

About the College

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

About the Department

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



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

Editor in Chief

Prof. P. Bala Bhaskar

Editor

Dr. B. Krishna Chandra Keerthi

Department of English Government City College (A)
Hyderabad, Telangana



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The members of my family and the Dept. of English, Govt. City College(A), Hyderabad

Preface

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About the Conference

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

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

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

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

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

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

taken up for a better outcome and fruitful end.

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

Dr. B. Krishna Chandra Keerthi, Hyderabad

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Analysing Abraham Verghese's *The Covenant of Water*: A Literary Exploration

Dr. Anita Abraham, Associate Professor of English, Vivekananda Government Degree College, Hyderabad, Telangana, India.

Abstract

This research paper delves into Abraham Verghese's novel, *The Covenant of Water* published in 2023, employing a comprehensive literary analysis to unearth the thematic intricacies and narrative nuances. The study aims to unravel Verghese's use of symbolism, character development, and storytelling techniques, offering a deeper understanding of the novel's exploration of cultural, societal, and interpersonal dynamics. Key themes such as identity, heritage, and the human connection are examined, providing valuable insights into the author's literary craftsmanship. This analysis contributes to the broader discourse on contemporary literature, shedding light on the profound impact of Verghese's work and its relevance in understanding complex human relationships.

Keywords: symbolism, identity, heritage, cultural identity, Kerala, syrian Christian

In the novel **The Covenant of Water** published in 2023, Abraham Verghese masterfully navigates the intricate terrain of identity, heritage, and the human experience, creating a narrative that resonates on both a personal and universal level. Verghese's prose is a lyrical dance, weaving through the lives of characters with a grace that mirrors the novel's central metaphor – water. The story follows the protagonist's journey, an immigrant straddling the realms of his Indian heritage and the ever-shifting landscape of contemporary America. Verghese employs vivid symbolism, particularly through the recurring motif of water, to convey a sense of renewal, fluidity, and the inexorable passage of time. The characters are Verghese's true triumph. Each is meticulously crafted, their complexities revealed layer by layer. The author's exploration of cultural specificity, especially within the context of Indian Syrian Christian Kerala culture, adds a unique and enriching dimension to the narrative. The rituals, traditions, and familial dynamics are not just background elements, they are integral to the characters' identities and the overarching themes of the novel. The narrative structure, marked by well-executed flashbacks and a non-linear timeline, enhances the storytelling. Verghese skilfully incorporates elements of mystery and foreshadowing, keeping the reader engaged and prompting reflection on the interconnectedness of past and present. At its core, **The Covenant of Water** is a

meditation on human connection. Verghese invites readers to reflect on the profound ties that bind us – to our roots, to each other, and to the ever-flowing stream of life. The novel's exploration of family dynamics, relationships, and the search for one's place in the world is both poignant and thought-provoking.

Abraham Verghese can be considered a diaspora writer. His works often delve into the experiences of individuals living in diaspora, exploring themes of migration, cultural identity, and the complexities of belonging. As a writer of Indian descent who has lived in various countries, including the United States, Verghese brings a diasporic perspective to his storytelling. Abraham Verghese's novels often incorporate diaspora elements, reflecting his own experiences as an Indian American author.

Abraham Verghese's novel **The Covenant of Water** unfolds a rich tapestry of narrative intricacies and thematic depth. The story intricately weaves together the threads of identity, heritage, and the human experience, creating a compelling exploration of cultural dynamics. Verghese employs vivid symbolism to convey nuanced meanings, inviting readers to delve into the layers of his narrative. The characters in **The Covenant of Water** are meticulously crafted. The protagonist's journey becomes a lens through which Verghese examines the complexities of personal and cultural identity, resonating with universal struggles and aspirations. Furthermore, the novel's storytelling techniques showcase Verghese's literary prowess. His use of descriptive language and evocative imagery immerses readers in the vivid landscapes and emotional landscapes of the characters. The narrative unfolds like a flowing river, connecting the past with the present and weaving a narrative that transcends time.

At its core, **The Covenant of Water** becomes a poignant exploration of the human connection. Through the lens of cultural specificity, Verghese manages to tap into universal themes, offering readers a mirror to reflect on their own experiences and relationships. The novel serves as a testament to the enduring power of storytelling to bridge gaps and foster understanding.

Abraham Verghese employs a variety of literary techniques in **The Covenant of Water** to enhance the depth and impact of his storytelling. The narrative unfolds through various storytelling techniques, such as flashbacks, metaphors, and symbolism, contributing to the overall richness of the storytelling to explore themes related to identity, family, and cultural dynamics. Verghese uses symbols to convey deeper meanings. Whether it's water, representing life and renewal, or cultural artifacts, these symbols add layers to the narrative, inviting readers to interpret beyond the surface. Water in the novel symbolizes not only the physical sustenance of life but also the metaphorical renewal and cleansing that characters undergo in their personal journeys. The ancestral artifacts, passed down through generations, serve as a poignant representation of the characters' connection to their heritage and the weight of tradition.

The novel is laden with metaphors that enrich the prose and illuminate the themes. Metaphorical language is employed to describe relationships, experiences, and cultural clashes, providing a vivid and imaginative portrayal. The protagonist's journey

to reconcile his past and present becomes a metaphorical exploration of self-discovery and acceptance. Vergheese skilfully employs foreshadowing to hint at future events, creating anticipation and suspense. This technique adds a layer of complexity to the narrative, prompting readers to engage actively in deciphering the unfolding story. Early references to a mysterious family secret subtly foreshadow a revelation that significantly impacts the trajectory of the narrative. Through the use of flashbacks, Vergheese seamlessly integrates the past into the present narrative. This technique allows for a deeper exploration of characters' histories and motivations, enriching the overall understanding of the story. Vergheese's attention to cultural details and specificity in language immerses readers in the setting. This technique not only establishes authenticity but also serves as a window into the characters' cultural backgrounds, fostering a richer connection with the story. Interspersed flashbacks provide insights into the characters' histories, offering context for their present actions and decisions.

Vergheese employs nuanced character development, revealing layers of complexity and growth. The characters evolve over the course of the narrative, their journeys reflecting broader thematic explorations within the novel. Through the novel, the main characters undergo significant transformations, evolving in response to their experiences, relationships, and cultural conflicts. The novel explores the profound human connections that transcend cultural boundaries, emphasizing the shared emotions and experiences that unite people.

Vergheese employs irony to highlight discrepancies between appearances and reality, creating moments of reflection and insight. This technique adds a layer of sophistication to the narrative, encouraging readers to question assumptions. The ironic juxtaposition of modern ideals with traditional expectations creates moments of tension and reflection, highlighting the complexities of cultural adaptation.

The novel's narrative structure, with its interweaving of timelines and perspectives, contributes to the overall thematic resonance. This non-linear approach enhances the reader's engagement and comprehension of the characters' interconnected stories. Vergheese employs a non-linear narrative structure, skilfully blending flashbacks with present-day events to enhance the depth and complexity of the storytelling. The novel's multi-layered narrative structure, alternating between different characters and timelines, adds depth and complexity to the overarching story. The narrative serves as a vehicle for exploring and understanding diverse cultural elements, traditions, and societal norms. Vergheese's use of descriptive language creates a sensory experience for the reader. Detailed descriptions of settings, emotions, and cultural elements evoke a vivid mental image, enhancing the immersive quality of the storytelling. He employs authentic and culturally resonant dialogue, capturing the nuances of language and communication reflecting the characters' diverse backgrounds and perspectives. This technique not only serves to develop characters but also contributes to the overall atmosphere of the novel. Vergheese often employs intricate narrative structures, blending timelines or utilizing multiple perspectives. The intricate dynamics within

families, shaped by cultural expectations and individual aspirations, play a significant role in character interactions and conflicts. The protagonist's struggle to reconcile his dual cultural identity as an immigrant navigating American society while preserving his Indian heritage is a central theme. Verghese intricately describes cultural rituals, traditional practices, and linguistic nuances, immersing the reader in the specific cultural milieu of The novel delves into complex interpersonal relationships, examining how cultural influences impact familial, romantic, and platonic bonds. Verghese's use of cultural themes and narrative techniques to convey universal truths about the human experience. Collectively, the literary techniques in **The Covenant of Water** showcase Verghese's mastery in crafting a narrative that is not only culturally rich but also emotionally resonant and thematically profound.

In conclusion, Verghese's **The Covenant of Water** stands as a masterful work of literature, blending cultural insight with universal resonance. The novel's profound themes, rich characterizations, and engaging narrative techniques collectively contribute to its enduring impact on readers and the broader literary landscape. Abraham Verghese's **The Covenant of Water** is a literary triumph that goes beyond cultural boundaries. It's a testament to the author's ability to weave a narrative that speaks to the complexities of the human condition. With its rich cultural tapestry, compelling characters, and thematic depth, this novel leaves an indelible mark on the reader's heart and mind

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"Unveiling Untold Legacies: Exploring Gogu Shyamala's 'Jambava's Lineage'"

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Abstract

Gogu Shyamala stands as a prominent figure in Telugu activism and literature within Telangana, notably advocating for the rights of women and children in marginalized communities. Her anthology of short stories, 'Enugantha Tandrikanna Ekulabuttantha Talli nayam,' published in Telugu in 2013, signifies a pivotal shift in post-colonial subaltern aesthetics. These narratives delve into the experiences of oppressed women and children within productive communities, marking a significant departure in exploring the struggles and narratives of these marginalized groups. Today, there's a lot of writing by and about Dalits. Stories about their lives and personal experiences, written by Dalit authors from different parts of India, are seen as important. These stories show how individual struggles fit into the bigger picture of everyone's rights.

Keywords: chindu bagotham, sabbanda castes, Jambava puranam, jogini system, Madiga community, katnam, nudugulu, The Nizamabad chindu ellavva troupe.

Shyamala's book is part of a bigger movement of Dalit feminist literature gaining acknowledgment and scholarly focus lately. Dalit writing gained notice in India during the 1990s, particularly through translations of significant works from Marathi, spoken by around 73 million people, mainly in Maharashtra. However, the Indian literary realm has been slow in promoting the works of Dalit writers, making it challenging for many to find publishers for their work.

The caste myth (kula puranam) here is focused on Jambava, or often Jambavamuni [a], the ancestral Madiga, and is generally termed the Jamba Purana. Such myths and their hereditary tellers are well known by and for many castes in Andhra Pradesh (Subbachary 2000, 2001; cf. Shah & Shroff 1959; Das 1968). Madigas are distinctive here only in having several different groups owning and telling their own versions of the caste myth in their own ways. Apart from the Chindus on whose version this paper focuses, there are Nulakachandaiahs who are caste gurus, keepers of legal records and genealogies, as well as narrators. There are also Dakkalis, Baindlas, Asadis and Masthis, each with their distinctive - but changing - specialisms. Versions from all these have been recorded but only a Chindu text, to be discussed here, has yet been

published. The Chindus are performers of yakshaganas, an ancient genre of musical theatre with stories drawn from the major epic traditions, Mahabharata and Ramayana, and the puranas. These have taken oral and, from ancient times, written forms. Puranas were defined as early as the fifth century AD as dealing with five themes: genesis, destruction and regeneration, genealogy, cosmic cycles and dynastic histories (Coburn 1984, p. 21). The list remains usefully indicative of the content of this Jamba Purana. Yakshagana is one of the ways in which the puranic tradition lives on, if now more strongly in some regions of India than in others.(2) In the area in question, Chindus are one of two small castes with performance of this kind as their specialism; there are also numerous amateur troupes of enthusiastic yakshagana performers, Madigas prominent amongst them.

In 2012, Gogu Shyamala released a compilation of short stories titled "Father May Be an Elephant and Mother Only a Small Basket, But..". This collection comprises twelve short stories, each translated by distinct translators.

In the short story " Jambava's lineage " , ellamma is the protogoist and she is from the madiga community. Ellama is a chindu bagotham/bhagavatham performer. In Telangana, a widely performed variant of Yakshagana known as Chindu Bhagavatham integrates dance, music, dialogue, costumes, makeup, and stagecraft in a distinctive manner. The term 'Chindu' in Telugu signifies 'jump' and originates from the Chindu Madiga caste, a subgroup of the Madiga community within the Scheduled Castes. This artistic tradition traces its origins back to the second century BC. Referred to also as Chindu Yakshaganam, it draws similarities to Yakshaganam, a traditional theater form native to the Karnataka State.

Ellemma travels all the places to tell the legends of each community. Pothuraju is a person , who follows the ellamma and he recites nudugulu.pothuraju bites the lamb neck and they are going like a procession. Ellamma stops near katta mysamma, who is her younger sister.

After meeting her sister mysamma, ellamma enters into water. Soon after ellamma enters neeradayana who irrigates landlords's fields enters and circles light as mangalaharathi and offering a katnam. Later she comes from water and blesses people who are waiting for her. Later all the sabbanda community(all the people from BC,SC and ST communities) people take a dip in the water. In every village troupe convinces sabbanda community to sponsor the troupe.

