students is given to the students by explaining the way of working.

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Teaching Writing -
Shifting the Focus from Semantics to Thematic Studies

V. Vasanthi, Ph.D.
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Introduction

Teaching Writing is perhaps the most challenging of all the cumbersome tasks a language teacher carries out in a class room. It is challenging due to the fact that fumbling for words is a common phenomenon both among students and well learned people alike in some instances. It needs a lot of motivation, innovation and a new approach to shift this process from a superficial level to a deeper one. This research paper proposes to identify some common and traditional practices followed widely, acknowledging their merits and listing their demerits and proposing a new approach to this problem.

Teaching is an art and every teacher is unique in his approach and chooses to go about the process in his own way. A teacher often explores various methods, experiments many theories and finally chooses and follows some best practices in the process. But there are some common principles or practices which every teacher incorporates consciously or inadvertently to make a beginning. These practices can be called as those basic and fundamental practices which cannot be done away with and it is only after these, innovations can be brought in.

This research article will trace these processes carefully and analyse those different stages which carry the process beyond accounting for success and where the training apparently fails and succumbs owing to several reasons. The reasons for the failure may be not necessarily attributed to the teacher and there may be other factors like disinterest on the part of students owing to their physiological and psychological conditions, cognitive ability and

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some external factors in the environment. These factors are beyond the scope of this study and this article discusses the shortcomings in the methodology employed and the rectification of the same.

Some Fundamental Methods Used

Even though an entire research can be based on analysing some fundamental practices, owing to the exhausting and impossible nature of this task and in view of dwelling on the identification of drawbacks in some practices and recommendation of some remedies, let us concentrate on some of these general practices. Some of the most common methods used in teaching writing are:

1. Paragraph writing.
2. Précis writing or summarisation
3. Letter writing.

Paragraph Writing

Paragraph Writing is the most important and indispensible method which is being used for centuries by the English teaching fraternity and any new method without this fundamental building block is impossible. It is indeed very difficult to design any written activity without it being a paragraph writing in any stage of the activity. All forms of writing incorporate the basic principles of paragraph writing.

Very widely used methodology in this genre is giving some topics, helping the students to form a topic sentence and adding supporting information and some times, depending on the topic, furnishing the details using what where, when how and who questions. The student will be convinced of the ease with which a topic sentence can be written and may go on up to a phase and improvise and hone his writing skills by writing more paragraphs on different topics. After this phase, he may reach a standstill or a dead lock, beyond which he may find it difficult to carry beyond.

Some reasons for this stage of dead lock can be discerned as under:

1. Disinterest towards the topic.
2. Lack of details.
3. Lack of knowledge on the sentence structure and grammar and vocabulary.
4. Lack of drilling and practice
5. Lack of Contribution by the teacher.
6. The activity does not lead to another challenging venture and stops abruptly.

Précis Writing

This is yet another important tool in the hands of the English teacher and a very efficient one which has been proved effective by the test of time. In this the given text is reduced to hints and a fresh paragraph is constructed with the help of hints.

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The benefits that a student reaps out of this are manifold and this activity not only improves his writing but also develops a set of language skills in him. The fear of writing which haunts the students in a class is absent in this case and the students are convinced that this is an easy task and they unconsciously contribute to writing in a small way. Their approach is positive and emerges successful in abridging the paragraph given already. With an example given in his hands he is guided in developing the hints into a small paragraph.

In this method, the student learns the structure of the sentence and grammar and concentrates on sentence building. He concentrates on a different way of writing the same idea to avoid producing a replica of the original passage. Yet, this method poses one great problem. The writing is confined within a box and the student is not given freedom to write what he wants and curbs the scope of creative thinking and writing.

Letter writing

This is a different genre altogether and business letters develop the objective way of writing where as the informal letters develop the creativity. Letters of application, business correspondence are again of varied nature and follow a certain format which often intimidates the students. Informal letters on the other hand mostly deal with trivial issues and are not exploited to the maximum.

Theory of Change

In all the above said activities, isolated topics are normally given and sometimes the activities turn out to be successful. But in many cases, emphasis is laid on writing and not on the topic. A student is conscious of these processes and sometimes gets bored of these altogether. This study is based on teaching writing to a set of students with the same level of knowledge and aptitude using all of the above said activities, but in a different way.

The focus here is shifted from a conscious writing to a discussion of an issue which has a social relevance or a theme. Religious fanaticism and terrorist attacks is the chosen subject of discussion in this research and a writing activity using this theme has been illustrated. Even though language class rooms have already changed and adapted to many recent trends and brought in a lot of social issues in the map, this article aims to point out how by improvising some older practices in a new vein may bring success. Therefore, it can be said that it is one of the new approaches to teach writing.

The New Approach

The fundamental principle of this approach is that the attention and emphasis are laid on the theme and the students are not made conscious of what they are writing. Some drawbacks have been identified in the three fundamental methods discussed earlier in this paper and it will now move on to address the same by improvising them following the process presented here.

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The three activities namely précis writing , paragraph writing and letter writing have been perceived in a different dimension and the issue of religious fanaticism and terrorism has been applied to teach writing in this article.

Précis Writing

Précis writing is taught in many ways and this article will deal with reducing the given material into hints and reconstructing the précis from the hints. Any article or news story on the issue can be given to the students to be reduced to hints and recover the main ideas to obtain a précis. This will familiarize the students with the topic or the issue concerned and this benefits them in many ways and some of the benefits are; allaying the tension and fear before a writing activity, getting guided by an example in their hands and orienting themselves towards the topic before they embark on writing a paragraph on the topic.

Paragraph Writing

The paragraph written on any current issue resembles an opinion article on that issue. Yet, the principles of paragraph writing can be used nevertheless to produce a desirable result among the students. The topic sentence for the paragraph can be constructed by just stating the issue. The teacher can spend some time helping the students to write the same in the class and the ability of the students to form correct sentences will determine the time to be spent on the same.

The teacher's role in this exercise is very important because the students will look forward to the contribution of the teacher to form a sentence in the class and demonstrate the same.

Hence the teacher will have to chalk the topic sentence on the board for the students. A topic sentence thus written should be catering to the level of the students and encourage them to write. Hence any difficult word or jargon should be avoided. At the same time, if the class comprises of students with a better language skill, the teacher should write a sentence which would enthuse the students to write better.

Let us assume that the students of the class possess considerable knowledge of grammar and vocabulary, the following is a topic sentence to begin the process in the class room. A topic sentence of such kind has been given below:

Religious fanaticism is one of the evils that could afflict the entire world and bring it to the brink of destruction in a very short span of time.

Once a topic sentence is written on the board, time should be taken by the teacher to make the students accomplish this task with ease and comfort. It is important to motivate the students and support them in the process and care should be taken to avoid influencing them with the topic sentence written on the board. In order to achieve this effect and to broaden the area of writing, alternative topic sentences can be written. These different topic sentences on the same issue will alleviate the tension over starting a paragraph which remains a challenge for even some of the greatest writers.

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The benefits of writing alternative topic sentences also produce other desirable effects, the two most important of those being conceiving the paragraph in a different point of view and deviating from the main topic. The former expands the thought process and broadens the scope for writing while the latter paves way for the students to choose a topic which they prefer to write on, thereby making the exercise a student friendly one.

One such alternative topic sentences leading to other fresh areas of discussion has been illustrated as under:

1. Religion is perhaps one of the most personal affairs of humankind, which should only influence an individual and not an entire nation.

In this alternative, the paragraph takes a turn and the topic may deviate towards the discussion of some popular religions and their principles. The same sentence may also be used to discuss the ideas of secularism and communalism as found in several countries. Thus it can be seen that the topic sentence and their alternatives determine the course of the writing.

The basic structure of any written material can be found to have a distinct beginning, middle and an end. Therefore, it's now time for the teacher to move on to the middle part of the paragraph, where some supporting details are added to build the thought process. There are several ways to go about this and some have been discussed in this article.

Some Suggested Steps

1. The student may be asked to gather his ideas and write them separately and then arrange them in an acceptable order.

2. The student may be asked to write one thought after another, where one leads to the other using words like 'but', 'however', 'where as' and so on.

3. A set of hints may be given on the board to help students write sentences by expanding them.

4. The six important questions, viz., *who, when, where, what, why* and *how* can be asked in some topics and the answers would provide the paragraph with the necessary information.

The conclusion of a paragraph is also important and sometimes most of the writing classes fail on account of the process coming to a standstill where the conclusion is ignored. Sometimes, the student loses interest and sometimes the activity is broken and resumed in the next session. Care should be taken not to neglect the conclusion and sometimes the writing activity can be continued beyond a single paragraph.

Some Suggested Steps to Draw and Write Conclusions

The conclusion could be planned in many ways and two of such methods have been discussed as under:

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1. The recommendation or a remedy, which would address the issue can be written. For example, in this issue that this article deals with, the conclusion could be, "It is, therefore, time that the world learns some etiquette on tolerance and personalisation of religion"

2. Other way of concluding the paragraph could be accomplished by making the students rephrase the topic sentence using words like 'thus' or 'therefore'.

The concluding note could leave room for fresh discussion and lead the students towards new topics on which paragraphs can be written. An assignment on these, with a short time span will hone the writing skills of the students. Some topics can be brainstormed in the class based on the concluding sentence.

Letter Writing

After the paragraph writing, it is now time to move on to the letter writing session where the writing activity can be carried beyond, adding a new dimension and creating fresh scope for innovation and development. The students may be ushered into both formal and informal letter writing to accomplish desired results. In case of a formal writing, the activity can be planned in so many contexts. Some have been discussed with connection to the chosen topic in this article and can be listed as under:

1. Write a letter to the editor of any leading newspaper on your opinion of the issue.

2. Write a letter to your friend living abroad describing the situation prevailing in your state on the issues of religious groups and their public activities.

Further Improvisation

The discussion can be kept alive and in the final stage, a creative writing assignment can be given to carry them forward to a more challenging and satisfying activity. Some pictures describing the religious conflicts can be flashed in the class room and the students may be asked to write a story on it or a news story in this regard can be converted into a story.

Conclusion

Thus, the challenge of teaching writing can be coped with to a particular extent by providing a platform for discussion and some improvisations can be made to some traditional methods used in a language class room.

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Portmanteau Words: The Key to Creativity
A Review of Arun K. Behera's Book *The World of Portmanteau Words*

Reviewed by Abhilash Nayak, Ph.D.

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Creativity is the soul of language. This creativity can be exhibited at the level of words, phrases, sentences and ideas. Philosophers play with ideas whereas poets play with words. While playing with words, it is possible to create words out of words, make words out of nonsensical sounds, arrange words in different orders to create different nuances of meaning and blend words to form new ones. Unless a user of English is well conversant with the different permutations and combinations that the English words can undergo, s/he will not be able to use the right word in the right place and add novelty to the language in everyday life. This book of Dr Arun K Behera, *The World of Portmanteau Words*, therefore has the potential to be a good companion to anyone who seriously thinks of embellishing his/her language to improve its presentability.

Portmanteau words or blends, take their origin in the French word *portmanteau* which means a travelling bag, divided into two compartments but outwardly looks like one. Likewise, in portmanteau words, two meanings get packed into one word, and serve the linguistic functions that the original words are supposed to convey. They closely resemble the compound words formed with the help of sandhi in Sanskrit and other Indian languages, carrying the imports of all the constituent words. The use of portmanteau words is nothing new in the history of language. It dates back to as early as 1398. The word 'aniseed' (anise +seed) has been found to be in use since this year. But these words have assumed popularity after Lewis Carroll made massive use of them in his writings, particularly in *Through the Looking Glass*. Pragmatically, new words come into use when the old ones are either obsolete or inadequate. In his preface to *The Hunting of the Snark*, Carroll explains, 'For instance, take the two words, "fuming" and "furious". Make up your mind that you will say both words, but leave it unsettled which you will say first. Now open your mouth and speak……if you have that rarest of gifts, a perfectly balanced mind, you will say "frumious".' James Joyce and G M Hopkins also experimented with these words.

The main function of portmanteau words seems to be more therapeutic than linguistic. Though they fit into registers and genres of all kinds, they seem to be more suitable for hilarious writing where the writers aim at curing people of depression, unhappiness, agony and many other psychological ailments. When one says tigon, s/he definitely wishes to enrich himself/herself with a funny experience, wishing to see a hybrid between a tiger and lion. If such words do not sound hilarious or humorous all the time, they at least have the potency to be ironic or ridiculous. Tony Augarde cites two nice examples from Blake and Southey in this regard. Blake coined 'Nobodaddy' [nobody+ daddy] as a disrespectful name for God, while Robert Southey talked of 'futilitarians'-people devoted to futility than to utilitarianism. Dr Behera's book also abounds in many of them. Jorts [jeans+ sorts], skorts [skirt + shorts], lunner [lunch + dinner], manimal [man +animal], oranjuice [orange + juice], scrat [squirrel + rat], shart [shit + fart], shopaholic [shop + alcoholic], zony [zebra+pony] can be cited as a few examples in this regard.

The range of words selected by Dr Behera is very wide. Covering a wide range of areas from the kitchen to the internet, they seem to open doors of creativity for all the users of

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the language, thus paving the way for its enrichment. They range from simple words of daily use like knork [knife+ fork] to narcoterrorism[narcotics+ terrorism]. Some of the words like adornment, aerobatics, alphabet, alphanumeric, avionics, bash, biopic, bionics, bio-terrorism, bit, blog, bollywood, blotch, brash, brunch, dumbfound, digicam, camcorder, intercom, Interpol, knowledgebase, modem, motel, melodrama, netiquette, pictionary pixel, podcasting, smog, splatter, swipe, telecast, telecom, transistor, transponder, travelogue, twirl, vodaphone, wi-fi, wikpedia, workaholics have become part of our linguistic repertoire whereas some other words like absatively[absolutely+ positively], acknowledgmention [acknowledgement + mention], amusementertainment [amusement+ entertainment], blam [blog+ advertising +marketing], Californication[California+ fornication], Pakistan [Panjab + Afganistahn + Kashmir+ Sindh+ Baluchistan] look very much far-fetched, unconvincing and are found to be rarely used. Still some other words like electrocute [electronic+ execute], fortnight[fourteen+ nights], goodbye [god+ be+ with + you], phoneme[phonetics+ scheme]do not at all look like the blend of the words given. However, the illustrations given from common life given for all entries are well within the comprehension of a layman and thus add to the readability as well as the usability of the text.

Prof Tripathy has rightly pointed out in the *Foreword* that this book can be a useful handbook for general students as well as students sitting for different competitive examinations. Besides, this can be a dependable handbook for people learning the tools and techniques of both poetry and journalism because creativity thrives where the doors of the mind are kept open. In spite of being very slender in its size, the book has the power to galvanize human minds in making them more fertile and creative. Dr Behera deserves all credit for successfully scripting a book on a significant yet neglected area of English vocabulary.

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KALIDASA'S *SHAKUNTALA* AND THE DOCTRINE OF RASA

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Tripti Mund
Roll No. 7202
Registration No. 10314/01   Date: 12 -09-2003

DECLARATION

I hereby declare that this dissertation entitled "Kalidasa's Shakuntala and the Doctrine of Rasa" submitted by me to the University for the award of degree of MASTER OF PHILOSOPHY embodies my own evaluation of Kalidasa's play *Shakuntala*. I further declare that this work has not formed the basis for the award of any degree or diploma of any institution nor is it being submitted concurrently to any University for any other award.

(Tripti Mund)

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Berhampur University

Date: 12-09-2003

CERTIFICATE

This is to certify that Mrs. Tripti Mund, bearing Roll No. 7202 and Registration No. 10314/01 has worked for her M.Phil. dissertation entitled "Kalidasa's *Shakuntala* and the Doctrine of *Rasa*" under my guidance. It is also certified that the dissertation is original and is a product of her study and interpretation of Kalidasa's play *Shakuntala*. To the best of my knowledge the dissertation has not been submitted to any other University anywhere else for award of any degree of diploma.

(N.S.R. Ayengar)

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I owe my gratitude to my dear parents and my beloved husband, for their constant inspiration and ungrudging support, which helped me complete the work.

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PREFACE

Kalidasa was the greatest poet and dramatist of Indian classical literature. Although the date of his birth has no definite proof, he is assumed to have lived in 400 A.D. Sanskrit literature owes to him for giving classics like *Abhijnanasakuntalam, Meghadutam, Kumara-Sambhavam, Malavikagnimitram*, etc. His works have attracted readers of all languages. However, when I was at school I had seen a movie named *Shakuntala*. Also the television serial *Viswamitra* had a few episodes on the story of Shakuntala, had left an inerasable impression on my mind. But I read the drama for the first time when I joined Berhampur University as an M.Phil. scholar. We have it as a course curriculum in the paper "Theory of Drama". I decided to work on the drama *Shakuntala*.

Opportunely I met Dr. N.S.R. Ayengar, Department of English, Berhampur University, who happened to teach us Kalidasa's *Shakuntala*. I requested him to act as my supervisor. It is because of his careful guidance I could complete the dissertation.

The dissertation attempts to establish the theory of '*Rasa*' in Kalidasa's major play *Shakuntala*.

Chapter one gives a brief sketch of Kalidasa's life and the place of his origin and his works. It also deals with the predecessors who influenced Kalidasa and his successors and his influence on them.

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The second chapter discusses the act-wise the summary of the story of the lost ring "*Shakuntala*". Its sources, theme and technique are also dealt with.

"The Doctrine of *Rasa*", which is the title of the third chapter is a study on the evolution of *rasa* in dramatic performance and the application of *rasa* theory to *Shakuntala*.

The concluding chapter (Chapter IV) shows Kalidasa's place in Indian classical literature and Kalidasa as a poet and dramatist. Finally, it shows how far he was successful in applying the doctrine of *rasa* in his play *Shakuntala*.