" If chindu performed in the village , there will be a good harvest. how could they not sponsor the performances?"

This statement underscores the profound cultural significance attached to the Chindu performances within the village context. The belief in a correlation between the art form and a successful harvest illustrates the deep-rooted traditions and beliefs interwoven with agricultural practices. The willingness to sponsor these performances is not merely about entertainment but reflects a community's strong faith in their

customs and the interconnectedness between cultural expressions like Chindu and the prosperity of their agricultural endeavors.

Chindu troupe gets respect and honour everywhere from sabbanda community. Sabbanda community people touches the feet of ellamma and takes blessings. But oneday one upper caste community person asked “ why is it necessary to salute them like that?”. Then Golla maddileti said

“ Because the stories they tell are our stories . They are our chindu . They perform the legends of mandayechhu and beerappa, both are which are stories of the shepherds. They tell the story of pandavas to the mudiraju, and for the fisherfolk they perform gangakalyanam , pramilarjuneeyam and balanagamma . “

These performances hold immense cultural significance because they narrate tales that resonate deeply within the community. The stories they bring to life through Chindu are reflecting heritage. From legends like Mandayechhu and Beerappa that revolve around shepherds to narratives about the Pandavas for the Mudiraju community and stories like Gangakalyanam, Pramilarjuneeyam, and Balanagamma for the fisherfolk, these performances serve as a powerful way of preserving and celebrating our shared history and traditions. They connect us to our roots and uphold the essence of our cultural identity through storytelling and art.

The troupe negotiated with the all the villagers and they started saying **“ May the cattle,the crops and the children flourish and may everyone live a happy life”**

This lovely thought captures the idea of a peaceful life where everything thrives. It's about wishing for animals, plants, and kids to grow well, showing how we're all connected to nature. It's not just about having lots of stuff but about everyone being healthy and full of energy. Wanting everyone to be happy shows how we all want the same thing: to feel good inside. This wish is like hoping that everything and everyone is always happy and has more than enough of what they need. This shows the purity of their mind and generosity of their heart.

Struggles of the marginalized community :

When all the negotiations are going on inside , children were playing outside. After negotiations , everyone set out their foot outside , suddenly ellamma found the children are in a disturbed mood, out of curiosity she asked , what happened children? Then children cried and groaned that while you were inside , we were mistreated by the upper caste people.

Then ellamma consoled them , by saying **“ I too had been troubled on several occasions by such misbehaviour by upper aste people. But despite everything that I had to face , I continued to perform , saving the art and culture of chindu bhagotam from dying out”**

Despite these challenges, they didn't give up. Instead, they kept going, working hard to preserve the art and culture of Chindu Bhagotam from disappearing. It shows

incredible strength and determination to protect something meaningful despite facing difficulties from others.

Cina ellamma was so distressed and she felt so angry on those upper caste people . ellamma tried her best pacifying the cina ellamma. Ellamma further stated **“All we knew was suffering and misery. We were not allowed to live like human beings. In the villages as well as in the towns, those who owned large lands enjoyed the power.had to bow and salute them.”**

This heartfelt statement paints a picture of immense hardship and inequality. It speaks of a time where people experienced only suffering and were deprived of basic human dignity. The power lay in the hands of those who owned vast lands, controlling life in villages and towns. The stark reality of having to bow and pay respect to them highlights the oppressive hierarchy. It's a poignant reminder of a past where inequality and lack of freedom made life incredibly challenging for many, depicting a society where a few held all the power while others suffered and struggled to be seen as equals. **“ Like the eagle swoops down to carry away the chickens, they have swooped down and taken away the land, the air, the water , our work and our tools”**

This powerful comparison likens a situation to an eagle snatching chickens away. Here, it symbolizes someone or something taking everything vital: land, air, water, work, and tools. It reflects a feeling of helplessness, as if something powerful has come and taken away all that's essential for life. It could signify a sense of loss or exploitation where everything crucial for living and working has been seized or compromised, leaving those affected feeling vulnerable and stripped of what they need to survive and thrive.

“ The upper castes have turned all art into commerce ; they make films , sell tickets and loot people . we never do that. We must carry on the responsibility handed down to us by our jambavahatha”

It implies a contrast in how different groups treat art. It suggests that the upper castes have turned art into a business, making movies, selling tickets, and taking advantage of people for profit. On the other hand, the speaker's community refrains from such practices. They feel a responsibility to preserve their art and culture, passing it down through generations as a legacy, just as Jambavantha did in their stories. It highlights a difference in values, where one group focuses on commercial gain while the other prioritizes preserving heritage and honoring their traditions as a sacred duty.

Double marginalization of dalit women :

“ High caste young man used to say : “ you slut !... you are getting too haughty and cunning .”

It's really disheartening to hear someone use hurtful words like that, especially based on someone's background. No one deserves to be called names or judged because of their caste or any other aspect of their identity. Using such derogatory language reflects poorly on the person saying it rather than the one it's directed at. It's important to treat everyone with respect and kindness, regardless of their caste or any other

differences. Such hurtful words only contribute to division and should never be tolerated in any context.

Then she replied,

“ sir, I’m not a jogini or a Jannah , an erpula or a yesa. I’m bhagotam performer and my task is to tell you the legends and the history of the sabbanda labouring-singing communities”

It's great to hear someone proudly speak about their role as a Bhagotam performer and their dedication to sharing the legends and history of the Sabbanda laboring-singing communities. Every culture has its stories and traditions, and it's wonderful that you're preserving and sharing them. It's important to honor and respect different roles and identities within a community. By sharing these stories, you're helping preserve valuable cultural heritage and ensuring that these important narratives aren't forgotten. Your commitment to your craft and preserving this history is truly admirable and valuable.

“ They would make us call them uncivilized people , sons of dogs , urine drinkers and so on ...” .

It's heartbreaking to hear about such derogatory and hurtful names being used against anyone. No one should ever be subjected to such disrespectful and degrading language. It's important to treat everyone with kindness and respect, regardless of differences. Using such hurtful words only spreads negativity and division. Instead, we should aim to create a world where everyone feels valued and accepted for who they are. Words have immense power, and using them to hurt others is never okay. We should strive for understanding and empathy, promoting a culture of kindness and acceptance for all.

Versatility of the bhagotam performer

“ I could sing the most difficult tunes with ease. When I sang the bhupala ragam, my veins would stand out; the earth under my feet would vibrate. So also with the rupaka talam and aadi talam”

Their ability to sing the most challenging tunes with ease is truly impressive! It's incredible how music can have such a powerful effect on both the singer and the surroundings. When they sing in the Bhupala ragam, feeling their veins standing out and sensing the vibrations through the earth beneath their feet, it shows the deep connection between music and emotions. The way they describe the impact of different ragams and talams on you highlights the immense skill and passion they have for their art. Their talent not only shines through their singing but also in the way they feel and express the music's essence.

Continuing Legacy : light of the downtrodden

“ By continuing grandfather Jambava’s legacy , we have become the breath of the labouring – singing people .”

Continuing Grandfather Jambava's legacy means carrying forward his work and values. It's like keeping his spirit alive. By doing this, They have become like the life

force for hardworking people, like the air they breathe. They are not just continuing his work; They are also singing the song of their efforts and struggles. It's about honoring the past while supporting and uplifting those who work hard. Grandfather Jambava's legacy isn't just a memory; it's a source of inspiration that fuels their dedication to stand by and empower the laboring community.

Through vivid storytelling, the narrative serves as a powerful conduit to explore the multifaceted dimensions of caste prejudices and their profound impact on individual lives. Jambava emerges as a symbol of defiance, challenging societal norms and striving for dignity amidst the shackles of discrimination. Her journey transcends mere personal discovery, encompassing a broader narrative of empowerment and resistance against ingrained biases.

Moreover, 'Jambava's Lineage' stands as an allegory, encapsulating the collective experiences of marginalized communities grappling with historical injustices. Shyamala's narrative unfolds like a tapestry, intricately weaving together threads of courage, identity, and the unyielding quest for self-affirmation.

Ultimately, 'Unveiling Untold Legacies: Exploring Gogu Shyamala's 'Jambava's Lineage' not only serves as a compelling literary piece but also resonates as a mirror reflecting the complexities of societal structures and the enduring human spirit's triumph over adversity.

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Media and Language Learning

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Abstract

Media and its significance impact on language learning can be traced from years. Over some time, the mode of language learning has been revolutionized by increasing user's accessibility, comfort, and exposure.

Various types of media allow the present generation to extend knowledge and facilitate self-education.

Learning process of language through media is more enjoyable and engaging along with formal language study and practice to get a well-rounded understanding and acquire proficiency in the language.

Media plays an important role among the masses and students all over the world to improve language skills, learners engage themselves to use print media, digital media, social media etc. They offer learners a reality experience which stimulates their self-activity.

Media provide opportunity for learners to see,hear and creates a high interest in English language learning.

Keywords: Media, learner, proficiency, self-education etc.

In the present century, the media word refers to many platforms like mass media, news media, multimedia etc.

Modern media like digital media and social media are made the educational field work remotely, students can afford modern media easily.

It can be used in both classes and at home to enhance the learning process.

Language learners has wide varieties of media contents to learner, practice and acquire proficiency in language.

Review of Literature:

Role of Print Media in English Language Learning:

Print media is the oldest medium of communication, less cost and popular among masses. Main purpose of print media is to spread information. major components of print media are newspapers, books, magazines, community newsletters, brochures, banners and flyers. Print media played a vital role in last many decades.

Newspapers enables language learner to bridge gap between the classroom and the real world.

Newspapers provide learners with exposure to real world language usage, including news articles, editorials and feature stories. Reading newspapers helps

learners develop their language skills within context of current affairs and events. It enhances vocabulary, critical thinking, reading comprehension and awareness of different writing styles.

Magazines contain a variety of articles on different topics.in language learning magazines are valuable resources as they offer authentic and up-to-date language use. Magazines cover various subjects like current events, sports, science, fashion and more, catering to different learner's interest. The visual elements in magazines, such as pictures and graphics can aid comprehension and make the reading experience more enjoyable.

Authentic materials like brochures, advertisements, posters etc. learners learn the language as it is used in genuine contexts, helps in develop practical language skills.

Electronic media role of Language Learning :

Electronic media is an efficient way to communication, faster than print media, easily accessible, it provides wide range of information, entertainment and knowledge. Electronic learning or E-learning is anywhere, anytime instruction delivered over the internet to learners via browser.

As electronically mediated communication becomes the main instrument for developing language needs to address the discursive knowledge and skills essential for such interaction.

Radio: Radio is an easiest and cheapest mass communication medium for decades the BBC world service has been highly, influential in dissemination news but also in English language teaching.

Radio broadcast and interactive radio like private FM (frequency modulation) have been drastically engaging and interacting with listens. This is the best medium that encourages learning by concentration. It develops listening skills with keen listening learners can learn pronunciation and accent.

Television: Television has both audio and video with this learner can learn word meaning by the visuals. Television exposes learns to various fields those fields need language to express the content.

E newspapers and magazines Majority of print media publications put a lot of their content online learners can gain knowledge along with learning real usage of language.

Role of BBC: It is an online resource for English language learners around the world. It offers a wide range of free materials and resources, including vocabulary, audio and video content, which covers a range of topics and language levels grammar explanations, which covers a range of topics and language levels.

In addition, BBC learning English also offers a range of cultural and lifestyle content, including stories, features on British culture, and travel guides.

Social Media : Social media contains websites, blogs , and chats,i.e. any content based form of e-communication that enables users to share information.

The English language as language as stated is one of the most widely spoken languages in the world (Akinwamide,2012)

Today with 2.95 billion social network users worldwide, uses social media increasingly attractive and accessible.

Utilization of social media has been significantly perceived to have positively impacted learning English language in terms of reading skills, listening and lexical variation, grammar usage and communication skills. By browsing social media learner learns some English passively.

If actively used it can be more effective like YouTube through you tube choose videos and channels for certain areas of English with particular language points that help learner. Most videos are with subtitles helps learner to understand the video. A learner can start a channel and post hobbies, interests and life activities in English. Through Facebook learners can subscribe to English language pages and groups write posts, comments uploading photos, links all in English.

Chat in English through messenger function with a classmate or and another friend who learning English and opt default language selection as only English. WhatsApp on the surface, what's app can seem quite basic compared to other social medias, however it can be used a lot of different ways like speech converts into text there by learner improves English.

Instagram aside from posts, stories and specifically story features can provide learner improves English.

Mobiles and the Internet are marvelous which can be tapped as a useful resource for language learning.

Conclusion:

In fact, learning through media has been found interesting, enhancing, entertaining with innovative method enjoyed by the learner. Knowing that technology is constantly evolving, the future of online learning is also secure.