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CHAPTER – I

INTRODUCTION –
KALIDASA AND HIS WORKS

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Kalidasa is the most eminent figure in Sanskrit Literature. His poetic genius has gifted the literary world with unsurpassed dramas and lyrics like *Abhijnanasakuntalam* and *Meghadutam*. These works are a storehouse of '*alankara*', '*rasa*', '*bhava*' and '*dhwani*'. He described 'nature', 'beauty' and 'love' with exceptional minuteness. His works clearly reflect the ancient Indian culture and civilisation. For his perfection in poetry he has been called as *Mahakavi*, *Kavi-Siromani*, *Kavikulaguru*. The key to his perfect art is his graceful presentation of aesthetic beauty. Where human emotion is the soul of his artistry, nature's beauty is the charm. His mastery over sound and language and brevity in style has showered utmost satisfaction on his readers. Bana Bhatta in his *Harsha Charita* says that Kalidasa's verse is fresh blossoms dripping honey:

> *nirgatasu na va kasya*
> *kalidasasya suktisu,*
> *pritir madhur asardrasu*
> *manjarisviva jayate*

(Nagaiah 1).

The majestic combination of words make his work rich with colour and sweetness. The detail description of each aspect in his work left no room for his admirers to get confused or think it as

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incomplete. The only thing his works lack is the details of the time he lived in.

The quest for the exact date and period of his life has posed several problems for scholars. The facts available are too scanty to arrive at a definite date. It is heart breaking that neither the poet nor the Indian tradition could preserve any authentic information about a poet, who has been an inspiration for all ages. With reference to his works critics have assumed a few dates but could come to no conclusive proofs. "The Mandasor inscription by one Vatsabhatti reveals some indebtedness to Kalidasa's poem *Ritusamharam*" (Rajan 307). Thus critics accept 437 A.D. as the upper limit of Kalidasa's date. The Aihole inscriptions of *Saka* era i.e., 633 A.D. suggest the lower limit of the great poet's time.

Traditionally Kalidasa is believed to have been the court poet, one of the nine jewels of Vikramaditya (the ruler of Ujjain). It is believed that Vikramaditya was the founder of the Vikrama or the *Samvat* era. But as critics like Chandra Rajan have doubts on the very identity of Vikramaditya:

> The name, Vikramaditya which appears to have been
> the personal name of an ancient king, legendary or
> historic, occurs frequently in history. Three kings of
> that name ruled at Ujjayini at various times; one of the
> most famous was Yasodharman […] the most celebrated
> of these in history being Chandra Gupta II […]. Other
> great rulers have been identified with the Vikramaditya

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of tradition, such as Gautami-Putra Satakarn […]. The question is to determine which of the many Vikramaditya's that history parades was the patron of Kalidasa. Who is the real Vikramaditya?

(Rajan 308).

Such questions jumble the unsolved mystery of Kalidasa's dates. Scholars have even identified king Vikramaditya as the son of Mahandraditya of Pramara dynasty or Malwa dynasty. Vikramaditya is believed to have ruled Ujjain in the first millennium B.C. It is during his reign that the Sakas were pushing into Malwa. The producers of this hypothesis argue that the description of the Asura Taraka and his evil forces in *Kumarasambhavam* as the veiled description of this invasion of the Sakas. Thus the connection of Kalidasa to 57 B.C., the period of Vikramaditya's victory over the Sakas. Sir William Jones, A.B. Keith and several other western critics and the Encyclopaedia of Britannica accept Chandra Gupta II as Vikramaditya, the patron of Kalidasa.

Raghuvamsam too has references that the 'master poet' was of the first century B.C. In the play Devabhuti who is the last of the Sunga emperors is the supposed model of Agnivarana. Agnivarana is the last ruler of Raghu's dynasty, a weak and desolate ruler who died a suspicious death. He was assassinated by a slave girl dressed as the king. The king ascended the throne in 82 B.C. and was assassinated in 73 B.C.

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Yet another evidence places the poet in the second century B.C. This hypothesis finds him as the court poet of Agnimitra Sunga. *Malavikagnimitra*, the first play of Kalidasa is woven around the love story of Agnivarana and Malavika. In the last act of the play the emperor writes a letter to his son. The letter shows a striking resemblance between the life and death of Agnivarana of the poem and the last Sunga emperor, Agnimitra. This according to some scholars is a powerful evidence for Kalidasa having lived and wrote in the second century B.C.

Scholars have found evidences of Kalidasa's time in monuments and sculptures too. The Gupta art of the fourth-fifth century A.D. exhibits a fervour of the poet and dramatist's art. The sculptural beauty of Bharhut, Sanci and Sanghol are quite similar to the word pictures in Kalidasa's *Meghadutam*. Like the word '*pramada'* which is very often used by Kalidasa, conveys the self-conscious feeling of young women blooming with beauty. The '*yaksis*' and '*devatas*' of Bharhut and the figures of Sanghol are all '*pramades'*.

The titles of his *kavyas* also give suggestions of the dates of Kalidasa. *Vikramorvasiya* and *Kumarasambhavam* refer to Vikramaditya and Kumar Gupta. Eulogies of various poets show Mentha as the immediate predecessor of Kalidasa and Bharavi (sixth century A.D.) as his immediate successor.

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Like Kalidasa's nativity (date of birth) his name is also a mind-boggling riddle. It is believed that there were more than one men living by the name of Kalidasa. H.L. Shukla has noted down the varied opinions of Rajashekara and Aurfrecht:

> … there lived not only one author by name of Kalidasa, but at least three known to Rajashekhara […]. Aufrecht (Oxford Cat. Kalidasa) enumerated fourteen authors whose lives and works came to be confounded and ascribed to the name of the greatest poet of India.

(Shukla 1).

Who then is the Kalidasa we are concerned with? This pushes us back to his parentage. Legends have it that he was an orphan Brahmin boy brought up by a cowherd. He was married to Vasanti, princess of Varanasi. Vasanti considered herself to be too learned to marry the great grammarian Vararuchi. He avenged his insult very cleverly by posing the cowherd boy as a master of all arts and lores. Vasanti married the boy, but on discovering the fact that she was deceived, she insulted the stupid boy. The insulted boy paid tribute to Goddess Kali and was blessed with the knowledge of grammar, logic and poetics. Thus the myth accounts for his name being 'Kalidasa', 'slave of Kali'.

The date of the great poet's life and parentage is puzzling but this rarely affects the beauty of his works. His poetic excellence has created twenty-seven works of diverse kinds.

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Seven of these works are unanimously accepted as authentic works of Kalidasa. The *Encyclopaedia Britannica* has divided them into three groups. These are the plays, the epics and the poems. *Shakuntala* or *Abhijnanasakuntalam, Vikramorvashiya* and *Malavikagnimitra* are the plays. The epics include *Raghuvamsam* and *Kumarasambhavam*. *Meghadutam* and *Ritusamharam* are his poems. Each piece of art has its own loveliness and grandeur.

Abhijnanasakuntalam is the crown of Kalidasa's poetic excellence. He tells the story of King Dushyanta's love for the hermit girl Shakuntala. The story moves from love at first sight to secret marriage. Later *rishi* Durvasa's curse falls upon her. She is forgotten by the king. Finally there is reunion in Kasyapa's hermitage. The dramatic skills and poetic diction heighten the pathos and tender emotions of the heroine.

Vikramorvasiya is composed in five acts. Kalidasa has borrowed the theme from the *Rigveda*. He blends it with events both terrestrial and celestial. "Dr. Wilson has rightly pointed out," says Bhagawat Saran Upadhyaya that, "Fate is the ruling principle of the narrative and the monarch, the nymph and the sovereign of the gods himself are portrayed as subject to the inscrutable and inevitable decrees of destiny" (Upadhyaya 284). Here too the heroine, Urvashi incurs a curse upon her. Thus separating her from her lover Pururuvas. Urvashi, an *apsara* (a celestial nymph) is kidnapped by the demons. King Pururuvas

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hears this and goes to rescue her. During this he falls in love with Urvashi. But after some time Urvashi is transformed into a tree as she enters the forbidden grove of Kumara. Thus the separation begins. As directed by a voice from the heaven the grief stricken Pururuvas embraces the vine. The tree is transformed back to Urvashi, thus the reunion takes place.

Unlike the other plays *Malavikagnimitra* depicts the court life of the Sunga emperor Agnimitra. This play is also written in five acts. The hero, Agnimitra is a real historical figure. He falls in love with one of his queen's attendants, who is finally revealed as Malavika, the princess of Vidarbha. Two of his queens oppose his love with the attendant. The eldest queen, Dharini reacts to the king's relationship with an attendant, as it is not the dignity of the king to marry an attendant. On the contrary Iravati, the youngest is jealous. Kalidasa does not show the heroic details in the play. The intrigue is restricted to the court. It is an intrigue at court, very different from other Sanskrit dramas. Kalidasa's works are remarkable for their poetic excellence. But *Malavikagnimitra* is more prosaic.

Raghuvamsham is composed of nineteen cantos. The epic begins with an invocation of Lord Siva and Parvati. Then the "Line of Raghu" begins with Dilipa, Raghu, Aja, Dasaratha and the birth of Rama. His youthful exploits are seen in Canto XI, the poetic description of his victory over Ravana and his return to Ayodhya in Canto XIII. The following cantos are centred upon

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Lord Rama's sons, Luv and Kush. The two concluding cantos are a shadowy treatment of the last twenty-four Raghuvanshis.

Raghuvamsham dealt more with Lord Rama, the avatar of Vishnu. *Kumarasambhavam* is the legend of Shiva. Unfortunately only seventeen cantos, i.e., only the first part of the poem is available to us. It is not clear if Kalidasa left it unfinished or the second part was lost. The poem is more a dramatic poem than an epic. It is the lyrical description of the love between Shiva and Uma, i.e., Parvati, the birth of Kartikeya i.e., Kumara and Shiva's victory over the demon, Taraka.

Meghadutam is a "poem of longing and separation". The "megha" i.e., cloud is the messenger of the lover. A certain *yaksha*, because of his negligence of duty was cursed by his Lord, Kubera. He was exiled for one year. He had to leave his newly wedded wife and live in Ramgiri *ashrama*. It was in the month of *asadha* i.e., June-July he saw the new rain bearing clouds that is propelled by south-east monsoon. The cloud was on its usual route towards the north. In the north was Alakapuri in the Himalayas, where his newly wedded wife lived. On seeing the clouds moving towards Alakapuri he was filled with pangs of separation and thus addresses to the cloud and entreats it to carry his message. His entreating the cloud to take a northerly route and go to Alkapuri and pass the message to his beloved wife is what testifies to the great imaginative ability of Kalidasa. The curse motif is prevailing in this poem too. *Meghadutam* also

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reverberates with Siva's presence. It is a harmonious blending of music, imagination and feeling in hundred and twelve strophes. It is composed in 'Mandakranta' metre to suit the speed of the clouds.

Ritusamharam is the description of the six seasons of the Hindu tradition. It is an assembly of hundred and forty-three stanzas. These stanzas are a description of the natural beauty of each season. The seasonal beauty is attached to human sentiments. There is a very minute description of the geography of the western Malwa. The poem is probably the first of Kalidasa's works, for it lacks the artistic unity one finds in the other mature works of Kalidasa.

Kalidasa's works stand distinctly in the annals of Sanskrit drama. The flourishing plastic art has contributed significantly to the popularity of his works. Above all his brilliantly polished style makes him superior over other poets. He uses *Vaidharbha* style in all his works. The simple, graceful and natural style has kept the flavour of his works ever fresh. As he owes to his predecessors for his poetic and dramatic skills his successors too are inspired by him. The uncertainty of the exact dates of Kalidasa makes it difficult to give the exact chronological order to his position in the '*Vamsa* of *Kavis'* i.e., the succession of poets. A brief study of the origin and growth of Sanskrit drama would be helpful to know who influenced him and those influenced by him.

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In any study of Indian classical literature it is important to know the origin and characteristics of Sanskrit drama. Scholars have divergent views but generally, the origins of drama in India are shrouded in antiquity. The three major sources of its origin is believed to be the Vedas, the epics and the dance. Bharata's *Natyasastra* is probably the first book that contains the theory of Sanskrit drama. Traditionally it is believed that Brahma took "passages" for recitation from the *Rigveda*, songs from the *Samaveda*, gestures from the *Yajurveda* and emotions from the *Atharvaveda* to create the fifth *Veda, Natyaveda*. The Hindu Gods too contributed to the formation of drama. Siva contributed the *Tandava* and Parvati *Lasya* dance,Vishnu gave the *Riti*, i.e., the four dramatic styles and Visvakarma made the stage. The plays like *Tripuradaha* and *Samudramanthana* were staged during the Indradhvaja festival. The play is mentioned by Kalidasa in his *Meghadutam*. This shows that drama has originated from festivals.

Another theory proposes that drama arose and spread with the Krishna-cult. The processions, songs, music, dance and *lila* are believed to be the source for the growth and development of drama. The kingdom of Surasena is known to be the land of Krishna worship. Sauraseni Prakrit in a Sanskrit drama proves it. But it is yet to be proved that *Krishnalilas* were the earliest ones. *The Binding of Bali* and *Kama's Slaying* are the plays supposed to having been staged during the second century B.C.

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Western critics have also brought forth several theories about the origin of Sanskrit drama. Hillebrandt and Sten Konow gave their opinion that the recitation on stage of the epics and legends gave rise to the drama. But Keith challenged the popular mine theory of the origin of drama. Pischel links the genesis of drama in the puppet-plays. There are references to the puppet plays in the *Mahabhrata, Kathasaritsagara* and *Balaramayana* as 'puttalika', 'putrika', 'darumayi' etc. Luder sees the shadow play as the essential source for the growth of Sanskrit drama. The *Rigveda* has more than fifteen dialogue hymns, which represent dramatic spectacles of religious character. Max Muller, Levi and Schroeder were the major exponents of the dialogue-hymn theory. All these theories have their own limitations.

Sanskrit drama is also believed to have originated from Greek drama. The scholars of this theory presume that the Greek drama flourished much before the Indian drama came into existence. According to them Alexander's invasion to India influenced Indian astronomy, astrology and mathematics, it may have influenced Indian drama as well. Prof. Windisch and Weber found similarities between the Greek and Sanskrit plays like, the classification of drama into acts, the prologues and the epilogues, the way in which the actors make their entrance and exist, the terms *yavanika* and *yavani*, the theme, characters like Vidusaka, Pratinayak all smell Greek. But there are also points that show the Greek drama and the Sanskrit drama are

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diametrical opposites. Sanskrit drama like in *Abhijnanasakuntalam* ignores the unities of place and time. As against the Athenian stage, in Sanskrit drama, it is seen as the blending of tragic and comic. As opposed to Classical, the Sanskrit drama is essentially romantic in nature. The exact point of the origin of Sanskrit drama is not known. But it is also true that all these sources must have made important contributions to its growth and development. Sanskrit drama is a product of Indian mind that has a kaleidoscopic view of life. It has expanded itself under the influence of various factors – religious and secular, foreign and national, yet maintaining its own essence. It has travelled a long way from the royal court to the theatres for the public. Thus making it highly complex Visvanatha Kaviraj in his *Sahityadarpana* has classified the Sanskrit drama into two types *rupaka* and *uparupaka*. The *rupaka* is divided into ten types of which *nataka* (*Abhijnana-sakuntalam* by Kalidasa), *prakarana* (*Malatimadhava* by Bhavabhuti), *bhana* (*Karpura Carita* of Vatsaraja) are a few. The *rupaka* as Lele says has *rasa* or sentiment for its substratum. *Uparupaka* has eighteen types *natikas* like *Ratnavali, Viddhasalabhanjka; trotakas* like *Vikramorvasiya* and Sattakas' like *Kapuramanjari* are its examples. Each *rupaka* is further divided into threefold – (i) *Vastu* or the plot (ii) *Neta* or the hero (iii) *Rasa* or the sentiment. Without these elements no dramatic piece can be presented.

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Similar to the English drama, Sanskrit drama also has a main plot and a subplot, *aadhikarika* and *prasangika*. The *aadhikarika* is concerned with the main characters i.e., the hero and the heroine. The *prasangika* is the action of the characters other than the hero and the heroine. There are three elements requisite for the development of the plot. These are *beeja* or the seed, *bindu* or the drop and *karya* or the final issue. The *beeja* is that circumstance which leads to the ultimate end. *Bindu* is that incident which helps the play to continue. *Karya* is the final action of the play. Besides these there are *pataka* and *prakari*. *Pataka* is an episode of considerable length by which the progress of the plot is illustrated. *Prakari* is an episode of little importance where the principal characters do not take part. These five are called *arthaprakritis*.

A dramatic plot develops under five stages or *Arasthas*. They are: (i) '*Arambh*' or the beginning (ii) '*Yatna*' or the effort (iii) *Praptyasha* or prospect of success *(iv) 'Niyatapti*' or certain attainment through the removal of obstacles (v) '*Nirvahana*' or attainment of the desired goal. When these stages are in progress the *samdhis* act as the connecting link between the *adhikarika* and *prsangika*. These are also of five types viz. *mukha*, *pratimukha*, *garbha, avamarsa, nirvahana*. *Bija* and *arambha* combine to give *bukha samdhi*. It is here the seed is sown with all its *rasas*. In *pratimukha* there is the means, *yatna*. The *bija* starts to grow here. In *garbha* there is a *praptyasha* calling for

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the further sprouting of the original *bija*. *Avamarsa samdhi* is accompanied by *niyatapti*. Here the *bija* has grown more luxuriantly than the *garbha*. But the end is postponed by the intervention of a new problem. Like in *Shakuntala* Shakuntala's meeting with Dushyanta is postponed with the curse of Durvasa, *nirvahana* is the end of the play.