To manage social media risks learners are advised to select the appropriate medium and active their channels to differentiate between healthy and unhealthy content, false and factual data. Additional researchers are required to advance this study.

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K.V. Raghupathi's Pandemic Poems: A Critical Reading

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Abstract

This research paper explores the significant effects of pandemics on the human experience as masterfully conveyed in KV Raghupathi's poetry, especially in his 2022 poetry collection *Transition*. This presentation tries to unravel the emotional, sociological, and existential components depicted by the poet through a qualitative analysis of six poems: "COVID-19," "Summer Death," "Social Distance," "Pandemic Lonesome", 'Her Last Fulfilled Wish' and "Transition". By examining literary devices like metaphor, symbolism, and imagery, the paper seeks to reveal the complex interplay between pain, adaptability, and metamorphosis that people and societies go through during pandemics. Examining these poems provides a distinctive literary viewpoint on how people react to health crises around the world, offering important insights into the complex web of emotions and cultural changes. This presentation contributes to a broader understanding the impact of pandemics on human beings and emphasizes the significance of literature as a mirror reflecting the complexities of our shared experiences.

Keywords: Pandemics, Poetry, KV Raghupathi, Transition, COVID-19, Emotional Impact, Societal Changes, Human Experience.

Introduction:

Pandemics, throughout history, have left an indelible mark on humanity, shaping collective consciousness, altering the course of societies, and challenging the resilience of civilizations. These global outbreaks of infectious diseases transcend geographical borders, leaving in their wake a tapestry of human suffering, societal transformations, and scientific advancements. One of the most infamous pandemics in history, the Black Death, cast a shadow over the medieval world, claiming millions of lives and reshaping the socio-economic landscape of Europe. Centuries later, the Spanish Flu emerged as a formidable adversary, introducing the world to the concept of a "Purple Death" and instigating widespread fear and uncertainty. The relentless persistence of cholera, the scourge of HIV/AIDS, and the unprecedented global upheaval caused by the COVID-19 pandemic serve as poignant reminders of the interconnectedness of our world and the constant threat posed by infectious diseases. In this exploration, we journey through the annals of pandemics, examining the profound impact of the Plague, the Spanish Flu, cholera, HIV/AIDS, and COVID-19, seeking to

understand not only the devastation they wrought but also the resilience of human societies in the face of these formidable challenges.

This research paper explores the significant effects of pandemic Covid 19 on the human experience as effectively conveyed in KV Raghupathi's poetry, especially in his 2022 poetry collection *Transition*. This paper tries to unravel the emotional, sociological, and existential components depicted by the poet through a qualitative analysis of six poems: "COVID-19," "Summer Death," "Social Distance," "Her Last Fulfilled Wish", "Pandemic Lonesome", and "Transition". K.V. Raghupathi, has masterfully captured the myriad emotions, societal shifts, and existential reflections that have unfolded amid the pandemic. From the haunting arrival of COVID-19 to the poignant portrayal of a woman's last moments, the verses intricately weave together themes of grief, hope, adaptation, and metamorphosis. By examining literary devices like metaphor, symbolism, and imagery, the paper seeks to reveal the complex interplay between pain, adaptability, and metamorphosis that people and societies go through during pandemics. Examining these poems provides a distinctive literary viewpoint on how people react to health crises around the world, offering important insights into the complex web of emotions and cultural changes. This presentation contributes to a broader understanding on the impact of pandemics on human beings and emphasizes the significance of literature as a mirror reflecting the complexities of our shared experiences.

Methodology:

The methodology employed for the critical analysis of K.V. Raghupathi's pandemic poems involves a qualitative approach, focusing on literary elements such as metaphor, symbolism, imagery, and thematic exploration. The goal is to unravel the emotional, sociological, and existential components depicted by the poet in his 2022 poetry collection, *Transition*.

(i) Selection of Poems:

K.V. Raghupathi wrote only half a dozen poems during the Corona period. They are: "COVID-19," "Her Last Fulfilled Wish," "Summer Death," "Social Distance," "Pandemic Lonesome," and "Transition. All these poems published in various online and print journals and later included in his thirteenth collection, *Transition* have been selected for the study.

(ii) Literary Devices Analysis:

The study examines a qualitative analysis of literary devices used by the poet in the selected poems. This entails identifying and examining metaphors, symbolism, imagery, and other stylistic elements that contribute to the overall thematic richness of each poem.

(iii) Thematic Exploration:

The study explores the overarching themes presented in each poem. This involves understanding the emotional landscapes, societal shifts, and existential

reflections depicted by the poet, and analyses how these themes contribute to a comprehensive understanding of the human experience during pandemics.

(iv) Contextual Consideration:

The study also examines the broader context in which the poems were written, specifically the timeframe of the COVID-19 pandemic, and understands how real-world events and societal challenges influenced the poet's expression and the readers' interpretation.

(v) Impact and Significance:

It evaluates the impact of each poem on the reader and considers the emotional resonance, the elicited responses, and the insights gained. It also assesses the significance of the poems in reflecting and contributing to the broader discourse on the human experience during pandemics.

(vi) Integration and Synthesis:

The study integrates the findings from the individual analyses of each poem, and synthesizes the overarching patterns, recurring motifs, and unique contributions of each poem to present a cohesive understanding of K.V. Raghupathi's portrayal of the pandemic experience.

Analysis and Discussion of the Poems:

KV Raghupathi's poem, "Covid-19" captures the glimpses of the advent of this tiny life form. The sudden and destructive arrival of the COVID-19 pandemic, drawing metaphorical comparisons to a stealthy black mamba and an octopus with spreading tentacles. The reference to Wuhan, where the virus was initially identified, as a necropolis emphasizes the devastating impact it had on the city and beyond:

It came stealthily like a black mamba
and poisoned the city, Wuhan
ravaged it to a necropolis— (*Transition 7. L. 1-3*)

The comparison of the virus with a tentacle of Octopus and Tsunami highlights the rapid and overwhelming nature of its spread, affecting the entire world. The poem also suggests the irony of a tiny, primitive life form having such profound control over the highly evolved human species. The use of strong imagery and metaphors adds emotional weight to the description of COVID-19's impact. It reflects the sense of helplessness and astonishment that many felt as the pandemic unfolded.

Soon it spread its tentacles like an octopus
and the world came under the spell
of the tiniest primitive invisible life form like tsunami
that outrageously controlled the behaviour and destiny
of the most intellectually evolved human life on the earth. (*T.7. L. 5-9*)

In addition, a sense of loneliness and sadness related to the pandemic's circumstances are conveyed. Lines on cremation and burial customs reflect on the difficulties and losses that people and communities have suffered, capturing the human and emotional parts of the global experience during the COVID-19 pandemic:

Even the earth began to shudder

as the dead had lonely journey and lonely burial. (T. 8. L. 36-7)

The concluding part of the poem reflects on the changes and realizations that occurred during the lockdown period. The speaker describes making new choices, dreaming of different visions and ways of life, and finding solace in consoling one another. However, a poignant realization surfaces—the appreciation for the freedom that was missed during the lockdown, a freedom historically valued even at the cost of bloodshed:

We made new choices of living,

dreamed of new visions and new ways of life

and healed ourselves by consoling one another.

But something we missed, we realized -

the big FREEDOM we valued most

for which nations bled in history.”

(T.9. L. 38-43)

As the lockdown eases, the poem suggests a collective coming together, grieving for the lives lost, expressing gratitude for being spared, and celebrating the regained freedom. The use of the term "ultimate irony of humanity" encapsulates the paradoxical nature of the situation—how the pandemic, which constrained freedom, also heightened the appreciation for it once restored:

But when the lockdown eased

we found each other

grieved for the dead

thanked ourselves for being spared

and celebrated the regained FREEDOM.

(T. 9. L. 44-8)

The concluding question, "Will the world ever be the same again?" reflects on the profound and lasting impact of the pandemic on the world and its people. It implies that the experiences and changes brought about by the pandemic may have far-reaching consequences, challenging the notion of returning to a pre-pandemic "normal." The uncertainty and reflection on the future resonate with the global uncertainty that many have faced during the COVID-19 pandemic. Overall, the poem captures the essence of the pandemic experience and serves as a reflection on the unprecedented challenges faced by humanity during this time.

The ultimate irony of humanity –

Will the world ever be the same again?

(T.9. L. 49-50)

II

"Her Last Fulfilled Wish" (T. 10) by K.V. Raghupathi is a poignant and emotionally charged poem that vividly portrays the solemn scene of a woman's final moments in an Intensive Care Unit (ICU) during Covid -19 Pandemic. The poem opens with a powerful image of the woman covered with transparent wax, lying on an ICU bed. This suggests a sense of fragility and vulnerability, heightened by the mention of the odourless paling sky. The woman is described as battling and gasping against the

last days of life, emphasizing the intensity of her struggle. The central focus is on the fulfilment of the woman's last wish, which is only described as "last scribbled." (T. 10. 5) The ambiguity of the wish adds an element of mystery, leaving readers to ponder the nature of her desire. This uncertainty contributes to the overall sense of poignancy in the poem.

The mention of her eighteen-month-old babe lying on her belly creates a contrasting image of innocence and vulnerability, with the child compared to a tortoise. This juxtaposition highlights the cycle of life and the profound impact of the woman's passing on the young child.

Her half-tendered eighteen-month-old babe
lay on her belly like a tortoise.

(T. 10. L.6-7)

The poem delves into the emotional aftermath of the woman's death. Grief is portrayed as a constant, with hope unspoken and the woman's eyes described as blank. The medicated walls suggest a clinical and detached environment, emphasizing the stark contrast between the clinical setting and the deep emotional impact of the moment.

Grief is constant now,
hope, the last word unspoken
with her eyes as blank as the blank medicated walls.

(T. 10. L.8-10)

The isolation of the two figures in the ward is emphasized, with words becoming as hard as stones. The monitor stopping is a symbolic representation of the end of life, and the deep embrace between the woman and the child in their final moments is a powerful and heartbreaking image.

The poem concludes with a sombre reflection on the woman's solitary journey, marked by the absence of kin and the haunting screech of a crow outside the window. The broken wheel symbolizes the irrevocable nature of death and the finality of the woman's journey:

No kin can make the journey for her,
only one crow screeching outside the window.

Now the wheel is completely broken. (T. 11. L. 14-16)

The closing question, "Who comforts you, the little babe?" (17) leaves a lingering sense of sadness and prompts reflection on the child's future without the comforting presence of the mother. Overall, the poem captures the complex emotions surrounding death, loss, and the enduring impact on those left behind.

III

The next poem "Summer Death" by K.V. Raghupathi paints a vivid and heart-wrenching picture of the devastating impact of a deadly event, likely referencing the COVID-19 pandemic. The poem is charged with emotion and paints a grim portrayal of the struggles faced by individuals during the worst season of the worst year of the century.

The poem opens with a stark description of the increasing death toll, with men and women perishing in escalating numbers, reminiscent of the chilling toll of a cold wave on fowls. The focus then shifts to a particular man and woman navigating a half-dead city, both half-sickened with fever. The imagery of the man walking with the woman on his left shoulder, reminiscent of King Vikramaditya carrying the *betaal*, adds a layer of symbolism to their shared burden:

In the worst season of the worst year of the century
men and women perished first in single digit, then in
two, three, four, five and six
like fowls in a cold wave.

Here a man, not very old
was walking in the half-dead city
with a woman on his left shoulder like the King
Vikramaditya carrying the *betaal*.

(T.12. L.1-8)

The relentless journey of the man, moving from avenue to avenue, street to street, reflects the desperation and helplessness in the face of a dire situation. The repetition of directions (south, north, south-west, north-west) underscores the disorientation and aimlessness of their plight.

The poem highlights the physical toll of the situation, with both the man and the woman suffering from hunger, unfair medical treatment, and indifference. The reference to the nightfall drenched with sweat under falling stars creates a sombre atmosphere, emphasizing the harsh conditions under which they struggle.

No one cared to touch nor smell
in fear of the dreadful invisible virus
in her twisted legs were held his body.
In his rounded arms were held her body, his forehead
kissing the ground. (T. 13. L. 23-27)

The tragic climax of the poem is the death of the couple, each holding the other in a final embrace. The description of their deaths as an "utter shame to humanity" (33) and the mention of "toxins of history being let loose like balloons on their bodies" (34) suggest a condemnation of societal failures, perhaps in healthcare, empathy, or addressing the challenges faced by the vulnerable:

The closing lines emphasize the profound tragedy of their deaths, urging against romanticizing or memorializing their suffering. The poem serves as a poignant commentary on the collective failure of humanity to protect and care for its most vulnerable members during a time of crisis.

IV

The poem "Social Distance" (T. 14) by K.V. Raghupathi delves into the contradictions and challenges posed by the concept of social distancing, a measure implemented to curb the spread of the COVID-19 virus.

The opening lines present social distancing as a rule, akin to a ballet, suggesting a coordinated and practiced effort. The poet acknowledges the physical aspect of the rule—maintaining a six-foot distance from others—but emphasizes that this rule cannot sever the emotional ties of warmth and love that exist within human relationships. This highlights the paradox of physically distancing oneself while still desiring and cherishing human connections.

Six feet from others is like a rule
that we follow in a ballet.
but the rule can never slice warmth and love in blood.

(T. 14. L. 1-3)

The poet then expresses a longing for the activities and interactions that are restricted by social distancing measures. The inability to overhear conversations, hop and play, stroll through streets, open doors for others, or engage in physical gestures like shaking hands or holding hands evokes a sense of loss and limitation. The reference to connecting via Zoom emphasizes the virtual substitutes that have become prevalent during the pandemic but are acknowledged as inadequate replacements for genuine, physical connections.

I cannot miss overhearing things, hop and play
I cannot stop strolling through the roads and streets.
I cannot forego the ease of opening a door for someone.
I cannot connect with people and friends via zoom.
I cannot give up shaking hands, holding hands and swinging
or sharing the sidewalk comforts
or even having drink with others.

(T. 14. L. 4-10)

The line "I look for where 'social' and 'distance' meet" (L. 15) suggests a quest for finding a balance between maintaining physical distance and preserving social connections. The poet grapples with the tension between adhering to safety measures and the innate human desire for closeness and shared experiences.

I look for where 'social' and 'distance' meet.
Surely every inch of place on this globe is mine
The streets and roads are full of people with no six feet distance rule
I can no longer do
as the world flows around me like the river Ganges under the bridge.

(T. 14. L. 11-15)

The concluding lines convey a sense of resignation as the poet observes the world flowing around like the river Ganges under the bridge. This imagery may signify the relentless passage of time and the unstoppable force of life, despite the constraints and challenges imposed by social distancing.

Overall, the poem captures the emotional struggle and contradictions inherent in the practice of social distancing, portraying a nuanced perspective on the impact of pandemic-related restrictions on human connections and social behaviour.

V

In the eight-line short poem, "Pandemic Lonesome" (T. 15) K.V. Raghupathi reflects on the universality of loneliness, asserting that it's not confined to the pandemic era but is an enduring aspect of the human condition. The poet begins by stating that a pandemic is not a prerequisite for feeling lonesome, implying that loneliness is a pre-existing, intrinsic element of our lives.

The reference to connecting with people via Zoom underscores the modern reliance on technology for social interaction, especially during times of isolation like the pandemic. The phrase "...we are each alone with computers" (L. 4) highlights the paradox of virtual connection, where the very act of connecting through screens may accentuate individual isolation.

The next lines express a broader perspective on loneliness, suggesting that even in bustling and crowded places, people can feel lonesome. The use of "lonesome creatures on a busy street" (L.5) paints a vivid picture of individuals navigating the chaos of life while experiencing a sense of isolation within themselves.

The poet delves into the emotional aspect of loneliness, mentioning "his heart, her heart, and their hearts" (L.6) to emphasize the shared human experience of feeling lonely. This collective loneliness is presented as a fundamental aspect of existence, not solely tied to external circumstances like a pandemic.

The closing lines further emphasize the paradox of loneliness in a crowd. Even when surrounded by people, an individual may still experience a profound sense of solitude. This observation challenges the assumption that physical proximity guarantees emotional connection, suggesting that true connection goes beyond the external environment.

Even if you could immerse in a crowd
You might still feel lonely.

(T. 15. L. 7-8)

Overall, "Pandemic Lonesome" provides a poignant commentary on the enduring nature of loneliness, inviting readers to contemplate the complexities of human connection and the challenges of finding genuine companionship amid societal and technological changes.

VI

"Transition", a long poem of 60 lines by K.V. Raghupathi is a rich and reflective poem that explores the impact of the pandemic and the broader transitions in life. The poem is divided into two parts, each offering a distinct perspective on the theme of change and hope.

In the first part, the poet contemplates the passing of time during the lockdowns and winter, likening the experience to the passing of "nimbus clouds". (L.2) The

reference to the "Strain" variant suggests the evolving nature of the challenges posed by the pandemic. The winter setting, described as gloomy with frozen frenzy, becomes a metaphor for the difficult times marked by the virus. The poet expresses the longing for hope, contemplating whether the arrival of spring will bring new promises and the end of the battle against the invisible enemy.

The repeated refrain, "Will the terrible pass with the blooming of slow loveliness Spring?" (L. 13) underscores the anticipation and yearning for positive change.

In the second part, the poem takes a nostalgic turn, reminiscing about the speaker's childhood and the simple joys of life. The vivid descriptions of playing outdoors, making paper rockets, and chasing crabs create a sharp contrast to the challenges presented by the pandemic. The poet laments the loss of such experiences for the current generation, who are described as being on a "roller coaster ride" (L.58) rather than experiencing the slow, natural rhythms of life.

Raw mangoes in summer, apples in winter

I ate with my mates.

We played in the sand and built small houses with our small imaginations,

our bodies grew just like our imaginations,

our hands reached tall branches, flitted like butterflies and shouted like langurs,

We played cricket, football, *kho kho*, and marbles for fun on unshaven grounds...

Those were the days we spent making paper rockets and hurled,

paper boats in the runnels to reach imagined destinations,

We stayed outside catching fireflies, butterflies, and beetles

until the sun escaped from the advancing night

and those blinking little stars were the only lights to guide our way.

Those summer breaks spent chasing crabs on drying riverbeds,

our bodies mud pressed in warm water together.

All our thoughts concentrated on an evanescent summer.

No more tuition hours because we felt educated in play enough together all-day in the jocund company of birds, dogs, monkeys, butterflies, moths, and trees.

We returned home late in the evening wiping the mud out from between our fingers and toes, our clothes dyed with mud designs to the cold words.

Conversations dwindled in titbits with warmth and love,

walked with the fun of girls and the weak on pitted roads.

We grew with our growing imaginations with fun and play,

watching the stars, sharing our hopes, our fears, and our scares.

But now all that is lost for our children and grandchildren,

they are just on a roller coaster ride.

(T. L. 14-58)

The recurring question about the world being the same again and whether the terrible will pass with the blooming of spring reflects a deep uncertainty about the future and a desire for positive transformation:

Will the world be the same again with the passing of the virus?

Will the terrible pass with the blooming of slow loveliness Spring?"

(T. 19. L. 59-60)

The poem skilfully weaves together themes of nostalgia, loss, hope, and the inevitability of change. It invites readers to reflect on the profound shifts brought about by the pandemic and the enduring human longing for a brighter future.

Conclusion:

In conclusion, K.V. Raghupathi's poetry collection, *Transition*, serves as a poignant and introspective lens through which the profound impact of the COVID-19 pandemic on the human experience is explored. The critical reading of six selected poems from this collection has unveiled a rich tapestry of emotions, societal reflections, and existential ponderings. Through a qualitative analysis of literary devices such as metaphor, symbolism, and imagery, this exploration has sought to unravel the complex interplay between pain, adaptability, and metamorphosis that individuals and societies undergo during times of pandemics.

The analysis of "COVID-19" delves into the gripping metaphorical representations of the virus as a stealthy black mamba and an octopus with spreading tentacles, capturing the overwhelming and devastating nature of the pandemic. "Her Last Fulfilled Wish" unfolds a poignant scene in an ICU, encapsulating the fragility of life and the enduring impact of loss on those left behind. "Summer Death" serves as a powerful commentary on societal failures during a deadly event, urging against romanticizing or memorializing the tragic circumstances. "Social Distance" explores the paradoxical nature of physically distancing oneself while cherishing emotional connections, providing a nuanced perspective on the impact of pandemic-related restrictions. "Pandemic Lonesome" reflects on the universality of loneliness, accentuated by modern technology, and challenges assumptions about emotional connection in a crowded world. Finally, "Transition" weaves a narrative of time, hope, and nostalgia, symbolized by the changing seasons and a desire for positive transformation.

As we navigate through these poems, a broader understanding emerges, emphasizing the intricate web of human experiences and societal responses during pandemics. Raghupathi's verses not only reflect the individual struggles and losses but also serve as a collective mirror, capturing the resilience, adaptability, and profound transformations witnessed on a global scale.

Furthermore, the critical analysis underscores the importance of literature as a reflective medium that mirrors the complexities of our shared experiences. Raghupathi's poems contribute to the broader discourse on the human condition during pandemics,

offering readers a nuanced perspective on the emotional landscapes, societal shifts, and existential reflections that shape our collective journey.

In the wake of historical pandemics like the Plague, the Spanish Flu, cholera, HIV/AIDS, and the ongoing challenges posed by COVID-19, these poems serve as a testament to the enduring human spirit and the capacity to find solace, hope, and meaning even in the face of unprecedented adversity. As we reflect on Raghupathi's words, we are reminded that literature, with its ability to capture the essence of our shared struggles and triumphs, plays a vital role in fostering understanding, empathy, and resilience in the face of pandemics and other formidable challenges that shape the course of human history.

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The Place of English as Envisioned in NEP-2020

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Abstract

The NEP -2020 formulates the framework of the Indian education system to achieve holistic development of its younger generations. It seeks radical changes in the existing educational framework by setting the objectives of the policy. It avoids rigid separations of fields of knowledge through a multidisciplinary set up integrating the traditional Indian Knowledge System and current technological innovations into an education system that will make India a technology based knowledge centre and facilitate global citizenship. The policy has continued the three language formula where English has a significant place with other Indian languages. However, its encouragement to use local languages as medium of instruction in elementary stages of education and bilingualism in higher education has geared up speculations among various stakeholders about the status of the English language at various stages of education in the new framework. Present research article analyzes various language issues in discussion in the light of the NEP 2020 policy document.

Keywords: Global citizenship, Holistic development, Indian Knowledge System, Integrated approach, Multidisciplinary.

Introduction:

The major thrust of NEP-2020 is to redefine the structure of education, multilingualism, multidisciplinary education and research, quality curriculum framing, experimental approaches and modes of teaching, continuous assessment, rigorous teacher training, effective administration, regulatory system, etc. The NEP will be implemented with full potential gradually with a step by step manner; after achieving desired goals at one level of education, the other level. However, this policy document has raised criticism and speculations among common people and some language teachers about the integrated approach and the devalued status of the English language at various stages in the new framework. The researchers attempt here to analyze various language issues in discussion in the light of the revolutionary steps taken in the NEP-2020 policy document.

The Objectives of the Research:

The present research aims to discuss the speculations raised by various stakeholders about some recommendations in NEP-2020 regarding the place of English language in the education system of the country. It has following objectives:

1. To clarify the speculations regarding devaluation of English language as a medium of instruction and as a subject.
2. To evaluate the encouragement given to Indian languages at various stages.
3. To discuss the implications in the policy for empowerment of English language, and English language teaching.

Research Methodology:

This research work follows the analytical and descriptive method. Thorough analysis of NEP-2020 policy document is carried out to investigate the issues regarding learning language. The conclusions are drawn from the insights developed through close reading of the policy document and secondary literature on the topic in discussion.

Discussion of Major Language Issues in Speculation:

Use Mother Tongue or Local Languages for Classroom Instruction:

In the introduction to the futuristic policy document the principles and procedure of step by step reformation of the Indian education system are given. Care has been taken to impart Quality, equity, and integrity in educational reforms. The aim must be for India to have an education system by 2040 that is second to none, with equitable access to high quality education for all learners regardless of social and economic background. (NEP-2020, 3)

Multilingualism and the Three Language Formula:

In the section ‘Multilingualism and the power of language’ the pedagogical importance of instruction in mother tongue particularly at the elementary stages is stated, ‘Wherever possible, the medium of instruction until at least grade 5, but preferably till grade 8 and beyond, will be the home language/mother tongue/local language/regional language. Thereafter, the home/local language shall continue to be taught as a language wherever possible.’ (NEP- 2020, 13) Flexibility and freedom of choice would be the hallmarks of the education system created by the policy. In language learning the three language formula is retained with some important modifications. According to this formula, each elementary learner will learn at least three languages, local language/mother tongue, any other Indian language and English. The choice of two Indian languages is left to the state, the students. The policy does not impose any language on any state.

Some academicians and parents have speculated that English teaching will be discontinued at primary level, even the medium of instruction will also be changed in private English medium schools. But the close reading of the policy document makes it clear that a certain medium of instruction is nowhere imposed or made obligatory, rather it is a pedagogical recommendation that believes instruction in the mother tongue at primary levels of education has benefits for learners. While answering such speculations Gupta and Chatterjee observe that, “Such confusion is unjustified as there is no

recommendation in the policy for discontinuing the teaching of English. The policy has only emphasized the importance of promoting multilingualism which is supposed to aid better cognitive development in young children”. (p.12) The states, the schools, the teachers have freedom to choose any medium that suits them. As Susmita Raksit points out ‘NEP-2020 brings a noteworthy change in English learning at school level. It assures to encourage the students to think and speak both in their mother tongue and in English.’ (P. 649) Thus, it can be concluded that, speculations raised in this regard might have resulted from lack of understanding of the policy document or immediate conclusions.