Every play has a hero in its plot. In a Sanskrit drama there are four kinds of heroes – *dhirodatta, dhiralalita, dhirashanta* and *dhirodwat*. But the *dhirodatta* is the best with eight manly qualities viz., *sobha, vilas, madhurya, gambhirya, dhairya, tejas, lalitya* and *aaudraya* i.e., modest, decorous, comely, munificent, civil, of sweet address, eloquent, noble ancestry, etc. The hero is assisted by (i) *peethamard*, who is clever and devoted to his master, (ii) *vidushaka* a witty person. He is always with the king helping him in his love-intrigues, (iii) *vita* is skilled in one art only. And of course the ministers, ascetics and allies also accompany the hero. Sometimes the hero has to face a rival who is known as *pratinayak*.

The heroines (*nayika*) are principally of three kinds – wife of the hero (*swiya*), another's wife or maiden (*anya parakiya*), common woman (*samanya* or *sadharana stri*). Sanskrit poets have mainly been inclined towards themes that involved a maiden as she better helps in the creation of *rasa*. A heroine possesses qualities such as the hero and has assistants too like the *sakhi, dasi, dhatrayi, Ppatibeshika*.

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Rasa is the feeling produced in a man of poetic sensibility by the proper action of the *vibhavas, anubhavas* and *vyabhichari-bhavas*. The feeling or *bhava* is the emotion either of pleasure or pain arisen from the sight of an object. Critics have divided sentiments broadly into eight types: *rati, hasa, shoka, krodha, utsaha, bhaya, jugupsa* and *vismaya*. Corresponding to these sentiments are the eight types of *rasa*, viz., *sringara, hasya, karuna, veera, bhayanaka, vibhatsa, adbhuta*. There is also a ninth *rasa* known as *santa rasa* corresponding to the *sthayibhava sama*.

A Sanskrit drama is characterised mainly by its absence of tragedy, time and place crosses human boundaries and the happy blending of tragic and comic incidents. Apart from these characteristic features there are several other characteristics that are adhered to by a dramatist of Sanskrit.

It cannot be denied that Sanskrit drama had its origin in an Indian atmosphere. The Sanskrit dramatists gave more importance to the portrayal of sentiments than to plot or character. The emotions could be heightened only through poetry. These dramas are highly idealistic and romantic. The lyrical verses do not leave the dramas just as dry pieces of conversations. The *Abhijnana- sakuntalam* contains over two hundred verses. These verses are mostly uttered by the major characters. The language spoken by them is Sanskrit. The division of language spoken by the character is according to the

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social status. *Vidusaka* speaks Prakrit, Sauraseni; Maharastri is spoken by high-class women, children and royal servants. The other attendants of the royal palace speak Magadhi. The low class people like cowherds, robbers, gamblers speak varieties of Prakrit like Abhiri, Paisaci and Avanti.

The themes chosen for any Sanskrit drama are usually from history or epic legend. But the dramatist mixes it up with his own fictitious inventions like Kalidasa has done it at many places in his *Abhijnanasakuntalam*. The dramatists took great care on the stage setting too. The dramas commenced with *nandi* (benedictory stanza) and followed by the prologue wherein the stage manager (*sutradhara*) with his wife or assistant introduces the actors and also informs the audience of the play. Behind the stage actions are informed by the *pravesaka* or *viskambhaka*. This information is given in-between the acts. The play concludes with *bharatavakya* (a national prayer). The plays were staged on several occasions like, royal coronation, public fairs, religious festivals, marriage, birth, etc. Apart from all these the Sanskrit stage strictly adhered to the high ideals of Indian culture. No play had a calamitous end. Nor were the dramatists given any scope to represent indecorous conduct on stage like kissing, biting, national disaster, etc.

The second chapter of the *Natyasastra* mentions the details of a stage in a Sanskrit drama. "The text mentions three shapes of playhouse: oblong, square, triangular" (Rajan 34). The

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corresponding size is also mentioned where the most suitable size being ninety-six feet by forty-eight feet. Bharata has also given the reasons for this:

> … 'in a larger playhouse, the voice will not carry far; it will lose its quality of tone and become weak and indistinct', and due to its large size the subtle play of expressions on the face that are the means to convey the emotions and produce the *rasas* will not be seen clearly by the spectators sitting towards the back.

> (Rajan 34)

Thus the full enjoyment of the sentiments expressed by the actors could be possible only with a small stage. A small stage could enable all to see and hear even the slightest of expression and utterance. Each auditorium had a greenroom *nepathya* of forty-eight feet by forty-eight feet. The stage was raised by twenty-seven inches above the ground. "A wall with two doors, one for entry and the other for the exit of actors, separated the stage from the greenroom" (Rajan 34). Curtains of high quality were also used which was called as *yavanika*. As little or no scenery was used. Language became very important for most of the descriptions. Like in Act I of the play *Shakuntala,* the king Dushanta describes the serenity of the hermitage of Kanava. The stage always faced east. The walls of the stage were carved with beautiful paintings and colourful figures. Equal importance was

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given to costume, jewellery and hairstyle. The line from *Sakuntala* "Enter the king costumed as suffering from remorse" (Rajan 250) from the Act VI of *Shakuntala* shows the importance of costume to express emotions. Colour too "was used symbolically, both in the costumes and the make up" (Rajan 36).

Kautilya's *Arthasastra* too contains some dramatic theories. But these are not pure dramas. According to western scholars Asvaghosa's *Sariputraprakarana* is the earliest extant Sanskrit drama. Bhasa who probably lived in the third century B.C. is mentioned by Kalidasa, Bana and Rajasekhara. *Pratima Abhisekha, Madhyama-vyayoga, Karnabhara* are a few of his plays. Like Kalidasa's style he too used *vaidharbhi* style. Saumilla and Kaviputra are few more playwrights whom Kalidasa mentions. But king Sudraka's name is not mentioned by him. Kalidasa's works are characterised by realistic depiction.

The next major dramatist is Kalidasa. His works are the pride of Sanskrit literature. Sanskrit poetry reached its highest level of elegance and refinement in his hands. It is during his time that classical Indian literature saw its Augustan age.

Harsha, king of Kanyakubja is the major immediate successor of Kalidasa. He reigned from six hundred six A.D. t six hundred forty seven A.D. He improved upon his predecessor by establishing the comedy of courty – intrigue as a distinct type of Sanskrit drama. He has three dramas to his credit: *Ratnavali,*

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Priyadarsika (a reminiscence of Kalidasa's *Malavikagnimitra*) and *Nagananda*.

Bhavabhuti is followed by Mahendra Vikrama of the first quarter of eleventh century A.D. His is the greatest name after Kalidasa. He has excelled his great predecessor in the delineation of the heroic and the wonderful writes an anonymous critic. Kalidasa followed *vaidarbha* style. Bhavabhuti (736 A.D.) is a follower of the *gauda* style. *Mahaviracarita, Malatimadhava* and *Uttararamacarita* are the three plays written by him.

Visakhadatta lived in eight hundred sixty A.D. *Mudraraksasa* is his famous play. His play marks a distinct diversion from Kalidasa's and Bhavabhuti's style. Bhattanarayana probably flourished in the eighth century A.D. In his only drama *Venisamhara* he has illustrated varied techniques of Sanskrit drama. The next dramatist is Murari with his *Anagharaghava*. Then came Rajasekhara in the last decade of ninth century A.D. with four plays – *Balabharata, Kapuramanjari, Balaramayana* and *Viddhasalabhanjika*. Ksemisvara (*Handakausika*) of tenth century, Damodaramishra (*Mahanataka*) of eleventh century are the dramatists who followed Kalidasa were highly appreciated and followed by writers of all ages. But as time passed the impact of his influence has obviously been diluted.

Krsnamisra of the latter half of the eleventh century A.D. is known to have revived the old tradition. His *Prabodhacanaudaya* is the first Sanskrit allegorical drama. *Moharajaya* of Yashapala

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(thirteenth century), *Caitanyacandrodaya* of Paramandalasasena, Kavikarnapura (sixteenth century), *Dharmavijaya* of Bhudeva Sukla (sixteenth century), *Amrutodaya* of Gokulanatha (seventeenth century) are some of the allegorical dramas. Thus Kalidasa is placed after Bhasa and before Harsa.

According to the *Natyaveda*, a '*nataka*' should be a representation of both virtue and vice. Its aim is to bring to the audience a sense of tranquillity almost of the level of a mystique's meditation. A drama should not leave the audience unduly disturbed and agitated. Production of '*rasa*' is one of the main functions of drama. Kalidasa's *Shakuntala* is a repository of various '*rasas*'.

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CHAPTER – II

SHAKUNTALA (PLAY)

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Shakuntala or *Abhijnanasakuntalam* the play is regarded as the masterpiece of Kalidasa. The story is about the love of Shakuntala and Dushyanta. The plot moves from Dushyanta and Shakuntala falling in love to their secret marriage, then their separation and finally reunion of the lovers. The theme of the drama is based on the Indian philosophy that true love is immortal. Rabindranath Tagore has explained this theme of love in Kalidasa's *Shakuntala*:

> Kalidasa has shown that while infatuation leads to failure beneficence achieves complete fruition, that beauty is constant only when upheld by virtue, that the highest form of love is the tranquil, controlled and beneficent form, that in regulation lies the true charm and lawless excess, the speedy corruption of beauty. He refuses to acknowledge passion as the supreme glory of love; he proclaims goodness as the final goal of love.

(Krishnamachariar 590)

The dramatized legend opens in the hermitage of Kanva where Dushyanta falls in love at first sight with Shakuntala. Unfortunately the curse of Durvasa falls upon their tender love. The lovers separate as Dushyanta's memory fails to recognize

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Shakuntala. Ironically when he recollects his beloved she is not near him. Finally the lovers meet in Kasyapa's hermitage. The "complete fruition" of their love is their son Sarvadamana who in history was known as Bharata.

The dramatists of Indian classical literature took themes from epic history. These stories were always the *vikhyata* (famous) ones. The purpose to do this was that the audience enjoyed fully. The story of Shakuntala is believed to have been taken from the great epic *The Mahabharat*a. In the *Rigveda* there is only the mention of "the Bharatas as a warlike tribe" (Sing 53). Here there is no reference to the love of Shakuntala and Dushyanta. In the thirteenth book of *Satapatha Bramhana* the name 'Shakuntala' is repeated several times. But the repetition is not to describe the love story of Dushyanta and Shakuntala. Her name is used in the context of her sacrifice. Rajan says that in *Satapatha Brahmana* we get the earliest reference to Shakuntala:

> In the last sections of the *Satapatha Brahmana* that are devoted wholly to a description of the rituals of the Horse-sacrifice (Asva Medha Yajna), where the names of some of the Kings who performed them are mentioned, we come across to this line: 'In Nadapit, the Apsara Sakuntala conceived (bore) Bharata'. This is the earliest literary reference to Sakuntala and her son (the little boy Sarvadamana in the play) who performed many horse-sacrifices [...]. The original story of Sakuntala referred to in the SB (Satapatha

Brahmana) is lost to us; we have only a very long and earthy version of it is the epic (Mbh. : 1: chs. 62-69).

(Rajan 80)

The *Mahabharata*, the *Bhagavata* and the *Padmapurana* are believed to be the three major sources of the great Indian play Shakuntala. But it is more widely accepted that Kalidasa is more indebted to the 'Mahabharata' for the making of *Abhijnana-sakuntalam*. As inscribed in the *Mahabharata* and the *Puranas*, Dushyanta was a 'Chandravanshi Maharaja', belonging to the lunar dynasty, the descendant of Puru. Shakuntala was born from the union of the celestial nymph Menaka and Maharshi Viswamitra. She grew up in sage Kanva's hermitage as his daughter. It is in Kanva's hermitage that Dushyanta saw Shakuntala for the first time and fell in love with her. They married secretly, the *gandharva* way. Dushyanta left Shakuntala in the hermitage and went back to Hastinapur. Later Shakuntala too was sent near him. But Dushyanta failed to recognize her.

The theme of Shakuntala has been drawn from the *Mahabharata* but it "deviates at several places from the narrative of its source" (Upadhyaya 282). In the play by Kalidasa sage Kanva is away from the hermitage. He is on his pilgrimage to propitiate Gods to ward off the impending misfortune of his foster daughter. This is known to the audience in the first act when the hermits tell it to Dushyanta:

Dushm. Is the master of your family at home?

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> Herm. Our preceptor is gone to Somatirtha, in hopes
> of depreciating some calamity, with which destiny threatens
> the irreproachable Sakuntala.

> (I, Jones 4).

But the legend in *Mahabharata* shows sage Kanva to be absent from the hermitage only for the very moment. Amal Dhari Singh in his *Kalidasa: A Critical Study* has compared and contrasted Kalidasa's creation and the *Mahabharata* story of Shakuntala:

> Kalidasa introduces Dushyanta as a childless king. So
> marriage becomes a necessity. In the Mahabharata the
> king marries for pleasure. At first glance, the proposal
> for the marriage seems quite abrupt. In the
> Abhijnanasakuntala the lover and the beloved get
> sufficient time to know each other and their love-
> affair is known to Sakuntala's friends.

> (Singh 54)

In Shakuntala, the play new characters were introduced to satisfy the needs of drama. Kalidasa created, Priyamvada and Anasuya, as the companions of Shakuntala. These characters were introduced not just to tease and play with Shakuntala. It is they who saw and understood the growing love of Shakuntala for Dushyanta. Their teasing and flattering provoked innocent Shakuntala to express her love in words. Each incident in Shakuntala's life was known to them – her love, marriage and even the curse that fell upon her. It is important to note that

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Shakuntala did not know about the curse up to the last act, her friends kept it as secret. In fact only Priyamvada and Anasuya knew that Shakuntala was cursed. It is due to Priyamvada's request that Durvasa said the method of nullifying the effect of the curse. A. K. Warder has stated that the story mainly differs due to the introduction of the curse:

> Kalidasa in his play, a *nataka* in seven acts, has varied this story chiefly by introducing the curse of a sage angered by the negligence of Sakuntala in love, which causes Dusyanta genuinely to forget Sakuntala and not to recognize her when she comes to his palace.

(Warder 149)

The curse of Durvasa is a genuine reason for Shakuntala being forgotten by Dushyanta. In the *Mahabharata* it is Shakuntala who tells the story of her birth. She agrees to marry Dushayanta on the condition that her son would be Dushyanta's successor. The love affair is not a complete secret in the play. It is known to Priyamvada and Anasuya. Kanva when he returns from the pilgrimage approves the marriage and sends pregnant Shakuntala immediately to Hastinapur. But in the *Mahabharata* the story differs:

> …they marry by the aristocratic rite of simple mutual consent. But Dusyanta returns to his palace and Sakuntala remains at the hermitage, where a son is born to her. When he is six years old she takes him to

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the emperor, but he disowns them. Finally a voice in the air confirms that the boy is Dusyanta's son.

(Warder 148)

Some scholars have interpreted that in the *Mahabharata* version, Shakuntala was sent to Dushyanta when her son was nine years old. Scholars may vary in their interpretations, but the fact is that in the *Mahabharata* Bharata was born in Kanva's *ashrama*. Kalidasa gives a dramatic twist with the introduction of Durvasa's curse. There is no abrupt ending. The climax is reached in the fifth act when Dushyanta fails to recognize Shakuntala. The veil is removed out of Dushyanta's memory in the sixth act only after the fisherman appears with the signet ring. Now it is his turn to suffer and pine. Indra's invitation to Dushyanta to fight against the demons, the couple meeting in Kasyapa's *ashrama* are all created by Kalidasa.

The variations in the first to fifth acts can more truly be said as the reshuffling of the episodes of Shakuntala in the *Mahabharata*. But the sixth and seventh acts are creations of Kalidasa's genius. These acts show clearly the strong support of Kalidasa for the ideals of Hindu religion. Birth of Bharata and the reunion of the separated hearts shows that "beneficence achieves complete fruition" (Krishnamachariar 590). The two meeting places of the lovers – Kanva's *ashrama* and Kasyapa's *ashrama* symbolise love as a holy deed. In the course of the play Kalidasa has uplifted the passionate love to the spiritual level.

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Each scene has its own significance. Shakuntala's name is erased from the memory of the king. In act five he denies the hermits from Kanva's *ashrama* to have known Shakuntala:

> Dushm. Holy man, I have been meditating again and again, but have no recollection of my marriage with this lady. How then can I lay aside all consideration of my military tribe, and admit into my palace a young woman who is pregnant by another husband?

(Jones 84)

His memory of Shakuntala has been stone walled by Durvasa's curse. To nullify the curse the signet ring is essential. But it fell into the Ganga. Hence the separation. It is in this separation that matured the lovers and spiritualised their love. But the signet ring is the only means that could remind Dushyanta of his forgotten love. Hence the fisherman episode is incorporated for the restoration of the signet ring. The recovery of the ring intensifies the agony of separation. Dushyanta now mourns for Shakuntala. The lovers should reunite. But where? The place chosen by Kalidasa is where the heaven and the earth have met. It is in Kasyapa's hermitage where he meets his wife Shakuntala. This time Shakuntala is not with Priyamvada and Anasuya but with their son Sarvadamana. On seeing the child his heart is filled with the affection of a father. He was returning from Indra's kingdom that he saw the beautiful hermitage. It is his son Sarvadamana who finally becomes the medium to reunite

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Dushyanta with Shakuntala. Amal Dhari Singh gives his views on the theme of *Abhijnanasakuntalam* as:

> Thus, Kalidasa has represented the old theme according to the high ideals of Hindu Religion. He has modified the story with his poetic imagination. His Abhijnanasakuntala occupies the supreme rank in the presentation of ideal love in the whole range of Sanskrit Dramatic literature.

(Singh 56)

Both the hermitages are places of union and are holy places. Kanva's hermitage is the place of physical union and Kasyapa's hermitage is the place of spiritual union. Mutual suffering of the lovers elevates their love from physical charm to moral beauty.