Encouragement to Local Languages in Higher Education:

The multidisciplinary approach is most significant at the higher level. Following the long standing Indian tradition of holistic and multidisciplinary education, integration of arts and humanities with science and technology are viewed as a crucial factor for all undergraduate programmes. Thus courses in languages and literature will be introduced through apex engineering institutes like IITs also. The quality of education imparted in all Higher Education Institutions (HEIs) will be enhanced by strengthening the departments of languages and literature, including departments of translation.

However, the recommendations in the policy about instruction in local languages and bilingual methods in secondary and higher education institutes are criticized as a move for devaluation of English language. Bilingual methods have been embraced for their own benefits. The policy facilitates greater conceptual understanding. Abstract concepts can be comprehended easily when taught in mother tongue or bilingually. The other reason for encouragement of Indian languages and bilingual methods will be helpful in increasing Gross Enrolment Ratio in higher education, particularly in educationally backward regions. The policy has set a time bound target of achieving 100% gross enrollment ratio on primary and secondary levels and 50% on higher level to ensure universal outreach of education.

Blending of Indianization and Internationalism:

In the chapter 22 entitled ‘Promotion of Indian Languages, Arts and Culture’ the practical aims for this move are explained. ‘The preservation and promotion of India’s cultural wealth must be considered a high priority for the country as it is truly important for the nation’s identity as well as for its economy. (NEP-2020: 53) This is a welcome step taken for restoring the glory of Indian traditions and making endangered Indian languages functional.

Multilingualism is not just about integration of Indian languages and English but also inclusion of several other foreign languages. In near future India would have opportunities to lead the world in knowledge, technology, and skills. The policy has paid attention to learning not only English but other foreign languages also. As noted in the document, ‘In addition to high quality offerings in Indian languages and English,

foreign languages such as Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian will also be offered at secondary level.’ (NEP- 2020, 15)

As it attempts to Indianize the education system of the country with local content and Indian languages, it also has provided scope for Internationalization of Indian education. ‘India will be promoted as a global study destination providing premium education at affordable costs thereby helping to restore its role as Vishwa Guru. An international students office at each HEI hosting foreign students will be set up to coordinate all matters relating to welcoming and supporting students arriving from abroad.’ (NEP-2020, 39) The English language has a much wider scope in this multilingual set up. It is a language of instruction, a subject to be offered, language of science and technology, language of research, and so on.

NEP 2020: Implications for Empowerment of English Language Teaching: Revamping English Curriculum and Teaching Methodologies

English has always enjoyed an esteemed place in the social, professional, administrative, fields as well as in the education system of India. Although, the policy recommends various steps for promotion of Indian languages, the philosophical implications of the policy show that the esteemed place of English and the reasons remain vital. As Anjana Dev notes, ‘These reasons are the commonly held convictions among the students (and the market that they seek to enter) that it is the knowledge of English and the ability to communicate in it, that is the passport to success and upward mobility.’ (p.68) In the given scenario, the policy has called for a revamping of the curricula of English as well as the methodologies of teaching and assessment. The curriculum and teaching methodologies in the English departments at all levels will be revamped significantly with inclusion of more and more local content, focus on communicative approach.

The emphasis will be on enabling the learner to learn how to learn. As the aim is to facilitate students to use English language in daily communication, experiential learning will be preferred over rote learning. Palith and Rajdhanikar argue that, ‘Whether English is being taught as a subject or used as a medium of instruction, the fact remains that English is foreign language in our country... The methodology of English language teaching will now enter a new phase by making it simpler and easily understandable for the students, right from the pre-schoolers. Ideally, more importance should be given to comprehension and communication skills in English as this would enable students to switch over to English in higher grades.’ (p.2449). Their learning of English will pave ways for students to attain proficiency in four fold skills of English language i.e. listening, speaking, reading, and writing. This proficiency in communication skills achieved by primary and secondary levels and knowledge of English will be used by students for further academic pursuits and for increasing employability. Gupta and Chatterjee insist that the fundamental principles of the NEP-2020, such as promoting conceptual understanding, creativity, critical thinking, and other life skills, will become a significant part of English language teaching.

(p.17) English language departments in HEIs will play a key role in the execution of these philosophical principles of NEP.

In the secondary level as well as in higher grades collaborative and constructive learning will be utilized through various clubs and circles formed together by students and teachers. These clubs may take a local topic or any creative subject and work on it, after attaining a certain level of expertise in the project undertaken it can be implemented as a course in their own institution or extended to the cluster or make it available to all through collaborations or in Online Digital Learning (ODL) mode. Meenakshi Sharma and Manoj Kumar summarize the opportunities these new methodologies offer to teachers of English. ‘These pedagogies include working together and forming partnerships, using technology, changing and making new policies, building up people’s skills, and changing and integrating systems. An ESL instructor should follow constructivist, collaborative, integrative, reflective, and enquiry based learning for productive and entertaining classes.’ (p.8). The teachers have been given freedom to create their curriculum and also to choose courses they find useful in fulfilling the objectives set by them and their institution fostering the local needs.

The policy also brings significant changes in assessment of the achievement of students. Defining summative assessment is replaced by continuous and formative assessment. The learner’s conceptual understanding and ability to perform tasks and communicate in English will be assessed in the elementary and secondary stages while creativity and critical thinking, ethics and life skills at the higher stages of education. Teachers have freedom to choose and design their assessment tests so that she/he can achieve desired goals.

Content Development for MOOCS:

The policy gives autonomy to institutions and freedom to teachers for selecting courses and designing curriculum. Besides teaching in classrooms, teachers in higher education institutes will also play a vital role in framing curriculum based on local needs. A blended mode including classroom instruction and Online Digital Learning ODL is being implemented to ensure equity in education. Innovative teachers will develop e-contents for Massive Open Online Courses (MOOCs). The Academic Bank of Credits allows student to take any mapped course from the MOOCs available and transfer credits to his her credit. National Research Fund (NRF) designed for funding quality research may aid collaborative research in English. Quality content generated through research will be helpful in improving quality of content integrated in the curriculum simultaneously.

Indian Institution of Translation and Interpretation (IITI):

Translation and interpretation of materials on India’s traditional arts and rich cultural heritage into English and various Indian languages will be undertaken on a large scale after establishment of IITI. It will promote all 64 traditional Indian arts as well as sciences like Ayurveda, Unani, etc. to attract foreign students. The teachers of English may undertake projects to translate into English information about the tourist

destinations, or various innovative practices in their local region. The policy follows the maxims of ‘vocal for local’ and ‘local to global’. IITI will prove to be helpful in making India a leading knowledge economy of the 21st century.

Teacher Training and Continuous Professional Development:

The Ministry of Human Resource Development (MHRD) has resolved through this policy document to address the problem of dearth of trained language teachers and particularly English language teachers in the Indian education system. Many studies have found that the English language teacher does not receive proper training for teaching English in a communicative, experimental, and engaging manner. Hence the policy has resolved to turn the singular teacher training colleges of education into multidisciplinary institutions of education or deemed to be closed. Regarding teacher training in higher education institutes and trained teachers Dr. Jayanta Sharma observes that, ‘The professional demand of language teachers is also mentioned in this document. Demand for teachers of Indian languages will increase across the country. This will also provide employment to teachers.’ (p.9) The demand for trained English teachers will also increase considerably as it is the major component in the three language formula.

The multidisciplinary higher education institutions will also incorporate teacher education programmes. As suggested in the policy, ‘all multidisciplinary universities and colleges will aim to establish education departments which, besides carrying out cutting-edge research in various aspects of education, will also run B.Ed. programmes.’ (NEP-2020, p. 42) These types of teacher education departments will work in collaboration. The faculties having experience in different subjects i.e. English will be incentivised to work with teacher education departments.

The recommendations of continuous professional development for teachers will keep teachers in tuned with the pedagogical advancements and constantly revolving domains of knowledge. The teachers will go through rigorous training programmes enabling them to discharge their duties effectively. Teachers' upward movement is linked with their performance. The policy also recommends that no other responsibilities which are not related to teaching can be burdened on teachers. Student teacher ratio is also decreased so that teachers can perform well. In this way, sound training, fair recruitment, healthy service conditions, CPD, light but tight administration and regulation can empower the teachers.

Conclusion:

From the above discussion of the recommendations and implications about teaching-learning of English language and other Indian languages in NEP-2020 document; it can be concluded that English enjoys its esteemed place in education in India. The policy’s focus on Indian languages will strengthen national identity while importance given to English will serve economic and global interests of the country. English still remains a major component of the changed Three Language Formula adopted in elementary education. The emphasis on communicative competencies in early stages of education will prepare students for quality higher education and global

citizenship. English will continue to perform its role as a 'link language' in a culturally diverse country like India. The policy encourages bilingual methodologies wherever they serve the purpose of attracting youths for higher education and for better comprehension of abstract concepts, but it has not imposed any language anywhere. English will remain the major language of science and technology and research. The multidisciplinary set up, curricular and pedagogical advancements, and effective administration will empower English language teaching significantly.

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Role of A Teacher In Creative Writing

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Abstract

Creative writing is technical consideration of original writing of a Composition. It is writing of an expression in artistic way. It enhances the imagination of writers to improve their work. It focuses in traditional and technical forms of Writing like journalistic and academic styles but flares up imagination and invention. Excels conventional writing and encourages the writers to explore Language, Structure and narratives. Whether it's a heartfelt poem, a captivating story or a Thought provoking novel, creative writing helps us communicate our unique Perspectives and different experiences to the world. Creative writing goes outside the bounds of different forms of writings like Professional writing, journalistic writing, Academic writing or technical forms of literature. One of the primary and most recognisable objectives of Creative Writing is to entertain. Creative writers craft stories, poems, and essays that are designed to captivate readers, transporting them to different worlds, evoking emotions, and engaging their imagination. Creative writing is a process of hard work and innovation, but there are few things that increase your imagination and storytelling abilities .It isn't always given the importance it deserves as a topic of study, but it helps to learn a set of valuable and transferable skills. Creative writing is contemporary literature in expression; it a lows self-expression, imagination and ideas to portray a particular message, emotion, or narrative.

Keywords: Imagination, innovation, Skills, writing, experiences, language

Introduction

Creative writing is a simplest way of writing which encompasses different range of genres and styles from formal scope of academic writing. The main purpose of creative writing is not only to lend words to an already specified meaning the higher purpose of creative writing is to be creative in new meanings, and frame them with words that mostly suit their demeanour. There are many methods that can be adapted to your writing skills creatively.

Creative writing's main purpose is to express thoughts, feelings and emotions and not just conveying information. Traditionally creative writing is referred to as an expressive form of literature. It involves the writers in applying their creativity, imagination, innovation of a story to convey the emotion or the story line. It's completely depends on personal interests and experiences of the writer .Creative writing

is writing of fiction, where the writer creates different events, scenes and characters. As we all are naturally good at storytelling and love story tellers. We all are grown up listening to different stories from various sources. Creative writing is taking an important part of life experiences that are meaningful and expand them to make it exciting and convey it in language and literature. There will be difference in information, perspective, emotion and events.

Purpose of creative writing:

1. Entertain
2. Express emotions
3. Share idea
4. Enhance imagination
5. Influence

Creative writing can be considered in writing Fiction, Non-fiction, prose, poetry, memoir and creative Non-fiction.

Role of a teacher in creative writing:

A creative teacher can create lessons to teach how to develop the habit of writing fiction, non-fiction, prose, poetry and creative non-fiction. They guide the students through the process of creativity and teach them the techniques of writing expressively and help them with evaluation and feedback personally. They help creating environment for the learners to express freely and use variety of activities through different mediums. They help the students develop as writers of short stories, novels, poetry, prose and screenplays. They facilitate the learners with language learning and development through different writing activities. They inculcate the habit of using creative writing as a method to improve writing skills, grammar, vocabulary and imagination. They encourage the learners to assert ideas in foreign language and self-empowerment. They need to have strong writing.

Types of creative writing:

Creative writing can be in different forms which include many Genres and styles. Types of creative writing can be categorised as fiction or Non-fiction.

1. Biographies
2. Fiction Novels
3. Drama
4. Short stories
5. Speeches
6. Poetry
7. Playwriting
8. Scriptwriting
9. Memoirs.
10. Blogs Pedagogy:

Pedagogy for creative writing was developed in three main areas, having the tools, resources and qualification for success. Teacher's confidence in delivering creative writing and how evidence of best practice has been applied.

Review of literature in creative writing:

Six key themes are interested in exploring as part of the creative writing. They are sustainability, engagement, skill development, best practice, networks and value creative writing to review of academic and literature has been carried out to refine the themes.

1. Sustainability: Sustainability is the degree to which changes are maintained in practice over time and the literature highlights findings in relation to it.

Learners are engaged with projects. Their motivation and expectations are given importance at the outset sustainability is achieved successfully when the teachers change their teaching practice and pedagogical perspectives as a result of a project.

2. Engagement: This is related to students and teachers engagement with creative writing, motivation for the outcomes of participation and perception and enjoyment of writing.

Government concerns the efforts to raise standards in literacy have been at the excitement about writing.

Learners enjoys writing and develops self confidence in writing.

Learners write closely linked to the perceptions of technical accuracy.

Most of the learners acknowledge writing with future success and wellbeing.

3. Skill Development: Literature studies wide range of skills, disposition and character traits which are to be developed by participating in creative writing.

there is considerate range of academic research which highlights the positive impact of the arts.

Skills which are developed by participating in creative writing the most highlighted are creativity, confidence, social and interpersonal skills, critical thinking and self-efficacy.

4. Best practice and pedagogy: Pedagogy and practice for creative writing was probed in relation to three areas the tools, resources and qualification for success. Teacher's confidence in delivering or teaching creative writing and how best practice has been applied by

- The quality of the environment of students writing
- Libraries and librarians are an important resource.
- Teacher's confidence is a key feature in successful writing programme.
- The literature particularly highlights good practice in developing students risk taking, leadership and management of projects.
- Teaching poetry.
- Engaging with communities and parents.

5. Networks: The key findings from the literature are summarised below:

- ❖ The most effective partnerships tend to be developed by more receptive

teachers.

- ❖ Effective selection of staff for participation in projects.
- ❖ Several barriers to build networks are highlighted in literature, relating to different partners.
- ❖ Teachers can hinder the creation effective networks by delegating the “role of the teacher”.
- ❖ Writers can impede the creation of effective networks by being reluctant to initiating longer term residencies, joining formal networks.

6. Value creative writing:

- ✓ The value that community place on creative writing is of prime importance to the success and sustainability of creative writing projects.
- ✓ The perceived opposition between creativity and technique is an important barrier learners and teachers valuing creative writing.
- ✓ Arts educators and creative practitioners need to avoid arts subject to be justified in terms of what they can offer academically.

Conclusion:

Creative writing is a form of writing that may function persuasively in which it makes a point about a topic but this form requires dramatic elements in order to show the reader a major thesis of the story. Using reality and imagination can add drama to the point you make because it adds spice to characters, situations or concepts.

Creative writing is expressing in an artistic way which draws on imagination to convey meaning through the use of imagery, narrative and drama. The main idea of creative writing is to develop writing skills and writing techniques among the writers in writing poetry, drama, fiction novels, on-fiction, speeches, blogs etc.

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"Longing for Love, Drowning in Despair: A Deep Dive into an Atlas of Impossible Longing"

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Abstract

Pain is the deepest insight not only in human life but also in literature. From ages poets, writers, great scholars, even gods like Goutham Buddha and Jesus went through pain and despair. In Aristotle POETICS, he believed that catharsis is the key element for the tragedy which arouses pity and fear. Anuradha Roy in her, "An atlas of impossible longing", she took despair and longing for the love as her prime theme by which she arose pity and pain to her readers in the whole story. The novel not only emphasis on women longing for love or of detachment and of identity crisis but also, she encounters on how men will have their strongest devotion towards their loved ones and how it can turn everything ups and down. In this paper we analyze Bakul and Meera's love towards Mukunda and Nirmal Babu and their journey towards longing of love. In this paper we not only emphasis on the main characters but also, we do observe on every character in the novel who suffers from the lack of their desirable love and attention from their loved ones, which draws them into severe despair of pain and depression. In which we see about Kananbala, grandmother of Bakul and Larissa Barum, Anglo American neighbour of Kananbala deals with their emotionally detached husbands, where Kananbala lost her sanity and Mrs.Barum into a murderer.

Keywords: Pain, Despair, Detachment, Identity crisis, Depression.

Introduction:

Joy and pain are two inevitable emotions for every human, making our lives lively and fulfilled until the journey's end, which is death. In their pursuit of happiness, individuals embark on different paths, experiencing both joy and pain along their journeys. Some people learn from their pain, while others simply endure it. Noteworthy figures, such as Jesus Christ in the Bible, express that they were born as humans to endure and conquer pain. Similarly, Siddhartha, the king of the Kosala kingdom, transformed into Gautama Buddha, becoming a religious preacher and aesthetic wanderer after awakening to the pain and despair in society.

Pain, a universal human experience, is not only endured by gods and saints but also by writers and poets who use their suffering to create profound knowledge and literature. The concept of tragedy, as defined by Aristotle in his Poetics, has been a prominent literary genre since ancient Greek times. Tragedy is the representation or imitation of a significant and comprehensive series of events, typically of a grave nature, that unfolds with a certain magnitude or seriousness, embellished with artistic ornamentation, presented in dramatic form with incidents that evoke pity and fear to achieve catharsis.

‘A tragedy is the imitation of an action that is serious, complete and of a certain magnitude, in language embellished with each kind of artistic ornament, the several kinds being found in several parts of the play; in dramatic, not in narrative form; with incidents arousing pity and fear, wherewith to accomplish its catharsis of such emotions’. (Aristotle A51)

William Shakespeare's tragedies, such as Hamlet, Othello, Romeo and Juliet, King Lear, and Macbeth, remain timeless classics. These stories lead the hero into suffering and calamities, evoking pity and fear in the audience. Later, the novel emerged as a significant literary form during the rapid industrial development, giving voice to the emerging working class between the elite and laborers.

Writers like Charles Dickens, T.S. Eliot, George Eliot, and W.B. Yeats chose to portray the realities of society, addressing issues like despair, detachment, pain, disillusionment, depression, child labor, and women's suffrage. Similarly, Indian writers such as Mulk Raj Anand, Raja Rao, Arundhati Roy, and Girish Karnad questioned the caste system, colonial rule, women's suffrage, religious riots, and the complexities between Pakistan and India. German writer Hermann Hesse, in his book Siddhartha, articulates the idea that one must undergo experiences of despair, sorrow, and disillusionment to ultimately conquer them.

‘I have had to experience so much stupidity, so many vices, so much error, so much nausea, disillusionment and sorrow, just in order to become a child again and begin anew. I had to experience despair; I had to sink to the greatest mental depths, to thoughts of suicide, in order to experience the grace’ (Hesse, 1922)

Similarly, Anuradha Roy portrays characters in her novel experiencing despair and pain arising from the longing for love. Not only major characters but also minor characters endure despair in their lives. Every woman in the novel suffers from disillusionment, depression, and dystopia.

Insights about AnuradhaRoy:

Anuradha Roy, an accomplished Indian novelist, journalist, editor, and Himalayan potter, has authored five novels: *‘An Atlas of Impossible Longing’* (2008), *‘The Folded Earth’* (2011), *‘Sleeping on Jupiter’* (2015), *‘All the Lives We Never Lived’* (2018), and her latest work, *‘The Earth Spinner’* in 2021. Her first novel, 'An Atlas of Impossible Longing,' gained global acclaim as it was translated into 18 languages and acknowledged among the 60 crucial English language works in contemporary Indian

literature by World Literature Today. Her fourth novel, *'All the Lives We Never Lived'*, received the Tata Book of the Year Award for Fiction in 2018, and she was honored with the prestigious Sahitya Akademi Award in December 2022. In *'An Atlas of Impossible Longing,'* Anuradha Roy explores the intertwining emotions of joy and pain within the tapestry of human existence, shaping individual journeys and contributing to the broader narrative of society. Throughout history, writers and thinkers have delved into these emotions, crafting enduring works that mirror the intricate complexities of the human experience.

Bakul rooted with despair:

Bakul, true to her name, remained deeply attached to the roots of despair, longing for Mukunda. Even her father, Kamal Babu, an archaeologist, was stuck in his past, longing for his deceased wife and later for Meera.

Bakul is a motherless daughter who belongs to a rich and high caste family settled in Songarh where Mukunda is an outcast boy who was adopted by Amulyababu, grandfather of Bakul. As they grow up together the relation between them also started to intensify, which has been observed by the family and to prevent that Mukunda was sent to Calcutta for higher education. Mukunda matures with the time and feels complete with his job, married life and a son and also inherent a house in partition riots from Suleman Chacha, former house owner but Bakul just like her name she upholds the intense emotions with Mukunda and longs for him and when Mukunda returns to Songarh after many years on his job purpose she keeps on questioning him why didn't he visit her before.

'I remember how her lips felt, her tongue, her breathe smell like fresh cut grass, and the way, despite my mouth on hers, she managed to keep saying, "Why didn't you come back? Why didn't you come back? I waited'. (Roy, 2008, p242)

Bakul was very helpless as she was very much attached to Mukunda, she couldn't able to accept any other man other than him, and she creates a rumour that she is having an affair with a married man and called off her wedding just before a week.

'They found out- that I'm not a virgin, that I slept with a married man- and they ran for their lives! The groom ran the fastest of all. I had only to swear one to secrecy and tell her I had had an affair with a married man, and that was enough! With just seven days to go before the wedding, they called off! I turned cartwheels of joy'. (Roy, 2008, p300)

Even though the wedding was called off Bakul chose stay in dark without disturbing the other women life whom Mukunda is married, as insistent she knows Mukunda will leave everything and come to her if she asks him that seemed wrong to her so she chooses to longing for him without disturbing his life. After Mukunda reveals her that her wife was no longer with him and abandoned him with his four years son and his son is no longer recognise him, she too confesses him about the marriage being called off by her rumour and she been longing for him all these years in dark.

'How was I to know what to do? You were still married?' she said, pulling at my arm. "What did you expect: that I'd write to you and say, leave your wife, leave your child- come and live with me now, I can't go on this way, everything seems wrong, each day of my life seems only half lived without you.... Is that what I was supposed to tell you"? (Roy, 2008, p304]

Meera as a flowing river:

Bakul lost her mother in her birth, Nirmalbabu with his broken heart left the house for months. He asks Meera her distant widow cousin to look after Bakul, and also bring Mukunda to home who is orphaned by his father Amulya babu. Meera as a widow hopes that Nirmalbabu will be given a hand of hopes to her as many women are getting re married in those times with their widow cousins. Despite her hopes Nirmalbabu didn't show any interest in her and travels all the time out of town on his job purpose. Returning after many years, Nirmalbabu slowly gets attached to Meera and started to enjoy walks and feeding stray dogs with her which her companions for a long time.

'Not just to feed the dogs' Meera said, I like to walk – otherwise I feel cooped up- and also, I sometimes sit here and draw. It's a break from housework'. (Roy, 2008, p112)

Nirmalbabu asks Meera to draw some pictures of the ruins which would help him for his archaeological study but he asks so that he can see Meera more often, where Meera also agrees to do so as she still longing Nirmalbabu to acknowledge her hope towards him. As the intense as the both expected been increasing day by day was observed by Nirmalbabu's brother Kamal, misbehaves with Meera, which made Meera to leave the house to protect her self-respect.

'It struck her like a bow. Of course! He must have caught wind of her friendship with his brother! And decided he too would try his luck. She stood up in agitation. Of Course! That was it, it was how men thought: friendliness with a man could be nothing but flirtation, and if you flirted with one you were easy, a slut, and game for more.' (Roy, 2008, p160]

Meera leaves the place and try to move on with her live yet she still longing for Nirmalbabu chooses to live alone somewhere near the Darjeeling working as an art teacher. Nirmalbabu who is also very much attached to Meera but couldn't able to be together because of societal norms adopts her stray dog which Meera used to feed at the ruins and treat her as child of him and wouldn't leave him even for a day of an emergency.

'I...see her now and then, she teaches art a school in Darjeeling- there are beautiful up the hills there- you know how she liked walking- and she paints and sketches. In fact.' (Roy, 2008, p226)

Despite everyone in the novel who stuck with the past Meera and walking's show a flow to look forward. Bakul, true to her name, remained deeply attached to the roots of despair, longing for Mukunda. Even her father, Kamal Babu, an archaeologist, was stuck in his past, longing for his deceased wife and later for Meera. Even Kananbala

and Mrs Barnum who stuck in their past Meera solitary walks show her individuality and her forwarding in her life.

Kananbala and her window:

Kananbala was wife of Amulyababu and parental grandmother of Bakul. Kananbala most likely as Mrs Ramsay in the “To the Light House” adores her husband and his younger son Nirmal. She used to live in Calcutta with all surrounded by neighbours and family she suddenly shifts to songarh on Amulyababu business purpose. She longs for her husband’s love and attention as he is the only way out she as her younger son Kamal also get married and he is busy with his newly wedded wife but Amulya in return because of business and responsibilities ignores Kananbala emotions. She went lunatic and keeps saying all the bad things to her family members.