The synthesis of spiritual love is through separation. Shakuntala is partly responsible for her fate, 'the curse' she brings on her love is due to her own negligence. But Dushyanta is in no way responsible for his suffering. Moral maturity in the lovers is mainly due to the divine intervention. Fate plays a crucial role through the unexpected curse of Durvasa, then the signet ring falls in the river Ganga, the recovery of the ring by the fisherman, Indra's invitation.

In the play Kalidasa has laid out several worlds. First the world of Shakuntala, it is the green world of nature. Shakuntala is portrayed as the "lady of Nature". She is the child of nature. Right from her birth she was abandoned by Menaka. She was

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growing in the care of the birds. There is also a bird called 'Sakunta'. So the girl in the lap of the birds was named "Shakuntala". Kanva who named her so found her abandoned and adopted her as his daughter. She grew up to a young girl in his hermitage, in a surrounding where nature stood undisturbed. The whole action of the play centres round this Lady of Nature. It is Dushayanta's world that distracts the attention from the hermitage of Kanva to the palace and pleasure gardens of Hastinapur. All greenery vanishes with Shakuntala. Even the painting in the sixth act could not restore the happening of her magical world. The green world stood only as a mirage. Shakuntala's world is the world of love, of external beauty. Here there is the physical union of the lovers. Dushyanta's world i.e., the urban world separates the lovers. The resolution is not to take place in any of these worlds. Kalidasa "finds its resolution in yet another world – a higher world that is inaccessible to ordinary mortals and which partakes of the quality of timelessness" (Rajan 45). The reunion is not like that of the first act, bodily union. It is the union of the inner souls. So they unite in the place of highest penance, i.e., in the world of Kasyapa and Aditi. It is a world where heaven and earth meet. Mortals could reach there only after proving themselves. Dushyanta had to defeat the demons before he could enter this world. Chandra Rajan has commented on Kalidasa's fine demarcation between these worlds:

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No overt comment is made about the relative merits of these several worlds, nor is a stark contrast drawn between one and the other, for it is not characteristic of Kalidasa's poetic vision to see experience in simple black and white terms.

(Rajan 46)

Kalidasa instead of commenting and contrasting gives his readers a wonderful opportunity to experience and enjoy the beauty of each world.

The play is a wonderful combination of romance and fairytale elements. The play is located in the mythic past, it was the time when men could move with Gods. A time when beings from both the worlds came together to maintain order in the universe. They helped each other in the time of need like Dushyanta protects Indra by driving away the Titans. It was also the time when heavenly beings made love with mortals. Shakuntala is the daughter of Menaka and Viswamitra. Menaka was an *apsara* from Indra's court and Viswamitra was a sage. Shakuntala was born from the womb of a fairy and therefore is herself a fairy. Apsaras are believed to be airy beings. Thus the very origin of Shakuntala is from nature. No wonder that she had an inclination towards nature. Each part of her body has a reflection of nature's beauty:

Her lower lip has the rich sheen of young shoots,

her arms the very grace of tender twining stems;

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> her limbs enchanting as a lovely flower glow with the
> radiance of magical youth.

(I, Rajan 177)

Shakuntala the play presents a heroine very different from other heroines. In the play Kalidasa has never brought his heroine out of the world of nature. He has characterized her as very sensitive. She could not adjust in the glittering gilded world of the Puruvas. So in the play Shakuntala is never seen interacting with the world of Dushyanta. The only instance when she came to the palace is in act five. This entry into the glittering world gave her no happiness but only betrayal. She was repudiated by her husband. This is the only play where the heroine, the king's wife, the lady who gave birth to the king's heir did not come in contact with the other queens and ladies of the palace. She is the heroine who in her infancy was abandoned by her parents. Her husband too fails to recognize her. Finally the ascetics also abandon her and return back to the hermitage. Thus she stands alone, abandoned by all. The tragedy she faces is unique. Her trial is also a special one. It is not in the royal court that her issue is raised. She stands for justice near the "raised enclosure of the Mystic Fire" in the king's palace. Ironically Agni, the fire God, was the witness at the time of their marriage and now he sees her repudiation. The only similarity between Shakuntala and the other heroines in the Sanskrit dramas is that she is finally reunited with her husband.

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Another significant thing to be noted in the play is that it is not only Shakuntala but the whole play has little to do with the affairs of the court. Except for the scene of Shakuntala's repudiation the main action of drama takes place in the hermitage of Kanva, the garden of Dushyanta's palace and finally the penance groves of Kasyapa. Yes Dushyanta's recollection of Shakuntala in the fisherman episode takes place in the palace. The time period of Shakuntala's absence from Dushyanta's memory is the span when Shakuntala is totally absent from the play. Thus, the glittering world of Dushyanta has no room for the lady of nature, Shakuntala. When Shakuntala becomes a memory for Dushyanta, Shakuntala's world is seen again. It is not experienced directly but is expressed in the painting of Shakuntala. Dushyanta only recollects the beautiful surroundings of Kanva's ashrama where Shakuntala lived. In the final act Shakuntala's world is back, but now it is highly sanctified. Then in the last scene of the very same act there is a reference to the returning of Dushyanta with his wife Shakuntala and son Sarvadamana to the palace i.e., to the world of the king. But this returning to the palace is only referred to in the drama. In the action of drama this does not really happen.

The title of the play *Abhijnanasakuntalam* has the theme hidden in it. Etymologically *Abhijnana* means "Recognition". Thus translated to English the title means "Recognition Shakuntala". Recognition by whom? It is the king Dushyanta

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who recognizes his wife Shakuntala. He had forgotten her as a result of the curse of Durvasa. But this recognition is not only of the physical being Shakuntala, but of the inner beauty of the 'Lady of Nature'. Rajan has explained what the meaning of recognition stands for in the context of the play:

> What is knowing? The king at first knew Sakuntala carnally, as an object; and frankly as an object of pleasure. She is a flower to smell, a gem to hold and an ornament to wear. She is hardly a person to him. It is only at the close of the play that he sees her as a person and knows her truly. Something has to be added to his view of her to make him see her as a 'person' of intrinsic beauty and not merely a beautiful object.

(Rajan 86)

When Dushyanta saw Shakuntala for the first time, he was attracted by the physical charm of her body. But he has to know her soul. This could be possible only through a long separation and grief. Shakuntala was cursed by Durvasa and as a result of the curse Dushyanta refused to accept her. Hence the separation between the lovers. But in the fisherman scene Dushyanta realises his mistake. The guilt of repudiating Shakuntala opened the eyes of Dushyanta. He could now see the beauty of her soul. In the seventh act he sees Shakuntala not as beautiful as she was when he first saw her. She is no more in the prime of her youth. Here she stands "Dressed in dusky garments/her face fined thin

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from observing strictest vows" (VII, Rajan 275). He sees that the glow of Shakuntala's skin has reduced with time. But he could see the soul of Shakuntala is set aglow. In their course of separation Dushyanta thought is perfected. He is now matured. He could now see the true self of Shakuntala, i.e., the beauty of her soul.

Dushyanta is not an ideal hero. He deviates from those trends of a Sanskrit drama that defines its true hero. From the drama it is clear that Dushyanta was a great warrior and a good ruler. Indra invites him to fight against the demons. But there is no war scene in the play. It is so because the drama is not about the brave king but about his and Shakuntala's spiritual growth. His personality as a successful ruler is apparent not through his brave actions but from the images. His energy is compared to the magnificent tusker of the mountains. His facial beauty is no less than a precious gem. Dushyanta's character as a hero is complex. In the play Kalidasa does not bound the hero and the heroine to fit to the strict rules of Sanskrit dramatury. This forms a major source of interest in the drama.

The royal signet ring too plays a very significant role in the drama. It is on this ring that the whole theme of recognition depends. The signet ring is the only proof of Shakuntala's marriage with Dushyanta. Unfortunately, the ring slips out of Shakuntala's finger in Saci's pool. In the meantime as an effect of the curse of Durvasa she has been forgotten by the king. As

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the question of Shakuntala's recognition arises the ring, used as the royal stamp gains a new status. "As the play progresses, this ring, an inanimate thing-"a mindless thing" as the king describes it, becomes a character in the drama and plays a role" (Rajan 96) with its slipping slips Shakuntala's fortune away from her. As the ring looses, the king too looses his memory. With its recovery is recovered the lost memory of Dushyanta for Shakuntala. The recovery is also the beginning of the king's grief. Now he is guilty for repudiating Shakuntala.

In a Sanskrit drama the typical characteristic of the *vidusaka* is that he is a companion to the hero who exhibits his sharp wit and is a constant source of fun. *Shakuntala's vidusaka*, Madhavaya is a hunchback who can laugh at his disability. He is also a close friend to the king. The king finds himself relaxed in his companion. He is the only character who in the guise of his 'affectionate banter' comments the king and the queens too. He is a man of the court. Shakuntala's world would suffocate him. So he disappears from the play in act two and reappears only in act six i.e. only when the king needed someone to divert his mind, to share his grief. This is probably the only play of Kalidasa where the *vidusaka* and the *nayika* do not meet. Madhavaya does not get any opportunity to see Shakuntala. He hears about her from Dushyanta. Again, he is probably the only jester who is boared to hear about the heroine. In *Abhijnana-*

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sakuntalam neither the hero, the heroine nor the jester fit the norms of a typical Indian classical hero, heroine or jester.

Kalidasa compiled his play *Shakuntala* in seven acts. It opens with the benedictory stanza called *nandi*, followed by the prologue. In the prologue the manager and an actress prepare the audience for the course of action that is to be staged. The scene opens showing a young and handsome king, dressed in his hunting suit. He is armed on a chariot and is chasing a deer. This game of hunting is in the forest in the foothills of the Himalayas. Dushyanta moves, "Recklessly charging towards Kanva's Hermitage chasing a blackbuck, he stops short of killing the sacred animal only when an anchorite stands barring his way" (Rajan 87). But this is a world of enchantment where only holy things can happen. Before he could kill the deer, ascetics from Kanva's *ashrama* stop him from doing so. Dushyanta could realise that he is about to do a great mistake. So he puts down his bow and arrow. The ascetics invite him to the penance groves of Kanva's hermitage. But sage Kanva is not there. He has gone to Somatirtha to propitiate Gods to ward off the impending misfortune of his foster daughter, Shakuntala. Shakuntala is first seen on the bank the river Malini. Here she is watering the plants with two of her companions Priyamvada and Anusuya who are more involved in flattering Shakuntala's blooming youth:

SAKUNTALA: Sweet Anasuya, Priyamvada has tied
my bark-garment so tight that I feel quite

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uncomfortable; could you loosen it a little?

(*Anasuya loosens it*)

PRIYAMVADA (*laughing merrily*): Blame your own budding youth that's making your bosom swell.

(I, Rajan 176)

Dushyanta, while he was roaming in the hermitage, he sees Shakuntala from behind the bushes He stands there praising the beauty in bark garments. He is already attracted by her beauty but gets the opportunity to come near her only when a bee troubles her. He helps her to get away from the bee. On the very first sight of Dushyanta, Shakuntala too experiences disturbed psychological feelings that love creates in adolescent hearts. To come closer to Shakuntala the king conceals his real identity. He introduces himself as a royal attendant. Act I also reveals the true parentage of Shakuntala. Anasuya and Priyamvada say the king that she is the daughter of the *apsara* Menaka and the sage Viswamitra. Before the ignited love could be expressed the three girls had to leave with the fear of being attacked by an elephant that was terrified and confused by the sight of the king's chariot. It had become wild. Act I portrays the physical charm of the hero and the heroine. It also shows Dushyanta's fascinating towards the feminine beauty of Shakuntala. The gestures of Shakuntala reveals a similar feeling of love creeping in her heart for Dushyanta.

Act II is mainly a dialogue between the king and his companion Madhavaya. The inner desire of Dushyanta to meet

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Shakuntala is slowly getting intensified. In a hope to see her again he orders to encamp near the hermitage. His desire to meet Shakuntala again seems to materialise when two hermits from Kanva's *ashrama* come requesting him to guard the hermitage from the demons. The demons have been disturbing them while performing the sacred rites. Dushyanta readily accepts to stay back and guard them. The king expresses to Madhavaya all his love filled feelings for Shakuntala. Madhavaya is his close companion so close that he sends Madhavaya to break the royal mother's fast. He is unable to go as he is tied with his duty to guard the hermitage. Before Madhavaya leaves for the palace Dushyanta says that his love for Shakuntala is just a tale that he invented for the little diversion from routine duties. He does so to conceal the love affair from the ladies of the Royal palace. Shakuntala's companions are introduced in the first Act, but Dushyanta's friend comes into the stage in the second Act. In the act Dushyanta gives a complete picture of Shakuntala's beauty to his friend Madhavaya. He also expresses his growing love for Shakuntala.

Act III takes us back to the hermitage where Shakuntala is suffering from sunstroke. Priyamvada tries to cool the raising temperature of her body with lotus leaves and ushira root. The fever is actually due to her longing for Dushyanta. The other side of the play shows Dushyanta in deep love for Shakuntala. In the soliloquy he says:

> …False is the statement to lovers like me
>
> that flowers are your arrows; that moonbeams are cool;

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the moon's rays pregnant with ice shoot darts of fire,
and your arrows are tipped with hardest adamant.

(III, Rajan 200)

Dushyanta is wounded by the arrow of Shakuntala's beauty. In a hope to meet Shakuntala again, he moves restlessly in the forest. Suddenly he sees the "milky sap" of the plucked flowers, "a line of foot prints" on the "pale river sand" and the "twining stems". His heart fills with joy as these signs indicate that Shakuntala is somewhere nearby. He finds her on the bank of Malini but prefers to adore her beauty from behind the bushes. He stands there to find if the fire of love is equally radiant in her heart. There Shakuntala shyly admits to her friend that she is in love with Dushyanta. M. Krishnamachariar writes:

King Dushyanta of the Lunar race pursues a gazette in the vicinity of Kanva's hermitage. Here he espies Sakuntala watering her tender nursery with her favourite friends. Struck by her beauty he begs for an interview. He overhears the reciprocation by love of Sakuntala, meets and marries her. He gives her his ring and with a promise to fetch her soon he returns to his palace.

(Krishnamachariar 192)

Dushyanta comes out of the bushes only when he is confirmed that Shakuntala too loves him. Shakuntala has already lost her soul to Dushyanta. Her father is away but the innocent hermit

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girl had already lost her control over her emotions. She becomes powerless to put up any resistance to the advancement of the young and handsome royal lover. They get married by *Gandharva* tradition. In the blooming of their love Priyamvada and Anasuya play an important love. They initiate Shakuntala to express her love for Dushyanta. Hence bringing the lovers together. The lovers are left alone by Priyamvada and Anasuya. But the couple had to separate very soon as Lady Gautami comes in to enquire about Shakuntala's health. She takes her back to the cottage. Dushyanta again hides behind the bushes to conceal his presence from Lady Gautami. After everyone have left Dushyanta comes out from behind the bushes trying to feel Shakuntala's presence in the "bowers of creepers" where she rested, "on the stone slap", on "the bed of flowers crushed by her body". Shakuntala surrenders herself with immense faith on Dushyanta. He too is true to his love. The signet ring that he has already gifted to Shakuntala in Act II is now a token of love for her. He leaves Shakuntala with a promise to comeback soon to take her.

In Act IV Shakuntala bestows upon her the curse of Durvasa. She sits near a cottage door, completely lost in the thoughts of her lover, Dushyanta. She is unaware of the happenings of the world around her. In such a time, in comes the angry sage, Durvasa and enquires about the possible hospitality in the hermitage. But poor Shakuntala whose entire mental and

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spiritual being is with Dushyanta could not see or hear Durvasa. The irate sage cannot control his temper as he is disregarded, and pronounces a terrible curse on her. He cursed that the person whom she was thinking of would no more recognise her. It is Priyamvada and Anasuya who heard the holy man's curse. It was Priyamvada's pleading near the angry sage that he said the way to nullify the power of his curse. The power of his curse would "cease the moment she presents some ornament as a token of recognition" (IV, Rajan 216). The two companions of Shakuntala are consoled as Shakuntala has the signet ring of the king. They prefer to keep the matter of curse a secret. A curse has befallen upon Shakuntala due to which the innocent girl has to face a life filled with sorrow. But she is unaware of the entire episode of the curse. Act IV is about the curse of Durvasa, revelation that Shakuntala is bearing Dushyanta's child and the ceremony of her departure. It is in this act that sage Kanva first appears on the stage. As he steps in to the hermitage a holy voice informs him that in Shakuntala's womb grows the "glowing energy" of Dushyanta. He arranges for the immediate departure of Shakuntala to Hastinapur. In their farewell to Shakuntala trees give rare ornaments and the elderly women of the hermitage give her valuable pieces of advice. She leaves the hermitage with blessings and good wishes from her lovely friends, the inanimate plant, the inarticulate deer and all other indwelling divinities.

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Shakuntala left the sylvan surrounding with tears rolling down her cheek. But an inner joy to meet her husband was also there. Dushyanta experienced signs of something good to happen as he entered the hermitage. But Shakuntala experiences signs of some ill omen as she first steps into the palace. The curse of Durvasa has worked; she is not recognized by her husband. He does not accept her as his wife. To her misfortune her signet ring is lost. It has slipped off her finger in Saci's pool while she was taking her bath. Any extent of pleading would not work to neutralise the powerful curse. Shakuntala first tries her best to remind the king of their intimate episodes in the hermitage, which are known only to her and the king. Later when everything fails she rebukes him for his blatant faithlessness and for disregarding a pregnant woman. She is left alone bewailing her wretched fate and her disgrace before the whole court. Even her own men Sarangarava, Saradavata and Gautami leave her helpless and return to their *ashrama*. Before anything could be decided about the poor lady she vanishes with "a flash of light in a woman's shape" (V, Rajan 242).

Act VI takes the hero to the world of sorrow and regret. It is in this act that Dushyanta realizes the great injustice he has done to Shakuntala. Two policemen enter with a fisherman who claims to have found the royal signet ring in the belly of the fish. As he sees the ring his eclipsed memory gets cleared. He recollects all the promises he had made to Shakuntala. The very

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sight of the ring drives the king almost mad. He is unable to reconcile to what he has done to his dear Shakuntala. He is guilty of insulting her. Now it is his turn to bewail his fate. He forgets all the joys of life. Even the spring festival is not being celebrated. Life becomes colourless for him. He curses himself for his rudeness towards Shakuntala:

> Rudely awakened by penitent grief
> this cursed heart, then insensible
> when my doe-eyed beloved tried hard
> to rouse it from sleep, is now painfully awake.

(VI, Rajan 250)

The handsome king now looks charmless and weak. In remorse he passes sleepless nights. He is so grief-stricken that the Royal duties are also neglected by him. Madhavaya reappears in this act. It is to him that the king discloses the promises he had made to Shakuntala. He realizes how the ring must have fallen in to Saci's pool. Rajan comments on the role of Madhavaya as:

> Madhavya is not the typical *visdusaka*, he is hardly
> involved in intrigue. As Sakuntala is a different kind
> of heroine, Madhavya is a different kind of jester and
> king's companion. The heroine and the jester never
> meet in this play. With exquisite poetic tact, Kalidasa
> keeps them and their worlds apart. Madhavya, as we
> noted earlier never enters the 'green world'; he stands
> on its fringes complaining about his aching joints.

(Rajan 101)

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Madhavaya's first appearance is in Act II and he reappears in Act VI. In Act II the king discloses to Madhavaya his love for Shakuntala. But he is sent to the palace as the surrogate son to break the fast of the Royal Mother. To keep his love for Shakuntala away from the ears of the royal ladies, Dushyanta said him that her story was invented for the sake of entertainment. In Act VI too the king chooses him as his companion to whom he could express his guilt and grief. The king curses the ring for slipping off the delicate finger of Shakuntala. His grief is so intense that he even loses his consciousness. Meanwhile Matali comes as Indra's messenger. He comes on behalf of Indra to request Dushyanta to help Indra fight against the Titans. Mirakesi making herself invisible hears to all the conversations of the grief stricken king. She goes happily to Shakuntala's mother, Menaka to inform about the grief-stricken state of the king. This indicates that something good was about to happen in the lives of Shakuntala and Dushyanta. As a rescue from the intense mental agony Dushyanta accepts the invitation of Indra.

With Act VII we enter into a world of spiritual beauty. There is a contrast in the world of Act I and Act VII. "The difference in tone and character of the two worlds – the initial green world and this golden world which is the *artifice* of eternity" (Rajan 85). The happenings of Act I takes place in the beautiful surrounding of the penance groves of Kanva. Here we

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see the fresh green colours of the trees, colourful flowers, hovering honey bees, clear cool water of the Malini, the fragrance of blooming flowers, tender shoots. It represents "fresh colours of the wood-lands and of budding youth" (Rajan 85). Act VII takes place in Kasyapa's *ashrama*, the place of highest penances. Here every thing is golden and looks ornamented with precious gems and jewels. The lotuses are golden, water glitters like gold, the rays of the sunset is red and gold. The hermits meditate not under green and shady trees but in the "jeweled caves with celestial nymphs" (Rajan 85). This is "a world of austere beauty, luminous with the light of the siprit; it is not a world of nature, spontaneous, informed by instinct, but of Nature perfected by restraint and discipline" (Rajan 85). It is a world much above the normal man's vision, the place is "Hema-kuta, the home of kimpurusas" (VII, Rajan 268). Hence the king is desirous of being blessed by them. Here Dushyanta is attracted by a little boy. He is unlike other children. The hermit ladies call him Sarva-Damana. The boy is playing with the lion cubs. On seeing the boy Dushyanta's heart suddenly cries out for being a father. He develops a fatherly affection for the boy. He learns from a hermit lady that the child is the son of an *apsara*. This raises some curiosity to know about the boy's parents. The child calls "Mamma Mamma" on hearing the bird's name "Shakunta". This further raises Dushyanta's curiosity to know if the child's mother is his wife Shakuntala. Is the child his own son? This question raises when Dushyanta learns that the child is a

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descendant of the Puru dynasty. Meanwhile the child's amulet with divine power falls off his hand. If any one other than the parents picked it, it would turn to a serpent and bite the person. But nothing happens to Dushyanta as he touches the amulet. He is overwhelmed as he realises that Sarvadamana was his own son. Shakuntala comes running as she hears that the amulet did not turn to a serpent. Good fortune again returns to the lives of Shakuntala and Dushyanta. Both the lovers have lost their physical charm. But the suffering has enlightened their souls. The first and the third acts show the union of the physical bodies. Here it is the union of the souls, i.e., the recognition of the true self. Dushyanta along with his wife Shakuntla and Sarvadamana take leave from Marica and the other hermits and they return to Hastinapur. Then Shakuntala and Dushyanta are united.

This is the final stage of the drama. The play ends but life continues. Bharata is to inherit the kingdom of Dushyanta. The long spell of penitential grief perfected the king. He recognized the true value of love. His pleasure on meeting Shakuntala is from the core of his heart. His suffering made him to realize her true worth. Thus the title of the play *Abhijnanasakuntalam*.

> May the self - Existent Lord who unites in Himself
> the Dark and the Light,
> Whose Infinite Power pervades this Universe,
> annihilate forever the round of my births.

<div align="right">(VII, Rajan 281)</div>

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These are the last lines of the play. These lines are an invocation to Lord Siva. "The dark and Light" in the original Sanskrit text is "Nila-Lohita" where *nila*(dark) suggests the dark blue colour developed in Lord Siva's throat due to his swallowing of poison. To save the world he had drunk poison at the time of *Amritmanthana*, i.e., the beginning of the world. *lohita* is 'the brightness of Gauri or Shakti'. This combination of dark and light is symbolic of human mind that has to see several polarities in life. Dushyanta prays Siva to balance all the polarities and maintain equilibrium in the world as he had done at the beginning. The play *Abhijnanasakuntalam* is the last work of Kalidasa. These "words spoken last are therefore eminently fitting as the final utterance of the great poet and dramatist; it is his farewell to his work, and to the world in an ultimate sense" (Rajan 84).

The union of lovers bring complete *lokranjan*. The element of grief is prevalent all through, but the lovers are not separated permanently. Kalidasa's play *Abhijnanasakuntalam* is a success not simply for its story or the perfect unity of the play with the stage techniques. But Kalidasa blends with all these the aesthetic beauty of human sentiments. He uses *rasa* to ornament his play. Hence the freshness of the play prevails till today.

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CHAPTER – III

THE DOCTRINE OF RASA

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Vibhavanubhava vyabhichariya sanyogat rasa nishpattih. This is the famous *sloka* by Bharata in his *Natyasastra*. It explains how *rasa* is relished. The term *rasa* is related to the sentiments, that is, aroused in the minds. The sentiments may be *sringara* (erotic), *veera* (heroic), *karuna* (pathos) and likewise. The meaning of the term is easily conceivable. But it is very difficult to express the notion properly in western critical terminology. In western concept it is something close to aesthetic pleasure.

The first seed of the theory of *rasa* sprung with "*Ma nisad pratisthang twam agamah swaswatih samah yat krauncha mithunath ek awadhih kama mohitam*". This melodious *sloka* by Valmiki was an "involuntary emanation of measured poetry" (Sankaran 6). Once when Valmiki was going to take bath in the river Sarayu he saw a happy pair of Kraunches. But one of the birds was suddenly shot to death by an arrow. On seeing the living bird's helplessness and the dying bird weltering on the ground, out of pity and agony the sage uttered *Ma nisad pratisthang twam agamah swaswatih samah yat krauncha mithunath ek awadhih kama mohitam*, meaning: O *nishad* (hunter) you shall not come to any good in your life for you killed one of the pair of loving Kraunches. This *sloka* occurs in the *Balakanda* of the *Ramayana* when Maharshi Valmiki utters these words (*sloka*) extempore. *Rasa* has its existence in the

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Vedas and *Upanishad* but with a different meaning. In the *Rigveda*, 'Rasa' means *somarasa* or the juice of some plant. It also denotes water, milk and flavour in the earlier Mandalas. In *Atharvaveda* it is the sap of grain. During the *Upanisadic* period *rasa* meant 'essence', meaning par excellence. Some critics combine both the senses of *rasa* – 'essence' and highest 'taste' or 'experience' accompanied with joy to explain the meaning of *rasa*. That means *rasa* is synonymous to that 'perennial bliss' which a sage enjoys when he attains 'self-luminous consciousness'. In more simpler words *rasa* is the similar feeling of joy that is aroused in the meditating sage. A. Sankaran explains how these two feelings are similar:

> ….'Rasa' to mean the perfect joy that the sage experiences when he perceives intuitively the Highest Truth in his meditation, and applied it to that 'aesthetic pleasure' which the cultured spectator with a responsive heart enjoys, when he loses himself completely in the characters, situations and incidents of a play represented by highly talented actors.

(Sankaran 3)

Rasa is the total transference of the personal emotions of the spectator to the emotions created by art. Thus the earliest traces of *rasa* shifts from *soma rasa*, the Aryan's drink to the Brahman, the yogi's communion with the metaphysical absolute. Kosala, Sandilya, Vatsya and many other scholars gave their own meaning of *rasa*. But Bharata is the earliest

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propounder of the *Rasa* school. For Bharata the aesthetic principle of a work of art was nothing beyond *Rasa-* "*na hi rasadrte kascidarthah pravartte* (No meaning proceeds from speech with out any kind of sentiment)" (Sharma 6). When asked for the meaning of *rasa* he described *rasa* as, "that which is relished is *rasa*". *Rasa* maintains a perfect harmony between the performers and the spectators. It is not simply the physical or metaphysical sense of the term that matter. *Rasa* is the depth of delightful experience springing out of a work of art. The followers of the *rasa*-school call *rasa* as the *atma* (soul) of poetry.

Valmiki saw the dying bird and the wailing surviving male bird and reached to that state of intense feeling of pathos where he lost his personality. This extreme experience of pathos, "that overpowered him translated itself spontaneously into the form of the *Sloka* '*Ma nishad…*'" (Sankaran 7). The pathos he experienced was the resultant of two elements – v*ibabha* (the cause) and *anubhava* (ensuant). Valmiki's *sloka* is regarded as the first step towards the absolute development of *rasa*. Critics have always regarded it as one of the best examples of *karuna rasa*. Undoubtedly the *sloka* resulted to *rasa*, but it was also the first poetic lines. It is poetry that actually developed. For the emergence of *rasa* the gap was great. It is only with Bharat's *Natyasastra* that the doctrine of *rasa* first emerged in its systematic shape.

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The aphorism by Bharata, "*Vibhavanubhava Vyabhichariyan Samyogat Rasanishpatti*h" conveys that *Rasa* is relished when a permanent mood or *sthayibhava* is brought to a relishable condition through the three elements viz. the *vibhava*, the *anubhava* and the *vyabhicharibhava*. According to him "no meaning can proceed (from speech) without (any kind of) *rasa* (i.e., sentiment)" (Sharma 155).

Sthayibhava is the permanent mood or the durable psychological state. In Bharata's definition of *rasa* the word '*sthayi*' does not occur. But the doctrine of *rasa* demands its explanation. In the opinion of Bharata the *sthayibhava* is like the king and the other *bhavas* are like its subjects. The *sthayibhava* is "the permanent or dominant mood, which are made manifest with in the heart of the men of taste by the reading of *kavya* or the witnessing of a dramatic performance" (Sharma, 155). *sthyayibhava* always retains a dominant position when compared with other *bhavas.* It exists permanently in our mind in the form of latent impressions and are derived from actual experiences that are stored in our consciousness. Bharata has identified eight *sthayibhavas*. They are: (i) Love (*rati*), (ii) gaiety (*hasya*), (iii) sorrow (*soka*), (iv) anger (*krodha*), (v) energy (*utsaha*), (vii) fear (*bhaya*), (vii) disgust (*jugupsa*) and (viii) astonishment (*vismaya*). There is a ninth *sthayibhava* recognized by Anandavardhana and Avinavagupta as passiveness (nirveda). The nine *sthayibhavas* are connected respectively with the nine

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sentiments (*rasas*), viz., *sringara, hasya, karuna, raudra, veera, bhayanaka, bibhatsa, adbhuta and santa*. *Samyoga* means connection with the *sthayibhava*.

"Vibhavas are certain causes or main spring of emotions like love, pathos etc. They are heroes and the excitants of love etc, like the spring season, pleasure garden, fragrance, moonlight etc" (Sankaran 15). It is the determinant that determines which sentiment is to be aroused in the spectator. The synonyms of '*vibhava'* can be *karana*, *nimitta* and *hetu*. It is called *vibhava* (determinant) because words, gestures and representation of the *sattva* are *vibhavyte* (determined) by it. *Vibhavas* are recognised as having two aspects – (i) *Alambana* (dependent) *Vibhava*, (ii) *Uddipana* (excitant) *vibhava*. *Alambana vibhava* is the person or the object responsible for the arousal of emotion. They are the supporting objects that ignite the *sthayibhava*. Without the presence of *alambana vibhava* the *sthayibhava*, though present in latent from, cannot confine itself on a particular object. The u*ddipana vihava* is the environment that stimulates the emotions. When Dushyanta falls in love with Shakuntala at first sight in the hermitage of Kanva, the pleasant and beautiful groves of the hermitage of Kanva is the *uddipana vibhava*. The *alambana vibhava* here is none other than Shakuntala.

Anubhava is the external manifestation of the provocation of the *sthayibhava*. It is an indicator of the *bhava* and

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communicates the emotion felt by the characters. What is experienced by the characters of the play are made to felt and experienced (*anubhavayati*) by the spectator. The actors use various physical gesticulations to do so. A. Sankaran defines it as "the visible effects or the consequents of the searchings of the heart of the heroes". *Anubhavas* too are of two types- (i) voluntary, (ii) involuntary. The moments like that of the eyes and the eyebrows are produced by effort. Hence they are the voluntary expressions of the permanent emotions. The voluntary changes, otherwise known as *anubhavas*, are done for proper communication with others. Involuntary changes are considered to be *sattvikabhavas*. These are the permanent moods that are excited automatically. These are again of two types – internal and external. Bharata has identified eight *sattvikabhavas*. They are – paralysis, perspiration, horripilation, change of voice, trembling, change of colour, weeping and fainting.

"*Vyabhicharibhavas* are transitory or evanescent emotions that tend only to develop the main sentiment, such as anxiety, anger etc." (Sankaran 15). In the word *vyabhichariah*, '*vi*' and '*abhi'* are prefixes of the root '*chara'* that means 'to go', 'to move'. Thus *vyabhicariah* means those that move in relation to sentiments towards different kinds of objects. The *vyabhicharibhava* does not have an independent status. It is the strengthening aspect of *sthayibhava*.

The *vibhava*, *anubhava* and *vyabhicharibhava* blend harmoniously to arouse in the audience the thrilling climax of emotion which is called *rasa*. Sadhu Ram rightly says that "the

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object of all kinds of *Kavyas* is to give aesthetic pleasure, technically called *Rasa*, which is brought about by *Vibhavas* or the causes of emotions, and *Anubhavas* or the external signs or effects of emotions" (Ram 167). We thus see that Bharata has referred to three kinds of psychological states – durable psychological state, complementary psychological state and sattvika state. In total these psychological states are of forty nine types – eight durable psychological state, thirty three complementary psychological state and eight sattvika states. The example from Kalidasa's play *Shakuntala* explains how *rasa* is relished:

> Skilled actors represent Dusyanta and Sakuntala.
> These first meet in the pleasant, beautiful groves of
> the hermitage (Vibhava). Each, stuck with the
> rapturous beauty of the other, casts eager, longing
> looks. At forced parting Sakuntala finds an excuse to
> steal a glance at her lover (Anubhava). In their
> extreme diffidence and anxiety they pine away one for
> the other (Vyabhicaribhava). Happily Sakuntala's
> mate helps her in declaring her love through a letter.
> Dusyanta hastens to present himself and there is union
> of the lovers. When all these are represented aided by
> poetry, music and other histrionic devices, – which
> Bharata calls Natyadharmi – the deepseated
> instinctive impression of love (Sthayibhava) is
> kindled in the mind of the audience and developed to

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that climax, when through complete imaginative sympathy with the situation, the audience forgets all differences of person, time and place, and this climax of emotion reveals itself in a sort of blissful consciousness. This bliss is *Rasa*.

(Sankaran 15)

The scene of Shakuntala and Dushyanta falling in love shows how the *vibhava*, *anubhava*, *vyabhicharibhava* combine to arouse the *sthayibhava* in the audience and finally producing *rasa*.

Although Bharata has explained his *rasasutra* clearly, the central terms *samyoga* and *nispatti* have proved to be ambiguous for the commentators. Every commentator has his own way of interpretation. Hence the varied theories on *rasa*. Bhatta Lollata suggested the theory of *utpatti-vada*, Sankuka came with *anumiti-vada*, Bhatta Nayaka with *bhaktivada* and Abhinavagupta with *abhivyakti-vada*. After experiencing various stages of development *rasa* in the work of Visvanatha was finally established as the 'soul' of poetry. At first the doctrine if *rasa* was restricted to the various aspects of drama. It was only accepted into the realm of Sanskrit poetics only after the elaboration of the theory of *rasa* by Anandavardhana and Abhinavagupta. A brief study of the major exponents of the *rasa* school would enable a better understanding of the doctrine of *rasa*.