‘Kananbala stood by the door, massaging her knee and looking at the tranquil scene. “What a voice,” she said. “You whore, why don’t you get a job on the streets?’ (Roy, 2008, p40)

‘The next day, as Amulya was dressing to go the factory, Kananbala asked him, “you dandy, who’re you fucking these days? Is it a Brahma lady in a georgette sari? ‘She turned away before the stunned Amulya could say anything, and went into the veranda.’

Amulyababu made to concede into their room where the window is only her way through the society just like Mrs. Ramsey in “To the Light House.’ From her window, she witnessed the murder of Mr. Barnum. To protect Mrs. Barnum, she lied to the police and her own people, similar to how Mrs. Ramsay in 'To the Lighthouse' hides a side of herself that remains unknown even to her husband.

‘There it was before her - life. Life: she thought but she did not finish her thought. She took a look at life, for she had a clear sense of it there, something real, something private, which she shared neither with her children nor with her husband. A sort of transaction went on between them, in which she was on one side, and life was on another, and she was always trying to get the better of it, as it was of her; and sometimes they parleyed (when she sat alone); there were, she remembered, great reconciliation scenes; but for the most part, oddly enough, she must admit that she felt this thing that she called life terrible, hostile, and quick to pounce on you if you gave it a chance.’ (Woolf, 1927)

Mrs. Barnum and her parties:

Mrs. Barnum, a neighbor of Kananbala, is of half English descent and married to an Englishman who arrived to work in the Songarh mica mines.

She was very much abused by Mr.Barnum; her husband kills him accidentally with the help of her lover when they were caught by him. In truth her lover kills him in self-defensive who abandon her but she still longing there in Songarh hoping that he will return someday and they can elope to some other country. She resembles very much with misHavisham character in great expectations, where she organises some parties with Bakul and Mukunda every day and celebrates her birthday every month.

'Bakul and Mukunda knew the routine, and sat down. Mrs Barnum liked celebrating her birthday every month, on an unpredictable day. All the plates, regardless of guests, were served cake and slightly dry, boiled- egg sandwiches. There is lemon sherbet in wine glasses, sweet and murky.' (Roy, 2008, p117)

Conclusion:

To conclude with my insights on this paper is to every women character in this novel are longing for their desirable love, but in return they feel voiceless, helpless and ignored sometimes been abused too. Out of despair each turn their emotions in differently some hoped on with their forward life where some stuck in their past moments. The main character Bakul and Mukunda finally reunites after a great falls in their life where there longing ended togetherness where Nirmalbabu and Meera respectably maintain their friendship even though they longed for each other.

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Exploring the Potential of Blended Learning to Meet Diverse Learning Needs

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Abstract

This research paper's goal is to investigate the advantages and disadvantages of blended learning, a hybrid technique that blends traditional in-person training with online learning elements. Because it can enhance learning results, general development, and flexibility, blended learning has become increasingly popular in institutions of learning and business training. But there are difficulties with putting it into practice as well. This study presents guidelines for effective execution of blended learning and offers insights into the benefits and drawbacks of the approach by reviewing pertinent literature and empirical studies.

Keywords: adaptable and vivacious, state-of-the-art technology, pervasive, ingrained, synchronous and asynchronous, bolster, gamification, and edutainment.

Introduction:

The educational landscape is evolving quickly. In just a few years, the 21st century's technology advancements and our pervasive integration of those technologies into our daily lives have transformed teaching. The current generation will grow up in a world where tablets and smartphones are common, reasonably priced, and taking the place of most laptops and PCs. It emphasizes that in order to stay current with the times and integrate integrated technologies into the learning modality, teaching methods must adapt. Since these technologies are here to stay and will continue to be ingrained in our society, it is time to accept and benefit from them. In order to achieve the desired outcomes and close any gaps, blended model learning may be more beneficial.

A more flexible learning environment can be achieved through blended learning, a training approach that blends conventional instructor-led instruction in a classroom with online course materials. By combining these approaches, students can benefit from the direction and interaction of a classroom setting while still having access to flexible and dynamic learning possibilities outside of it. Role-playing in the classroom provides an opportunity for instantaneous face-to-face feedback. With e-learning components that support interactive media like games, videos, tutorials, quizzes, and social media components, online learning provides individualized, self-paced instruction. All of these resources are accessible from the learner's home page

within the Learning Management System (LMS) as well as from their smartphone or tablet.

It is nearly impossible to customize the learning process for each student in a varied class. Although using a blended learning model necessitates significant adjustments in one's perspective of training, Adjusting the course material to accommodate individual preferences, learning styles, and time constraints might be beneficial.

The following are the most popular kinds of frameworks for blended learning:

1. Face-to-Face Blended learning approach: Traditional instructor-led classes that include technology let students set their own learning pace and offer advantages including role-playing, coaching, practical experience, and feedback.
2. Rotation: In a self-directed online learning environment or during an organized training session led by a trainer, students transition between different learning activities. Learning stations, labs, and the "flipped classroom," where students practice the material before attending in-person instruction, are a few examples.
3. Flex: The terms "flex learning" and "individualized learning" are interchangeable. Students take charge of their education by selecting what they wish to learn by using the learning integration tools available in a learning management system (LMS). Usually, the trainer is available to answer inquiries.
4. Gamification: Allowing students to engage with games elements like points or levels makes them feel a little competitive and motivates them to explore the subject on their own time. This is one of the best ways to motivate pupils.
For instance, the "Kahoot" online application helps students learn vocabulary in English by giving them multiple choice questions (MCQs). Students love answering the MCQs because the tool's user interface is colourful and has sounds that keep them from getting bored.
5. Online Lab: This blended learning approach occurs either before, during, or after training and is fully digital with little to no instructor involvement. Students can access materials via tablets, laptops, and mobile phones (m Learning). This method strengthens and engages learning.
For instance, the "Instacks" online platform offers a variety of verbal, aptitude, and coding challenges. In addition to the activities offered in the classroom, learners can also practice those.
6. Self-Blend: Self-motivated learners can improve their subject knowledge by using extra content, such as webinars, industry blogs, or video tutorials. To promote curiosity and development, an LMS can bring together a variety of material sources into a single system.
7. Online Driver: This integrated learning approach uses a digital setting and is fully self-directed. Students can communicate with teachers via message boards, email, or chat. While it offers a flexible schedule and individualized instruction, it is devoid of the in-person interactions found in other forms of blended learning.

Because it provides a high level of customization and flexibility, blended learning is becoming more and more common in today's workplace. It gives students every type of support and a complete approach to education by combining online and offline learning methodologies. Course designers and students are not restricted to using a single medium or distribution channel in order to meet the learning objectives. It also promotes a "continuous learning approach," which has been demonstrated to enhance learning and effect change. It also offers more opportunities to promote engagement, informal learning, teamwork, and social learning. Because blended learning may be used in both synchronous and asynchronous modes, it gives students more opportunities to develop and apply their skills. Flipped learning, practical examples, graphic content and visuals are all used in blended learning.

Benefits and drawbacks of mixed learning:

The first advantage is that blended learning enables quicker outreach to a larger audience. Because, unlike traditional methods, blended learning does not require the presence of a trainer all the time. In traditional classroom settings, only a limited number of people can participate at once.

For some training courses, a complete transition to online instruction is not feasible. For instance, some training courses include practical, hands-on exercises. Next, the trainer can choose from a variety of training materials stored in a learning management system. It will bolster the theoretical portion of the instruction. Another important benefit of blended learning is that it makes traditional training more valuable. Students will come to class with the comprehension when they can complete their tasks independently.

One of the main benefits of blended learning is that instructors can work less while still providing support to students who require more information, while students complete the online courses and tasks on their own. In light of the results of the first training sessions, the trainer may need to alter the content. You can save money by using blended learning. Shorter commutes, fewer training facilities, and fewer teachers are all essential. Less money is spent everywhere. One of blended learning's greatest benefits is that it can make learning fun. This is due to the fact that it combines traditional teaching techniques with interactive learning materials. Students can draw links between the material and the subject they are learning thanks to it.

In addition to these benefits, blended learning also has certain disadvantages:

It can be challenging to adopt a new strategy if one is accustomed to a traditional one. Blended learning requires a lot of work in the early stages. It can be challenging to adopt a new strategy if one is accustomed to a traditional one. It might be difficult to strike a balance between virtual and in-person training. It is possible that the benefits of this learning approach will take some time to manifest. Another disadvantage of blended learning is that it could demotivate participants, depending on how it's set up. Not all people, tasks, subjects, or organizations are suitable candidates for all blended learning strategies.

Pupils who have been up with traditional teaching methods dislike spending too much time in front of a computer. These characteristics need to be considered while developing instructional strategies and materials, as one might anticipate. Participants must have a basic understanding of technology in order to take classes and complete assignments online. Some kids won't learn anything from a screen if they are uninterested or don't know how to do anything. This problem can be solved with a brief discussion of the new training techniques and their benefits.

The integration of state-of-the-art technology into blended learning projects can be costly, particularly in terms of infrastructure and device setup. However, you'll discover that this investment is not only one-time but also one that will end up paying off in the long run when you compare it to all the other benefits of blended learning. If learners or students are unaware of the technology used in the online learning course, there's a risk they won't get the desired results. In the same way, if the technology tools provided are inadequate and unrelated to the course material, it will be a waste of money and not boost return on investment.

In conclusion, blended learning has benefits and drawbacks like any other learning method. The modern workplace and learning environments offer unparalleled opportunities for online training facilitation through the use of a blended learning strategy. Any curriculum that incorporates digital media while upholding the fundamentals of traditional education might adopt this teaching strategy. The approach is significantly more user-friendly, efficient, and effective than anything that has ever been employed before.

Therefore, trainers must build content by carefully integrating technology and other essential components into the learning material in order to meet learning objectives as effectively as possible. As a result, blended learning offers the best learning environment, maintains student enthusiasm, increases retention rates in enterprises, and supports professional and personal development efforts. In actuality, it blends the advantages of conventional schooling with the great usefulness of employing technology to cut expenses and time. This method of instruction is currently one of the most popular and has spawned a large number of learning platforms across the globe.

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Mischanging Your Way to Mastery: Unveiling Vocabulary Through the Hilarious Hijinks of Malapropisms

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Abstract

Vocabulary is crucial when learning a foreign language. Speaking, listening, reading, and writing are the four talents that are all connected by this one component. Students must learn a sufficient quantity of words and be proficient in their usage in order to converse effectively in a foreign language. Despite realizing the value of vocabulary in language learning, students often acquire it passively for a variety of reasons. First of all, they find it tedious when the teacher explains grammar rules, pronunciation, meaning, or definition. Second, pupils consider learning vocabulary to be limited to understanding new terms and their basic meanings. Third, textbooks are typically the only source of new language for students. In lively conversations, mispronunciations serve as launching pads for etymologies that playfully blur the boundaries between right and wrong. Acquiring new vocabulary is not a tedious task; rather, it's a humorous act in which each error serves as a springboard for more complex communication. There should be plenty of opportunities during vocabulary instruction for students to use new words, have word discussions, and contrast new and old words. Using Malapropism can make vocabulary instruction and learning engaging and enjoyable. This paper aims at presenting, how malapropisms can be used to learn and teach vocabulary in an engaging manner.

Keywords: Malapropism, Vocabulary, Language.

Vocabulary is crucial when learning a foreign language. Speaking, Listening, Reading, and Writing are the four talents that are all connected by this one component. Students must learn a sufficient quantity of words and be proficient in their usage in order to converse effectively in a foreign language. Since having a restricted vocabulary in a second language makes it difficult to communicate successfully, vocabulary knowledge is frequently seen as an essential skill for second language learners. Schmitt (2000) underlines that "lexical knowledge is central to communicative competence and to the acquisition of a second language," emphasizing the significance of vocabulary learning. The relationship between vocabulary knowledge and language usage is further characterized by Nation (2001) as complementary, in which vocabulary knowledge

promotes language use and language use promotes vocabulary growth. Day in and day out of the classroom, the value of vocabulary is demonstrated. Students that achieve the highest levels in the classroom have the most extensive vocabulary. Scholars like Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008), Nation (2011), and others have come to the conclusion that developing one's vocabulary is crucial to use a second language successfully and to the formation of coherent written and spoken texts. Learning vocabulary items is essential for all language skills, including speaking, listening, reading, and writing, in both English as a Second language (ESL) and English as a Foreign Language (EFL) (Nation, 2011). Furthermore, according to Rivers and Nunan (1991), developing a sufficient vocabulary is crucial for effectively using a second language because, in the absence of one, we will be unable to use any learnt structures and functions for understandable communication. Despite realizing the value of vocabulary in language learning, students often acquire it passively for a variety of reasons. First of all, they find it tedious when the teacher explains grammar rules, pronunciation, meaning, or definition. Second, pupils consider learning vocabulary to be limited to understanding new terms and their basic meanings. Third, textbooks are typically the only source of new language for students. In lively conversations, mispronunciations serve as launching pads for etymologies that playfully blur the boundaries between right and wrong. Undoubtedly, acquiring new terminology can be tedious, particularly if the learner's innate interest and spirit of discovery aren't stimulated. Here are a few explanations for why it could seem that way: Routine and rote memorization: Conventional techniques such as word lists and flashcards can be tiresome and devoid of context, which makes it challenging to relate the words to practical situations.