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Bhatta Lollata, a commentator of the eighth and ninth centuries is among the earliest of Bharatas commentors. He concluded that *sthayibhava* which is first generated by the *vibhavas*, manifested by the *anubhavas* and intensified by *vyabhicharibhavas* finally becomes *rasa. Rasa* according to him is ingrained in the actor, i.e. in his form, dress and action, there by delighting the spectator. By actor he specifically meant the hero. To explain Lollata's interpretation of *rasa-sutra* M.M.Sharma gives the example of the love between Rama and Sita:

> …it was Rama who had love (rati) for Sita and as such the *rasa* (srngara) belonged to Rama. The spectator ascribes this *rasa* to the actor on account of the actor's clever acting. Thus the spectator's knowledge about Rama's love for Sita gives him pleasure. The love is sthayibhava; and the very sthayi being brought to its full form (upacita) by vibhava, etc., becomes *rasa*.

<div align="right">(Sharama 157)</div>

Rasa creeps in the same way in Kalidasa's Shakuntala: The hero Dushyanta falls in love with Shakuntala. The Dramatist describes this using appropriate words. The spectator ascribes to the actor. On account of the actor's clever acting, the spectator develops the same mental attitude that belonged to Dushyanta and the spectators apprehension of imputed love in the actor brings to him delight. Thus *rasa* is relished. The actor imitates the original

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character through *anusamdhi* or *anusamdhana,* which is the process of awareness, recollection and reflection. Thus the *sthayibhava* of the original character is superimposed on the other actor and this superimposition gives pleasure to the spectator. The pleasure is because he is made to believe that the actor is no one but the original character itself.

Sri Sankuka the next commentator of Bharata's *rasasutra*, probably belongs to the ninth century. He saw *rasa* as a process of logical inference. His theory of *rasa* is known as the theory of inference or *anumana*. It is the theory of *anumitivadha*. The spectator enjoys *rasa* when he infers the mood of the original character in the actor. It is like the picture of a horse. This is not a real one but it cannot be said that it is not a horse. The actor through his skilful representation appears as the original character. Like the picture of the horse, when an actor is performing on the stage it is known that the actor is not the original character, but the fact cannot be denied that the actor is not altogether different from the original character. With the union of the real (original character) and the unreal (actor) the spectator cannot recognize their distinction. *Rasa* here is undoubtedly spoken in relation to the sentiments aroused in the spectators. But this arousal of *rasa* is due to clever imitation. This inferred mood is certainly different from the ordinary perceptions, as it has its own distinct charm and beauty. In spite of its limitations Sankaran's theory contributed positively to the

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theory of *rasa*. When compared with Bhatta Lollata, Sankaran recognized the more active participation of the spectator in the process of *rasa* realization. He for the first time gave a philosophical interpretation to the theory of *Rasa*.

Anandavardhana suggested the "theory of suggestion". According to him *rasa* cannot be stated directly in poetry (*kavya*). It is suggested by the *vibhavas* etc. So *rasa* is conveyed through suggestion, i.e. *rasa abhivyajyate*.

Bhattanayaka of the ninth century A.D. refused all the theories of *rasa*. He explained his theory by pointing out that a work of art has three functions, namely *abhidha*, *bhavakatva* and *bhojakatva*. *Abhidha* as M.M. Sharma says "presents the meaning of the poetry in the form of a description of the vivhava etc." (160). *Bhavakatva* is supposed to have derived from Bharata's definition of *bhava*. It is the power that generalizes *vibhavas*, *sthayibhavas* etc. Here the specific properties of the *vibhavas* etc. are not sensed. It is their general character that is experienced. It is through this process of generalization (*sadharanikarana*) that Rama in a drama does not appear as a lover of Sita and Sita as the beloved of Rama but they appear as common lovers with their common pursuit of love. This takes the spectators away from his thought of mundane preoccupations. *Bhojakatva* brings the elements of *sattva* into predominance by throwing the *rajas* and *tamas* in to the background. The preponderance of the *sattva* elements produces illumination and a

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state of perfect rest of the self within itself. That state is characterized by the absence of all conscious physical, psychological and volitional activities and so by freedom from all attachment to and aversion from all that can enter into consciousness. The state of aesthetic experience is known as the state of perfect bliss and it is a kin to the mystic realization of *Brahman*.

Rasa thus resides in the *sthayibhava* or the permanent mood which is experienced in a generalized form in poetry and drama. It is enjoyed by one's own blissful consciousness which is very close to the philosophic meditation of *Brahman*. Bhattnayaka interprets the term *samyoga* as the cognition of things in a generalized form and *nispatti* as the enjoyment (*bhukti*) of the *sthayibhava* as *rasa*. Hence his theory is known as *bhuktivada*. It means a significant contribution to the theory of aesthetic realization. It is Bhattanayaka who was the first to consider aesthetic realization as a mental process, a subjective experience of a refined reader or spectator. In his theory we see a transition from objective to subjective view of aesthetic experience and the *rasa* realization has been explained in terms of an inward experience.

Abhinavagupta, a major critic of the tenth century A.D. revised the meaning of *rasa* as the meaning (*artha*) of *kavya*. This meaning is strength by Bharata's explanation of the term *bhava* as "*kavya rhan bhavayanti bhavah*". According to Bharata

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these *bhavas, sthayibhava*, *anubhava* etc. combine to form *rasa*. So one of the meanings of *kavya* is *rasa*. His two important works *Abhinavabharati* and *Dhvanyaloka Locana* challenges the views of Bhattanayaka in two different stages and offers a new solution to the problem of aesthetic experience. This great exponent of Kasmirian Saivism propounded the theories of *rasa* and *dhwani* so convincingly that he is considered to be one of the greatest authorities in poetics and dramaturgy.

Explaining Bharata's theory of *rasa* Abhinavagupta has pointed out that *rasa* is suggested by the union of the *sthayibhava* with the *vibhavas* etc. through the relation of the suggested (*vyanjya*) and the suggestor (*vyanjaka*). *Sthayibhava* he says is lying deep in the hearts of the spectators as latent impressions. When a piece of art is experienced this *sthayibhava* is suggested by the depicted *vibhavas* etc. which are generalized in their mind and soon stripped of their peculiar conditions of time and space with the help of the suggestive power of word and sense and their skilful representations in drama. Similarly *sthayibhava* is universalized and generalized giving rise to an uninterrupted, ceaseless enjoyment, bereft of all feeling of insatiety, which is *rasa*. Like a beverage containing black pepper, candy-sugar, camphor and ingredients entirely different, *rasa* too gives an unique taste that is altogether different from its ingredients. According to him there is no other sensation that

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could stop this aesthetic experience. This *rasa*-realisation is called *vitavighna pratiti*.

Since Abhinavagupta explains the word *nispatti* used by Bharata in his *rasa-sutra*, as *abhivyakti*, his theory of *rasa* is known as *abhivyaktivada*. *Abhivyakti* means *pratiti* or perception of *rasa* through the power of suggestion whose ultimate result is an extraordinary state of relish. This state of relish is a divine bliss that is nowhere near the general experiences of pleasure or pain. At this moment we are so completely lost in it. All pain is forgotten. If there is any pain, it is a pleasurable pain. Abhinavagupta has pointed out seven obstacles (*vighnas*) during *rasa* realization. They are:

(1) The spectators incapacity for *rasa* realization

(2) The lack of the proper aesthetic or psychic distance between the dramatic situation and the spectator.

(3) The spectator's over-absorption in his own personal likes and dislikes.

(4) The lack of the proper means of apprehension.

(5) The absence of clarity.

(6) The *sthayibhava* being given secondary importance in a play.

(7) The creation of doubt or uncertainty as to the exact nature of the *sthayibhava*.

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This shows Abhinavagupta's deep insight into those dramatic aspects which lead to the ultimate realization of *rasa*.

The concept of *rasa* has been refined by these critics. But the doctrine of *rasa* as already stated was first given by Bharata. After defining the theory of *rasa-sutra* he classifies *rasa* into eight types " in accordance with the eight dominant emotional moods, which, when develop transform themselves into the rasa" (Sankaran 15). These sentiments are (1) *Sringara* (love) (2) *Hasya* (humour) (3) *Karuna* (pathos) (4) *Raudra* (wrath) (5) *Veera* (heroism) (6) *Bhyanaka* (terror) (7) *Bibhatsa* (disgust) (8) *Adbhuta* (wonder).

These eight sentiments are the subdivisions of four major sentiments. The comic sentiment arises from the erotic, the pathetic from the furious, the marvellous from the heroic and the terrible form the odious. These four major *rasa*s seem to have been arising in the mind under the impact of external objects. These four types of feelings are:

(1) *Vikasa* (Ardent desire) leading to the arousal of *sringara rasa*.

(2) *Vistara* (Amplitude) leading to the arousal of *veera rasa*.

(3) *Ksobha* (Agilation) leading to the arousal of *raudra rasa*.

(4) *Viksapha* (Distraction) leading to the arousal of *vibhatsa rasa*.

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Bharata has also pointed out eight colours symbolizing these eight sentiments. The erotic sentiment is green (*syama*); the comic sentiment white (*sweta*); the pathetic sentiment grey (*kapota*), the furious sentiment red; the heroic sentiment yellowish (*gaura*), the terrible sentiment black; the odious sentiments blue and the marvellous sentiment yellow. Bharata has attributed the eight *rasa*s to eight deities: Vishnu is the god of the erotic; Pramathas of the comic; Rudra of the furious; Yama of the pathetic; Mahakala (Siva) of the odious; Kala of the terrible; Indra of the heroic and Brahma of the marvellous sentiments.

Bharata has also discussed various factors that enunciate *rasa* realisation. These he says are expressed through the four varieties of *abhinaya* (action). They are *angika* (action through limbs); *valika* (through speech); *acharya* (through dress); *sattvika* (certain outward expressions of emotion). These *abhinayas* are again subdivided into several types that promote the different *rasa*s.

Bharata in his *Natyasastra* has given an elaborate theory of *rasa*. The doctrine of *Rasa* is well utilized by Kalidasa in his works and where Shakuntala is the best example. But before discussing *rasa* in Kalidasa's *Abhijnanasakuntalam*, it is important to know the *sthayibhavas* of the eight sentiments, their determinants, consequents, complementary psychological states

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and their nature of combination leading to the realization of *rasa*.

1. *Sringara Rasa*:

As explained by Bharata, the *sthayibhava* of the erotic sentiment is love (*rati*) is associated with the fullness of youth and originates when a relationship is tied up between a man and woman. The erotic sentiment is usually associated with bright, pure, beautiful and elegant attire. Bharata has divided this sentiment into two type, *samyoga* and *vipralamba*. *Samyoga* is the *rasa* of union and *vipralamba* is that of separation. The determinants of *samyoga sringara rasa* are the blooming seasons like spring, rich ornaments, full bloom flowers, company of intimate fellows etc. Consequents in the erotic sentiment which is to be represented on the stage are the clever moment of the eyes, eyebrows, soft and delicate moment of the limbs, sweet and pleasant words etc. The consequents *vipralampa sringara rasa* are indifference, languor, fear, jealousy, fatigue, anxiety, yearning, drowsiness, dreaming, awakening, illness, insanity, epilepsy, inactivity, fainting, death and other such conditions.

In addition to Bharata's *rasa*s of union and separation Dhanamjaya has mentioned another *rasa* of privation. He has named them as *sambhoga* (union), *viprayoga* (separation) and *ayoga* (privation). The *viprayoga* and *ayoga* of Dhanamjaya together correspond to the *vipralamba* of Bharata.

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2. *Hasya Rasa*:

The *sthayibhava* of the comic sentiment is laughter. It is aroused by the determinants such as an unusual dressing, impedance, greediness, quarrel, strange moment of limbs, use of irrelevant words, uncouth behaviour and the like. The sentiment is represented by the consequents such as the throbbing of lips, the nose, and the cheek, opening the eyes wide or contracting them, perspiration, colour of the face and taking hold of the sides. Complementary psychological states in it are indolence, dissimulation, drowsiness, sleep, dreaming, insomnia, envy and the like.

There are six types of *hasya rasas*:

(1) *Smita*- It is the gentle smile which refers to the wide opening of the eyes.

(2) *Hasita*- Smile is revealed by the slight showing of the teeth.

(3) *Vihasita*- Gentle laughter is heard by a soft sound.

(4) *Upahasita*- It is the ridiculous laughter identified by the shaking of the head.

(5) *Apahasita*- An uproarious laughter accompanied by tears.

(6) *Atihasita*- Convulsive laughter amounts to the shaking of whole body.

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The varieties of laughter also categorized for various class of persons. The first two identify the superior persons, next two to the middling and the last two to the inferior type of persons.

3. *Karuna Rasa*:

The *sthayibhava* of the pathetic sentiment is sorrow. It is aroused by the determinants such as suffering under curse, separation from or loss of clear ones, commotion caused by reversal of situation, death, captivity, fatal injury and other misfortunes. This is shown on the stage by the consequents such as heaving of sighs, shedding tears, paralysis, lamentation, dryness of mouth, change of colour and loss of memory etc.. The complementary psychological states are epilepsy, depression, languor, indifference anxiety, yearning, excitement, delusion, fainting etc.

4. *Raudra Rasa*:

The *sthayibhava* of the furious sentiment is anger (*krodha*). It identifies *raksasas, danavas*, haughtly men and is caused by striking, cutting, mutilation and the fight in the battle field. It is aroused by the determinants such as indignation, rape, insult, false allegation, exorcising, jealousy, threatening, revengefulness and the like passions. It is represented on the stage by the consequents such as biting one's lip, knitting of eyebrows, red eyes, moment of cheeks, trembling, frowning, swelling, drawing of weapons etc.. It is soon followed by the

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complementary psychological states like indignation, excitement, intoxication, inconstancy, agitation restlessness, fury etc.. It is more truly a sentiment full of conflict.

5. *Veera Rasa*:

The *sthayibhava* of the heroic sentiment is energy (*utsaha*). It is aroused by the determinants such as good conduct, determination, perseverance, courage, infatuation, diplomacy, discipline and aggressiveness etc. It is to be shown on the stage by the consequents such as heroism, firmness, patience, pride, energy, diplomacy etc. Its complementary psychological states include pride, contentment, firmness of purpose, judgment, agitation, indignation, etc.

6. *Bhayanaka Rasa*:

The *sthayibhava* of the terrible sentiment is fear (*bhaya*). This is aroused by the determinants such as loss of courage, sight of ghost, death, hideous noise, terrible cry of jackals and owls, staying in a lonely area or house etc. It is represented on the stage by consequents like trembling of all the limbs, sweating, vomiting, spitting, fainting and the like. The complementary psychological states are depression, distraction, agitation, paralysis, perspiration, fear, stupefaction, dejection, restlessness, palpitation of the heart etc.

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7. *Bibhatsa Rasa***:**

The *sthayibhava* of the odious sentiment is disgust (*jugupsa*). It is aroused by the determinants such as disgusting sight, taste, smell and sound, which create uneasiness and suffocation to the spectators. It is staged in the form of the consequents like contraction of the mouth and eyes, covering of the nose, spitting, vomiting etc. Its complementary psychological states are agitation, delusion, apprehension, sickness, death epilepsy etc.

8. *Advuta Rasa***:**

Its *sthayibhava* is astonishment (*vismaya*). It is caused by the determinants like the supernatural elements, illusory and magical acts. It is shown on stage by the consequents like exclamation due to surprise, weeping, trembling, stammering, sweating etc. Its complementary psychological states are joy, agitation, perspiration, hurry, choking voice, etc.

Abhinavagupta added a new *rasa*, i.e., *santa rasa* as the ninth *rasa*. This addition was a good cause for the critics to argue on. Many critics accept only the eight *rasas* elaborated in chapter six of Bharata's *Natyasastra*. Those who do not recognize *santa* as a *rasa* have their own arguments. Sama is accepted as the *sthayibhava* of *santa rasa*. The *santa rasa* is rejected by many critics on the ground that:

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…it is contrary to the teachings of Bharata. Bharata has enumerated the Bhavas to be forty-nine and Sama is not one of them. If this should be accepted to be a Bhava the number would exceed the limit fixed by him. Further, in the same way as the spring season, flowers, etc., excite love, austerities and study do not bring about Santarasa but only Tattovajnana or the knowledge of eternal truths, and so austerities, etc., also cannot be the Vibhavas of Santa. Absence of Kama, etc., also cannot be Anubhavas, for how could the absence of Kama or Krodha, in other words, the negation of an action be represented on the stage? Dhrti (fortitude), etc., which are related to sensual enjoyment cannot be the Vyabhicaribhavas of Santa. So there does not exist a Rasa, called Santa,

(Sankaran 112)

Hence to accept *santa* as a *rasa* would be to go against Bharata's *rasasutra*. Since the real nature of *sama* refers to the state of complete inaction and lack of conflict and tension. Representing it on the stage would be impossible.

Abhinavagupta has tried to prove his point as against such arguments that do not accept *santa* as a *rasa*. He argues that drama or poetry is not confined to the *trivaraga*, *purusarthas*,

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dharma etc. only. It also takes into account the highest *purusartha* or *moksha*. This emotional mood is *sama*, which is the *sthayibhava* of *santa rasa*. Critics like Visvaratha accept *santa* as a *rasa* as according to them *santa* is not solely the cessation of all activity. This too is being represented and appreciated on stage. "The Alankarasastra (too) recognises nine rasas, *srngara vira karunadbhuta hasya bhayanaka bibhatsa raudra santah*"(Nagaiah 6).

When *santa* is accept as the ninth *rasa* what then are its *sthayibhavas*, *vibhavas*, *anubhavas* and *vyabhicharibhavas*. The *sthayibhava* of *santi rasa* is *sama*. If *vibhavas* (determinants) are the pursuit for spiritual knowledge and freedom from worldly desires. It is to be represented on the stage by *anubhavas* (consequents) such as meditation, devotion, perception, recognition of truth, control and sympathy for all creatures. Its *vyabhicharibhavas* (complementary psychological states) are courage, indifference, recollection and fixity etc.

Referring to the old manuscripts of the *Natyasastra* Abhinavagupta has said that Bharata has dealt with *santa* and its *sthayibhava*. Bharata's treatment of *santa rasa* in *Natyasastra* is before the sixth chapter. Here *santa* is considered as the source of the other *rasas*. Hence it is the fundamental *rasa* which Abhinavagupta called *Maharasa*. It is the basic mental state in which all emotions in aesthetic experience emerge out of *santa* and are in the end submerged in it. *Santa* is a state of

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consciousness which is free from all tensions and turmoil. Abhinavagupta after analyzing the nature of the nine *sthayibhavas* has concluded that the first eight are either pleasant or painful but the *sama* is only delightful.

The question arises, where lies the *rasa*, whether in the original character or actor or poet or spectator or the work itself? Bharata's *rasasutra* explains that *rasa* is produced when there is the union of *sthayibhava* with *vibhava*, *anubhava* and *vyabhicharbhava*. Hence *rasa* lies in the work of art and the spectator just enjoys it. Bharata explains *rasa* as *asvadya* (objects of relish). It can be made clear by an analogy of the flower. Just as the smell lies in the flower itself and not in the nostril of the person who enjoys its smell. *Rasa* lies in the work of art and not in the spectator who just enjoys it.

Kalidas's works show his belief in the doctrine of Bharata's *rasasutra*. The *vibhavas*, *anubhavas* and *vyabhicharibhavas* are dealt with so minutely in his works that its union with *sthayibhavas* produces *rasa,* which is relished till today. *Shakuntala* is his most cherished play. It is the story of Shakuntala's love with Dushyanta – they fall in love, separate and at the end reunite. The separation is the phase of transformation of the lovers. Here the physical earning transcends into a more matured and spiritual love when they finally meet. On this maturation of love Chandra Rajan says:

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Sakuntala, having delineated love's ecstasy and fulfilment as well as its anguish in the separation that follows the anger and bitterness of its cruel betrayal, finally gathers it all in the closing scene in an epiphanic moment of recognition, restoration and reunion.

(Rajan 41)

Kalidasa has treated these three phases of the lovers lives in seven acts, and these seven acts are an amalgamation of Kalidasa's indepth knowledge of human sentiments which is named as *rasa*.

Sringara, love in its many aspects is a perennial theme of lyrical poetry. The *nataka Shakuntala*, is about love of Dushyanta and Shakuntala hence *sringara* is the *rasa* that ornaments the play. Kalidasa explores the twin aspects of *sringara rasa – sambhoga sringara* and *viralamba sringara*. The *sambhoga sringara* has been shown as erotic and the *vipralamba sringara* as sublime. The first instance of *sambhoga sringara rasa* is when the king experiences that indicates a good omen is a fine example of *vyabicharibhava*:

> Dushm. [*walking round and looking*] Now then I enter
> the sanctuary.– [*He enters the grove*]- Oh! this
> place must be holy. My right arm throbs.
> [*Pausing and considering*]– What new

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> acquisition does this omen promise in a
>
> sequestered grove? But the gates of predestined
>
> events are in all places open.

<div align="right">(I, Jones 6)</div>

In the tranquil environment of Kanva's ashrama Dushyanta sees Shakuntala in her full blooming youth and falls in love with her. The undisturbed surrounding is the *vibhava*:

> …Rippling beneath a passing breeze, waters flow
>
> in deep channels to lave the roots of trees;
>
> smoke drifts up from oblations to the Sacred Fire
>
> to dim the soft sheen of tender leaf buds;
>
> free from fear, fawns browse lazily in meadows
>
> beyond, where darbha-shoots are closely cropped.

<div align="right">(I, Rajan 175)</div>

The beautiful surrounding, the inner joy of Dushyanta and of course the beauty of Shakuntala triggers the feeling of love in him. The flattery of Priyamvada and Anasuya are the major forces who initiate Shakuntala to express her love through a letter. Their words excite Dushyanta too. Though standing behind the bushes he too is unable to control himself from adoring and appreciating Shakuntala's magical youth, "Her lower lip has the rich sheen of young shoots,/her arms the very grace of

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tender twining stems;/ her limbs enchanting as a lovely flower/ glow with the radiance of magical youth" (I, Rajan 177). Before the lovers could express their love for each other Kalidasa separates the lovers. But this *vipralamba* is not the resultant of any hatred. It brings out the ingrained feelings of love. They long to meet each other. Dushyanta impatiently reveals to Madhavaya about his growing love for Shakuntala. On the other side Shakuntala suffers from fever. *Virahotkanthita* Shakuntala begs, "My friends, if you approve, counsel me as to how I can find favour in the eyes of the Royal Sage; otherwise I shall be just a memory" (III, Rajan 203). Act three of the play is full of the erotic elements of *sambhoga sringara*. For Shakuntala, *vipralamba* starts from the time Dushyanta left for Hastinapur. With the curse of Durvasa in the fourth act begins the separation as Dushyanta forgets Shakuntala as a result of the curse. But it is in Act V when Dushyanta does not recognize her and refuses to accept her the separation becomes a brief for her. Shakuntala's sorrow begins. Dushyanta realizes his mistakes as he sees the lost ring found by the fisherman. Now begins Dushyanta's *vipralamba*. In Act VI he withdraws all his interest from worldly pursuits and repents on his cruel behaviour towards his beloved. In distress he speaks to Madhavaya:

> Ah! My friend,
>
> Was it a dream? A magical vision
>
> Of loveliness ? A hallucination?
>
> Or, the fruit of my good deeds past,

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reward in strict measure, and no more?

It is gone, I am quite certain,

   never to return: Wishes? – they have fallen,

   all, off the edge of a precipice.

(VI, Rajan 253)

In grief, the king bans the celebration of the spring festival. His costumes too symbolise his grief. These are the *vibhavas* of *vipralamba sringara*. The king's disgust and guilt towards himself are the *anubhavas*. His fainting is the *vyabhicharibhava*. All this combine to produce love-separated i.e., *vipralamba sringara*. In Act VII Kalidasa returns to *sambhoga sringara rasa.* But the reunion in the seventh act does not show sensuous love like it was in the first act. Rather the meaning of love has been raised from the physical to the spiritual ideal. *Sringara rasa* is no more in its erotic aspect, it has transcended to a more meditative behaviour of the matured lovers. The lovers unite in the serene surrounding of Kasyapa's hermitage. Sarvadamana becomes the medium to reunite his parents, Dushyanta and Shakuntala. On seeing the child the king's heart is filled with *vatsalya* (affection) for the child, "O how my heart goes out to this wayward little fellow" (VII, Rajan 272). Hence the complete cycle of *sringara rasa*.

The repudiation of Shakuntala is no doubt *vipralamba sringara*. But it also arouses the pathetic sentiment i.e., *karuna*

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rasa. The curse of Durvasa, loss of Dushyanta's memory are the cause of the lovers' suffering. These determinants have lead to the shedding of tears, sorrow and grief for both Dushyanta and Shakuntala. Such consequents combine with the *vyavicharibhavas* like the king's fainting to produce *karuna rasa*. Another example of sorrow in the drama is Shakuntala's departure from Kanva's ashrama, the scene is full of sorrow. There is tear in every ones eyes. Even the dear (*sarangarava*), the trees shed tears while she is leaving for her husband's house. Though Kanva and the other hermits were happy that Shakuntala was going to her husband's house but the very realisation that their separation was permanent one could not stop sage Kanva also from sighing in grief:

> How can my grief ever leave me,
>
> O my beloved child, when I see
>
> grains of wild rice already scattered by you
>
> sprouting green shoots at the cottage door.

(III, Rajan 228)

The scene of Shakuntala's departure and the lover's suffering in separation evokes *karuna rasa* in the spectators too.

The curse of rishi Durvasa was a result of his anger. Shakuntala sat in the thoughts of Dushyanta, unmindful to the happenings around her. She could not listen to Durvasa's words,

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which insulted him. This raised the *krodha* of the irate stage and he cursed Shakuntala to be forgotten by the person in whose thoughts she was lost. Thus the curse upon Shakuntala which is an example of *raudra rasa*. We see *raudra* in Shakuntala too:

> SAKUNTALA (*in anger*): Ignoble man! You who are like a well covered with grass…you judge every one by the measure of your own heart… who would stoop to imitate your conduct … practicing falseness putting on the mantle of virtue?

> (V, Rajan 239)

In Act V when Dushyanta failed to recognise Shakuntala despite all her trials to remind him of their intimacy, the calm and innocent girl lost her temper. Such a reaction by Shakuntala was the result of Dushyanta's refusal to recognize her and accept her. These are certain examples of Kalidasa's treatment of *raudra rasa*.

Veera rasa is the heroic sentiment that is characterized by expression of energy. The energy identifies a king. There are only a few instances of *veera rasa* in the play. In the first example *utsaha* is the *sthayibhava*. In act one when Shakuntala is troubled by a bee the king steps out from behind the bushes and drags the bee away:

> KING (*hastily steps forward*): Ha!

> While the chastiser of the wicked,

> great Puru's scion rulers over this rich earth,

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who dares behave in the churlish manner

to guideless, young girls of the hermitage.

(I, Rajan 179)

This king's heroic energy is exposed again at the end of act six when Dushyanta accepts the proposal of Indra to help him fight against the Titans. The example of *adbhuta rasa* in *Shakuntala* is when Dushyanta and Matali pass over Hemakuta, the king is astonished:

> KING (*in a tone of almost wonder*): How's this Matali!
>
> The wheels glide noiseless; no jolting is felt;
>
> no dust is seen whirling around;
>
> they do not touch the surface of the Earth;
>
> nothing marks the chariot's descent.

(VII, Rajan 268)

He wonders on seeing the chariot glide dustlessly and noiselessly. Such a glide is not normal to the chariots on the earth. Thus an example of *adbhuta rasa* in Kashyapa's *ashrama* Dushyanta is again astonished to see the little child Sarvadamana playing with the lion cubs. This is not common to all children. Hence it is *adbhuta* for Dushyanta. But in Sarvadamana it is the *veera rasa* that is relished.

The first act of *Shakuntala* shows Santa *Rasa*. On the hermits' request the king withdraws his arrow. The furious mood that ventured to kill the deer now cools down with a desire to get

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purified with the sight of the holy hermitage. The tranquillity of both the hermitages, Kanva's and Kasyapa's are examples of *santa rasa*. Enjoying the serenity of Kanva's ashrama Dushyanta describes:

> … Rippling beneath a passing breeze, waters flow
> in deep channels to lave the roots of trees;
> smoke drifts up from oblations to the Sacred Fire
> to dim the soft sheen of tender leafbuds;
> free from fear, fawns browse lazily in meadows
> beyond, where darbha-shoots are closely cropped.
>
> (I, Rajan 175)

Such an example proves Kalidasa's acceptance for the ninth *rasa* i.e., the *santa rasa*.

The examples of the various *rasas* in *Shakuntala* show Kalidasa's deep insight into the Bharata's *rasasutra*. *Rasa* as we know is the *sthayibhava* produced by the union of *vibhava*, *anubhava* and *vyabhicharibhava*. It is not just the mixture of these *bhavas* that is the cause of *Rasa*. It is their harmonious blending that produces *rasa*. A poetic genius alone can conceive such a configuration. It is Kalidasa's genius, who could write such a wonderful play *Shakuntala*, where its aesthetic configuration is so perfect that it out shined all other plays for centuries.

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CHAPTER – IV

CONCLUSION

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Pura kavinang gragna-prasange kanisthika adhisthith kalidasa.

Adhapi tat-talya kaver abhavad anamika sa arthavati vabhub.

An anonymous critic has described Kalidasa as peerless. It is during Kalidasa's time that Indian classical literature reached its utmost popularity. Kalidasa's works are a major contribution to take Sanskrit literature to the forefront of all other literatures. The perfection in his art has always attracted the appreciation of critics.

Two major poets of the seventh century, Dandin and Bana, have praised Kalidasa's works. Dandin (600) has appreciated Kalidasa for refining the Vaidharbha style. Bana (608-648) writes, *"nirgatasu na va kasya/ kalidasasya suktisu/ pritir madhur sardrasu manjarisviva jayate"*. H. L. Shukla has given the meaning of these words as "who will not delight at the sight of Kalidasa's fine sayings like honey-laden shoots, so fresh and sweet" (Suhkla 116). Such appreciation for Kalidasa's work came not from one or two poets, but his works are admired and followed even today. Ravikirti (604 A.D) imitated Kalidasa's style of depiction. Jayadeva also made an in-depth study of the great poet's works. But Vallabhadeva was the first to discover the aesthetic beauty hidden in his poems. Apart from him Sthiradeva (11th cent.), Dakshinamurti (13th cent.), Purnasaraswati (15th cent.), Lakshmi Niwas (16th cent.), Mahima Simha Gani (17th cent.), Kalyanamall (18th cent.) are a few names who

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merited Kalidasa's works. These critics have adopted the style and technique of the great poet of Sanskrit literature.

Kalidasa's works were not restricted to the Indian soil. In the year seventeen eighty-nine Sir William Jones translated Kalidasa's *Abhijnanasakuntalam* to English and called his translation, *Sakuntala: The Story of Lost Ring*. It is this translation by Sir William Jones that made the western world aware of the great Sanskrit literature. Among all the Sanskrit laureates it was Kalidasa who was most appreciated. George Forster introduced Kalidasa to German intellectual's by translating William Jone's *Sakuntala* into German. Goethe composed a poem in German in praise of Kalidasa's great work *Shakuntala*. A few lines of his epigram translated are:

> If in one word of blooms of early and fruits of riper years, of excitement and enchantment should tell, of fulfilment content, of Heaven and Earth; then will but say Shakuntala and have said all.

(Shukla 119)

Kalidasa in his *Shakuntala* satisfies all the expectations of the spectators. The earthly excitement is fulfilled through the love of Dushyanta and Shakuntala. Their places of union gives the feeling of heavenly presence. Herder of Germany, Nicolai Karamazina of Russia and Friedrich Schegel are few more scholars who attracted the western world towards Kalidasa's

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works. The western critics did not restrict their study to Shakuntala. Other works of Kalidasa were also equally appreciated. *Vikromarvashiya* was translated into Russian by Lenza in 1842. It was retranslated by Friedrick Bollenzena in 1846. Goethe translated *Meghadutam* from H. H. Wilson's English translation of the same work. Wilson translated *Vikramorvashiya* and *Malavikagnimitra* was made known to the Europeans by Wilson's translation into English. He named his translations as *Urvashi* won by Valour and *Malavika and Agnimitra* respectively. Ruekert translated a few verses from *Raghuvamsham*. Griffith translated *Kumarsambhavam* into English. The great Indian men like Rabindranath Tagore and Shri Aurobinda were the men who actually helped the western critics to understand Kalidasa and take him to their countries. According to Tagore Kalidasa was "the beginning of all beginnings".

The western critics made in-depth study of the style of Kalidasa's works. They also compared and contrasted his artistic skills to their literary geniuses like Virgil, Homer, Shakespeare, etc. Monier Williams has compared the various aspects of the Sanskrit dramatist's work *Shakuntala*:

Shakuntala combines the majesty of Homer with the tenderness of virgin, the luxuriance of Ovid and the depth of Shakespeare. And yet it is simple and contains enough to

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suggest the old Athenian boast of beauty without extravagance.

(Suhkla 124)

Williams has paralleled Shakuntala with the best works of Homer, Virgil and Shakespeare and has found uncomparable beauty independent of any criticism. William Jones has seen Kalidasa as the Shakespeare of India. But the tender feeling and rich imagination of Kalidasa's multifarious creations are beyond all comparison. Inspite of his great works Kalidasa had to face the criticism of Anandavardana, Viswanatha, Amritananda, Panditaraja Jagannath and many more. But their criticism was not so strong to fossilize his great creations. His works are still alive as masterpieces of Indian classical literature.

Kalidasa has written three dramas – *Malavikagnimitram*, *Abhijnanasakuntalam* and *Vikramorvashiya*, all of them exhibiting his strict adherence to the rules of Indian dramaturgy. But their beauty lies in his power to delineate human emotions in their manifold expressions. His wonderful development of wisdom and thought enabled him to express these emotions with all its exactness. One enjoys his plays for his skill of narration which is marked in his plots. It is the characteristic of any Sanskrit drama to take the plot either from the history or epic legend. *Shakuntala* and *Vikramorvashiya* are inspirations from epic legends. But the plot of *Malavikagnimitra* is the depiction

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of the story of actual historical figures Malavika and Agnimitra.
Sadhu Ram has commented on the originality of Kalidasa's plots.

> They are taken from old sources, except that of
> Malavikagnimitra, and are so enriched and transformed by his
> genius and creative imagination that they seem almost
> original. By his subtle and natural devices, and by the
> introduction of minor characters and incidents, he almost
> gives us a new creation.

(Ram 165)

His plays are not a reproduction of the epic. They have only inspired Kalidasa. He has manipulated these stories so beautifully that they seem original. The last two acts of *Shakuntala* are Kalidasa's own creation. The simple, direct and brief dialogues make his language easy and effective. His power of characterization reveals his clear understanding of the tender emotions of human heart. Kalidasa knew well that no heart accepts a tragic end to life. Hindu philosophy too believes that there is light after every darkness. Hence no story of Kalidasa ends in permanent separation of the lovers. He was concentrated equally on theme, plot, dialogue, characterization and poetry.

All the plays of Kalidasa are based on the theme of love. He does not simply present a love story in the format of a drama. He rather depicts the emotion 'love'. He understands clearly all the aspects of human life and passion. He has given importance

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to the moral and ethical values of the society. Shakuntala and Dushyanta unite only after Gandharva marriage. His love theme is mainly based upon the emotions of women. H. L. Shukla has given an excellent description on the women in his plays:

> Kalidasa's plays show the diversity of the mind of a 4th century man whose understanding of the human condition is extended beyond his own sex and beyond his own time. Because he is genius, because he could hear the words of women and transform them into language on the stage, because he did not filter these words through the screen of contemporary male prejudices, he was able to present vibrant, alive women. Shakuntala's uniqueness lies in its portrait of a young girl who remains strong during her swift growth to womanhood. It is not proper to regard women in Kalidasa's plays as less than characters whose dramatic stature must be examined from their own vantage point and in their own right.

> (Shukla 135)

His description of women is not as a subordinate of man. Rather he gives her an individual identity. She is beyond a mere character. Her feelings and emotions are expressed like his own.

Every drama is incomplete without its natural surrounding. Kalidasa has dealt in detail each aspect of India. The

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geographical features include the beauty of Indian mountains, clouds and lakes too. The flora and fauna are given equal importance. Sometimes they are personified. In the scene of Shakuntala's departure the deer holds the hem of her garment. The *koel* sings trees give silk garments and ornaments to wear. The traditional Hindu society is respected by him. As Bhagwat Saran Upadhyaya in his *India in Kalidasa* says, "the picture of society as disclosed in the works of Kalidasa is both graphic and varied" (171). The structure of society, the stages of Hindu life, Ashrams, types of marriage, birth, marital and death rites are all included in his plays.

His architectonic skill is par excellence. The stage technique is mastered by him. Each scene gives a hint to the proceeding scene. Like in *Shakuntala* the first act reveals that sage Kanva has gone to Somatirtha to pacify Shakuntala's adverse fate. The beauty of his plays is multiplied by its excellent verses. "Kavya" or poetry are of two types – *sravya* and *drisya*. *Sravya-kavyas* include poetry, stories, romances etc. These are either read or listened to when recited by others. *Drisya-kavyas* are dramas that are enjoyed through performances on stage. *Abhijnanasakuntalam* is an example of this type. The play consists of about two hundred verses. Lyrical verses heighten the effect of emotions. Due to the affect of lyrical verses the emotions no more sound as dry pieces of conversation.

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Kalidasa represents the Augustan age of Sanskrit poetry. His is a versatile and exceptional talent. The lyrical grace of his poetry is exhibited through his simple and lucid style. There are three major styles of poetry viz. the *vaidharbhi*, the *panchali* and the *gaudi*. Among these *vaidharbhi* is the best. And Kalidasa's creations are the best examples of vaidha*r*bhi style. The similes he has used are incomparable for its naturality and spontaneity.

The sources of these similes range from mythology, nature, *sruti*, *smriti* to *vyakaranas* and *sastras*. Prof. S. Nagaiah has observed the introduction of "Vedic concepts in his similes" (10). He also gives an example to prove his point, "that the sun at the end of the day transfers his lustre to Agni is a Vedic concept" (Nagaiah 10). The simile is from the fourth act of *Raghuvamsam*. Raghu was crowned as the king of Ayodhya. His fame was "like *Agni* having received the lustre laid down by the sun at the end of the day" (Nagaiah 10). Appreciating the quality of his similes an anonymous critic writes, *Upma kalidasasyu bharver arthagauravam/ dandinah pada-lalityang maghe santi tryogurgah*.

Here are a few examples of his brilliant similes. The lamp-flame (*Dipa-Sikha*) in the sixth act of *Raghuvamsam*. In act one of the same play Sudaksina and Dilipa, when they are driving towards Vasistha's hermitage is described as *chitra*. *Chitra* the constellation moving with the moon in a clear sky. In act one of

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Kumarasambhavam the maiden is compared to a white flower placed on a tender sprout or as pearls on a platter of a coral. It is Kalidasa's unique style to employ a series of similes instead of a single simile. For example the description of the Himalaya in the *Kumarsambhavam*. How the Himalaya was blessed with a daughter, Parvati. Here the Himalaya is described as synonymous with, "a lamp with a bright flame", "the holy milky way", "a wise man with refined speech". Sadhu Ram gives a wonderful meaning of simile from his study of Kalidasa's similes. He says:

> The essence of a simile is not merely resemblance or community of qualities. It is the exquisite touch the poet gives to it by his intuition, his subtle sense. By his penetrating insight he presents the glimpse of an invisible charm that lies hidden behind the outward show, just a suggestion, something ineffable and ethereal.

(Ram 174)

Kalidasa through his "penetrating insight" opened up the hidden meaning of the objects.

Kalidasa has not only employed similes in his poetry. He has also included a variety of metres. *Upajati*, *mandakrantha*, and *anushtupa* are the metres he has often used. *Indravajra* and *upendravajra* are two more metres that the poet has used to combine variety and melody in his verse. *Meghadutam* is an example of *mandakranta* metre.

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These similes and metres ornament Kalidasa's description of nature and love. His similes show the reflection of nature in man:

> His young maidens have moon-like faces, creeper-like arms, lily-like hands and feet, and flower-like exuberance and charm of youth pervading through every limb of their bodies.

(Ram 176)

For him man is very close to nature. His similes show that human beauty is inseparable from nature's beauty. Shakuntala is a fine example as she is the 'Lady of Nature'. Nature is also personified in Kalidasa's works. A few examples of nature personified by Kalidasa are - the Madhavi creeper that twines itself with the mango tree in *Shakuntala*. *Ritusamharam* is a poetic description of the effects of seasons on human emotions. The rains come with an illusion in the distracted mind of the king in *Vikramorvasiya*. In *Raghuvamsam* and *Kumarasambhavam* we get the graphic description of spring. In *Shakuntala* the mango buds do not bloom as the king is sad. Kalidasa is a lover of nature, but never separates it from human sentiments. His description of nature is not limited to Earth. It extends to several worlds, like in *Meghadutam* and *Shakuntala*.

Kavya aims at aesthetic pleasure, i.e. *rasa*. *Rasa* is created by the causes of emotions, *vibhavas* and the effects of emotions,

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anubhavas. In the true sense of the term, there is no *vibhava* in poetry or fiction. The poet writes and the reader creates them through their imagination. But in drama the spectator need not have to trouble their imagination. They see everything enacted on the stage. The art of gesticulation (*abhinaya*) includes all forms of fine arts – poetry, music, dance, painting etc. In drama we get music from songs, speech from dialogues and the art of painting from scenic arrangements. All these help to bring out the sentiments of the spectator.

Every dramatist aims at the production of total aesthetic pleasure in his spectators. Kalidasa has concentrated mainly on the hero and the heroine. Their characters are defined by the type of sentiments they arouse. A dramatist works hard to arouse the similar sentiment of the hero and the heroine in the spectators. On the part of the spectators they too struggle to grab the emotions. But for Kalidasa's plays the spectators enjoy the sentiments without any effort. Kalidasa also takes full care not to make his acts lengthy and tiresome. He fills it with *rasa*. In any Sanskrit drama the prevailing sentiment of the hero should be *shringara* or *veera* or at times *karuna*. For the heroine the most familiar sentiment chosen is the erotic sentiment. *Abhignana-sakuntalam* is an example where the hero and the heroine are both portrayed to relish *sringara rasa*. *Sringara rasa* is the prevailing sentiment in Kalidasa's plays. Shakuntala and

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Dushyanta enjoy both the aspects of the erotic sentiment. They meet in the hermitage of Kanva and love each other. In the first three acts of the drama Kalidasa applies *sambhoga sringara rasa*. From the time Dushyanta leaves Shakuntala waiting for him Kalidasa introduces *vipralamba sringara rasa*. These two aspects of *sringara rasa* one after the other dominates the drama.

Shakuntala is not just a love story where lovers unite, separate and reunite. It is a drama where Kalidasa has given the true meaning of love. Here love gets matured through separation. The basic *vibhva* of *sringara rasa* is beauty. Sadhu Ram has rightly pointed out that desire for beauty is the basic instinct of man:

> The yearning of the human soul for beauty is an eternal instinct deeply embedded in human nature. With a poet, this search for beauty becomes a burning passion. The poet is ever anxious to catch the flitting form of beauty and to give expression to its elusive charms.

> (Ram 177)

An artist never looses any opportunity in representing this beauty in art. Through this representation *rasa* is created. Through his treatment of *rasa* Kalidasa in his *Shakuntala* has dealt with both levels of beauty, physical and spiritual. The lines:

> She's right in what she says,
>
> With rounded breasts concealed by cloth of bark
>
> fastened at the shoulder in a fine knot

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her youthful form enfolded like a flower

In its place leafy sheath unfolds not its glory

(I, Rajan 177)

These erotic lines from the drama is a description of the physical beauty of Shakuntala. But Kalidasa is not concerned only with the *sambhoga sringara*. Where there is only physical union. He concentrates on the spiritualization of love. This is made possible only through separation. Thus the *vipralamba sringara* resulted to the exposure of the inner spiritual beauty of the lovers. Love cannot end; true love has to continue. Shakuntala's and Dushyanta's love continued to flourish through their offspring Sarvadamana. Thus Kalidasa applies the doctrine of *rasa* to elevate love from mere physical pleasure to an experience that is highly spiritual.

As discussed in the chapter "The Doctrine of Rasa" critics like Bhatta Lollata, Sri Sankuka, Bhattanayaka, Abhinavagupta came up with their own theories of *rasa*. They were not insensible to the sweetness of *rasa* but worked largely to prove and establish their theories to be relevant. In contrast to these critics there were poet critics like Pravarasena, Kalidasa, Bhavabhuti and Murari who aimed at enjoying the beauty of *rasa*. They "distinctly favoured this school and were even enthusiasts of it" (Sankaran 40). Sankaran has further given a

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note of Kalidasa's application of the doctrine of *rasa* in his works:

> He extols the historic art (M. Act 1.4) through which the eight Rasas have to be developed (V. Act II.18). When attending a dramatic performance the audience, through its imaginative sympathy, loses itself in the situations and characters, and enjoys... Among the Rasas Srngara is his favourite, and even here Vipralambha or the union of lovers after long separation is the most delectable (V. Act 3.21, Megha.2. 45). Kalidasa a direct disciple of Valmiki, who probably values Karuna (R.XIV.42). He at his best in the delineation of Srngara, but equally at home in Karuna and Vira. To him as to Valmiki, Poetry is the spontaneous rhythmic expression of a climax of emotion (R. XIV.70). In judging the value of anything he would follow the dictates of his own conscience (S. Act1.19). Above all in developing the Rasas he would insist on that quality essential for every art, viz., restraint.

> (Sankaran 41)

Meghadutam is the perfect example of his use of *vipralamba sringara*. *Karuna* and *veera rasas* dominate *Raghuvamsam*. Like Valmiki spontaneously uttered "*Ma nishad ...*", as he saw the

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bird dying in pain. Kalidasa too agrees that true poetry comes out as a sudden reaction to any scene in the climax of its emotion. Here the poet too experiences a similar level of emotion. Every artist portray the same emotions. But they give different levels of enjoyment. As the method of interpretation differs from artist to artist. Each artist gives his individual touch. Kalidasa too has taken a love story as his plot in *Abhijnanasakuntalam.* As stated earlier it s a story taken from the Mahabharata. In the epic the story has no major significance. If the episode of Shakuntala is removed from the epic it would in no way hinder the epic's grandeur. Also her story may have been written by poets before Kalidasa. But she gained worldwide fame in the hands of Kalidasa. Why? Of course Kalidasa's style, characterization, technique contributes to her fame. But the most important factor is Kalidasa's application of his in-depth knowledge of human sentiments, which has given rise to an unexcelled aesthetic pleasure i.e. *rasa*. The spectators too get involved in these sentiments without any effort. The dominating *rasa* in *Abhijnanasakuntalam* is no doubt *sringara*, but Kalidasa knows that man has several other sentiments ingrained in him. So he deals with *karuna, raudra, veera* and *santa rasas* too.

In the drama Kalidasa has deviated at various places from the original story depicted in the epic Mahabharata. Kuntaka a contemporary of Abhinavagupta, names such a change as

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prakaranavkrate. According to him "change introduced by the poet in the incidents of the traditional plot is justified only as contributing to the easy and natural development of Rasa" (Sankaran 127). Sankaran has explain this view of Kuntaka by taking an example from *Shakuntala*:

> Kalidasa's introduction of the curse of Durvasas in the fourth act of the Sakuntala exonerates Dusyanta from his otherwise, wilful, cowardish, criminal and monsterlike repudiation of his lawfully wedded spouse. Quite unlike the Amazon, with her child, arguing out her case like an able lawyer before the King's Court as represented in the Mahabharata story, Sakuntala's appearance and later repudiation in her full pregnancy heightens the pathos of the situation.

> (Sankaran 128)

Durvasa's curse erases the memories of Shakuntala from Dushyanta's mind. This is the seed of *karuna rasa*. Had no change been made in the story, had Shakuntala not been repudiated, the pathos could not have been felt to its fullest extent. The dramatist gives every detail of the human sentiments. Dushyanta's feelings towards Shakuntala when he sees her for the first time can be realized by everybody. But the jealousy of Dushyanta towards the lucky bee for hovering around Shakuntala's beautiful face is a sentiment that only Kalidasa could highlight.

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There are also instances in the play where the spectator can relish two *rasas* at one time. Like in the first act of Shakuntala Dushyanta is seen on a chariot in his hunting suit chasing a deer. This gives the impression of the *veera rasa*. At the same time the deer runs swiftly for its life. A *bhaya* is developed on the part of the spectators who sympathise the deer. Thus the *bhayanaka rasa*.

The *sthayibhavas* are the instincts that are already deeply implanted in a person. The artist only represents the *vibhavas*, *anubhavas* and *vyabhicaribhavas* as a result of which the *sthayibhava* is called forth and developed to that climax when it is realized by us, invariably accompanied by a thrill or joy. Kalidasa has himself said in a *sloka,* which means:

> … when a person, though happy, becomes uneasy of mind on seeing beautiful objects and hearing sweet music, then indeed he intuitively realises *smarti* though vaguely, associations of former births deeply implanted in him.

(Sakaran 105)

The reflection of former association can be seen in *Abhijnanasakuntalam* Dushyanta has completely forgotten his love for Shakuntala as he is under the spell of Durvasa's curse. But as sweet music enters into his ears he experiences

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some sort of uneasiness as if some moment of love is troubling him. But these are all submerged in his unconscious. His conscious mind is unaware of the happenings of the past. The sweet music thus brings forth the submerged *sthayibhava* in Dushyanta and he intuitively realizes the feeling of love. This is true on the part of the spectators too. Abhinavagupta too takes support of this view of Kalidasa to prove his theory of *rasa*.

The treatment of *rasa* by Kalidasa in his works has been highly appreciated by all his readers. Also it cannot be denied that his works are of high quality. But there are instances in his works that raise certain questions, like what kind of *rasa* is this? The play *Shakuntala* "might be made effective in producing aesthetic experience, if presented from the point of view of the suffering heroine" (Warder 149). Warder has also raised the question on the kind of *rasa* produced as the king forgets Shakuntala:

> Unfortunately Kalidasa has not done this but has the king dominate the stage throughout. What is his emotion when, due to the curse, he has completely forgotten his love? How can we imagine such a thing, which is completely outside our experience? What *rasa* can we have from it? In short the play does not deal with human experience. It is a fairy story, which perhaps has religious or philosophical significance.

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(Warder 149)

Warder has himself answered it as an emotion not understood by human brains, because the play contains an excess of fairy tale elements. Similar questions on the type of *rasa* has been posed by other critics too. But such remarks are very few and quite insignificant to disgrace Kalidasa's application of *rasa* in his works. It is due to this perfect utilization of *rasa* in *Abhijnanasakuntalam* that it has been awarded as the crown of Kalidasa's plays.

India is a land of rich cultural heritage. For this it owes to its ancestors. The *Vedas* and the *Upanishads* are the perfect proofs that show the development of the Indians included science, religion, philosophy, law and medicine. Literature too was not a field that could be neglected. The Indian scholars knew very well that human mind for its all-round development needs some sort of entertainment, a source where he could revitalize his emotions. The source to enrich his sentiments was literature. The foundation of Indian classical literature may have been laid by some unknown writer, but the task of building up Sanskrit literature was taken up by Kalidasa. H. L. Shukla has rightly called him as the prophet:

> On the literary side, it was left to the genius of
> Kalidasa to become a prophet of the new synthesis in
> the stimmering ideas of his age and to give a new

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status to Sanskrit language. If Sanskrit came to be recognised as a national language all over the country, it was in no small measure due to the grace and finish that Kalidasa contributed to it. In his period Indian art and especially literature were in the very forefront of world culture.

(Shukla 7)

It is Kalidasa's knowledge of Indian culture, society, its philosophy that helped him to develop wonderful plot, heroes and heroines. He was an artist who truly believed on the continuity of tradition. Thus in his works it is clearly seen that he has adhered to the rules and techniques proposed by his ancestors. But these rules could never restrict him from creating something new. He has left his successors with new ideas, styles and techniques. Shri Aurobindo has given a wonderful summary of the greatness of this great artist:

He seems to have been a man gifted with all the learning of his age, rich, aristocratic, moving wholly in high society, familiar with and fond of life in the most luxurious metropolis of his time, passionately attached to the arts, acquainted with the sciences... In creed, he was a Vedantin and in ceremony, a Saivite, but he seems to have accepted these as the orthodox forms of his time and country, recommended to him by his intellectual preference and aesthetic affinities

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rather than to have been satisfied with their profound religious want. His writings show indeed keen appreciation of the high and lofty thought. He is, besides, a consummate artist profound in conception and suave in execution, a master of sound and language, who has moulded for himself out of the infinite possibilities of the Sanskrit language, a verse and a diction which are absolutely the grandest, most puissant and most full-voiced of any human speech, a language of the Gods.

(Nagaiah 21)

These lines by Aurobindo sums up all the qualities of Kalidasa and those represented in his works. The fire sentiments of human emotions are so well portrayed that Kalidasa's works have never appeared as a piece of work from remote antiquity. They have always given a feeling of being written in our times and for us.

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