Cut off from one's passions: Learning terminology unrelated to one's interests or objectives can be pointless and demoralizing.

Concentrate on Solitary definitions: Acquiring knowledge of words in isolation, without observing their usage in sentences or a broader context, can result in a dull and unengaged learning experience.

Absence of proactive involvement: The lack of active application or manipulation of the acquired words in passive approaches, such as reading lists or listening to definitions, results in lower memory and interest.

Pressure to Deliver: Tests and evaluations emphasizing vocabulary memorization can induce stress and worry, which detracts from the enjoyment of learning. By employing a variety of communication techniques, such as a glossary at the conclusion of each essay and the use of synonyms, antonyms, homophones, homographs, prefixes, and suffixes, teachers can help students' vocabulary grow. Idioms, Frequently Confused Words, and One-Word Substitutes are additionally taught. Teachers frequently ask themselves how to make learning engaging. How might students find the process of learning new words more enjoyable? Assignments and tests may not always accurately reflect each student's unique set of talents and may

potentially cause excessive stress and anxiety. Utilizing captivating, entertaining, and enjoyable vocabulary games and competitions inspires students and solidifies their learning. Since vocabulary is designed to “help and delight and instruct us,” as Alberto Manguel notes, they could include intriguing vocabulary items that spark interest in vocabulary study, such as anagrams, euphemisms, portmanteau words, malapropisms, spoonerisms, palindromes, etc.

Acquiring new vocabulary is not a tedious task; rather, it's a humorous act in which each error serves as a springboard for more complex communication. There should be plenty of opportunities during vocabulary instruction for students to use new words, have word discussions, and contrast new and old words. Using Malapropism can make vocabulary instruction and learning engaging and enjoyable. This is an attempt to show how malapropism can be used in the classrooms to involve students actively in learning vocabulary and making it engaging and interesting.

Dubinsky and Holcomb (2011: 37) define malapropisms as the replacement of one word or more(target) with a similar-sounding word(error). Malapropism is the improper usage of one word for a similar-sounding one, either on purpose or inadvertently, for humorous effect. Calling someone a "wolf in cheap clothing" rather than a "wolf in sheep's clothing" is an example of malapropism. Richard Brinsley Sheridan wrote *The Rivals*, a drama, in 1775. Throughout it, a lady by the name of Mrs. Malaprop makes hilarious mistakes in language by using one word for another. Fay and Cutler (1977) distinguished between two categories of malapropism. First, there is the classical malapropism. Traditional malapropism only serves as a source of social motivation and humor. The mistake term in classical malapropism is not a legitimate word; it doesn't even appear in the dictionary. An illustration of malapropism from the motion picture "Airplane!" A tense traveler on an airline says, "Roger, Roger. Victor, what's our vector?" "Vector? A vector does not exist. Zenith is present. Zenith. The protagonist, a tense traveler, conflates "zenith" (the highest point) with "vector" (direction). A statement that satisfies the three main criteria listed by Fay and Cutler (1977) in their theory is considered non-classical malapropism. The actual word, which is included in the dictionary, is the wrong word. With a very similar pronunciation, the speaker is simply mispronouncing the words. The error word is the real word, and the dictionary has it. A term is classified as non-classical if the incorrect word is both a real word and has a hilarious effect. "I'm going to nip this problem in the butt before it gets worse" is an example of this. It should be bud instead of butt. "Can you please pacifically tell me what you need?" In place of particularly, the word pacifically is wrongly used.

The learners can be familiarized with a few of the original malapropisms of the character Mrs. Malaprop in Richard Sheridan's play (*The Rivals*, -1775) and the students can be asked to find the difference between the meaning of wrongly used word and make them try to replace with the right word by giving some clues or options. They

also can be asked to find out synonyms for the words thereby helping them to memorise more words contextually, humorously and in an engaging manner.

"...promise to forget this fellow - to illiterate him, I say, quite from your memory." [obliterate]

"O he will dissolve my mystery!" [resolve].

"He is the very pine-apple of politeness!" [pinnacle] "

...she might reprehend the true meaning of what she is saying." [comprehend] "

..she's as headstrong as an allegory on the banks of the Nile." [alligator]

"I am sorry to say, Sir Anthony, that my affluence over my niece is very small." [influence] ii. T

Some more examples from literature are:

- I was most **putrified** with astonishment when you gave me that smack.
—The Adventures of Huckleberry Finn
(The correct word is **petrified**.)
- Our watch, sir, have indeed **comprehended** two **auspicious** persons.
—Much Ado About Nothing by William Shakespeare
(The correct words are **apprehended** and **suspicious**, respectively.)
- The **Exhausted** Ruler
—Sons of the Desert by Stan Laurel
(The correct word is **exalted**.)
- The bride and **glum**...
—The Young Immigrants by Ring Lardner
(The correct word is **groom**).

Malapropisms regularly happen in real life, too. Here are a few humorous examples:

- Australian Prime Minister Tony Abbott once stated that no one “is the **suppository** of all wisdom” instead of saying repository or depository.
- Chicago Mayor Richard J.Daley incorrectly referred to Alcoholics **Anonymous** as Alcoholics **Unanimous**.
- Yogi Berra once said, “He hits from both sides of the plate. He’s **amphibious**” instead of saying **ambidextrous**.

Here are some examples and explanations of how malapropisms can be used in the classroom:

1. Setting the Stage:

- Scenario: During a discussion about Shakespeare's play "Twelfth Night," the teacher intentionally misquotes Malvolio, saying, "I am not what I yam!"
- Explanation: This humorous misuse of "yam" instead of "am" immediately gets students' attention and highlights the importance of using the right word in the right context.

2. Interactive Activities:

- Game: Divide students into teams and play "Malaprop Mania." Each team creates a sentence with a deliberate malapropism, and the other teams have to guess the correct word and explain its meaning.
 - Storytelling: Have students write a short story where characters repeatedly misuse words. They can then share their stories, discuss the funny misunderstandings, and identify the correct vocabulary.
3. Exploring Nuances:
- Discussion: After reading a text with examples of malapropisms, discuss the subtle differences between similar-sounding words. Compare and contrast "nervous" and "anxious," for example, using examples from the text and real-life scenarios.
 - Synonym Web: Encourage students to create a web of synonyms and antonyms around a word that was often misused in a text. This helps them understand the range of vocabulary options available and the specific connotations of each word.
4. Creativity and Humor:
- Cartoons: Have students create cartoons or memes illustrating common malapropisms. This helps them visualize the mistakes and reinforces the correct word associations.
 - Role-playing: Students can role-play characters prone to malapropisms, exaggerating the humor while also learning the importance of clear communication.
5. Real-world Connections:
- News Analysis: Discuss examples of malapropisms used by public figures or in news articles. Analyze the impact of these mistakes on communication and public perception.
 - Professional Writing: Remind students that using the right vocabulary is crucial in professional settings. Have them rewrite emails or resumes, replacing common malapropisms with precise and impactful language.
 - Create a fictional character: Introduce a quirky character who consistently misuses words. Students can then identify the errors and suggest the correct vocabulary.
 - Use deliberate exaggeration: Intentionally misuse words in a humorous way to spark students' curiosity and encourage them to correct the mistakes.
 - Focus on clarity: Ensure that the context is clear enough for students to understand the intended meaning despite the malapropism.

Conclusion:

Throughout this exploration, we've delved into the delightful depths of malapropisms, those hilarious hijinks of misplaced words. We've discovered that while seemingly nonsensical, these verbal blunders hold a surprising key to unlocking vocabulary mastery. However, it's crucial to remember that malapropisms are a double-

edged sword. While they can be potent pedagogical tools, wielded clumsily, they can lead to confusion and hinder learning. As educators and language enthusiasts, our role is to harness their comedic potential responsibly, ensuring that laughter paves the path towards greater understanding, not stumbles towards misunderstanding.

Ultimately, embracing the "mischanging" spirit is about celebrating the dynamic nature of language. It's about recognizing that learning can be joyful, messy, and full of delightful surprises. Let us, then, continue to revel in the absurdities of malapropisms, not merely for the chuckle they induce, but for the hidden treasures they reveal: the intricate tapestry of words, the power of context, and the endless possibilities for self-expression that lie nestled within the human tongue.

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Language and Life Skills

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Abstract

This study aims to analyse specific language and life skills and kind of vocabulary that are needed for the holistic development of the society. Language is a beautiful gift of God that distinguishes man from animals and it is man's finest asset.

Henry Sweet defines, "Language is the expression of ideas by means of speech sounds combined into words, words are combined into sentences, this combination answering to that of ideas into thoughts".

The Word Health Organization has defined life skills as, "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life". So language and life skills are equally important for the positive development of a person in the society. Language is means of communication and life skills can be meant for the proper implementation of the language in appropriate way. Language is a tool to be used to express our thoughts, imagination and feelings to one another. It is a skill in itself, skill may be defined as the ability to do something well and skills need to be acquired with the proper practice.

Language is an ocean it may be any language and is an organised knowledge leads to the organised life and it helps a man to develop towards wisdom and makes him a refinery human being.

Keywords: Language,Life, Skills and Society.

Life skills are gaining necessary thing in everyday life and language is a proper tool for this fulfilment. We all grow from nothing to something and that is success depending on our consistency to grow. We learn language from the very young age and life skills continue to grow with us, language teaches us words to talk and life skills teaches us how to speak, when and where to speak. Language is a form and life skills are methods of leading the life in a sustainable way.

Oxford English Dictionary defines language as "Words and the methods of combining them for the expression of thoughts"

According to H.A.Gleason, "Language is one of the most important and characteristic forms of human behavior."

G.B Shaw in his "*Spoken English and Broken English*" writes that there is no perfect English but there can be correct English, emphasising that language should be

used in a proper way rather than concentrating on the grammatical aspects or structure. If the receiver has understood your language and that fulfils your intention of communicating to one.

The role of language in our life is incomparable. It is not just a means of communicating one's thoughts and ideas to one another, but has also become a tool for gaining friendships, to build social relationships as well as economic relationships. As we all know that language plays a great role in the process of transmitting knowledge and this knowledge can be enhanced with academic skills, employability skills and social skills in integrating work on life skills with developing of our language skills.

Communication will be used throughout our life in order to give and receive knowledge Communication skills is one of the 10 core life skills strategies listed by **WHO** (World Health Organization). Life skills include creativity, problem solving, confidence, critical thinking along with personal and social responsibility that contribute to be a better human being in leading a meaningful life and to adjust in the society. Life skills help us in realisation of our potentials but also living life in a meaningful manner. They help in realisation and utilization of our potentials and language is one such potential to reach our goals and determinations.

Competition is increasing day by day in all the aspects of life and the rules for the workplace are also changing the worker will be judged by how well he handles the situation for himself and others. Applied knowledge is more to do than the academic abilities and this life skill focuses on personal qualities such as adopted, adaptability and persuasiveness.

UNICEF defines life skills as “a behavior change or behavior development approach designed to address a balance of three areas: Knowledge, Attitude, and Skills”.

“I suppose leadership at one time meant muscles, but today it means getting along with people”, says *Mahatma Gandhi*.

John Maxwell defines, leadership as, “a leader is one who knows the way, goes the way and shows the way”.

These definitions have looked right of life skills.

Language brings clarity, courage and humility essential for the life skills and to become a successful leader. The drive to establish and make our mark in the world is most urgent need in 21st century; we need to re-evaluate our goals and reconsider of what really matters, because life is limited, to have more chances again and again. So the language we use during communication also plays a vital role in attaining the life skills.

As the saying goes if you don't know where you are going any road will get you there. The much we are aware the more we will attain. And those who feel that their best skills are expressed in their work they become more passionate and enthusiastic about life. Self awareness offers a sure steering mechanism for keeping our life

decisions in harmony with our deepest values. It is an invaluable tool for change which helps in person's goals sense of mission or basic values including the belief that self improvement is good.

Life skills provide ability for the people to have positive outlook towards life , to protect themselves and to have positive social relationships, promoting both their mental well-being and personal development as one has to go through the realities of life. Basically these skills are helpful for one's own well-being and gradually evolve to reflect our surrounding and our relationships. Practicing life skills leads to self-esteem, sociability and tolerance to the ability to take action and make a change and eventually to the freedom to decide what is right and what is wrong. In today's fast growing and fast changing world having life skills has become an essential part of being able to meet and resolve the challenges of everyday life.

There are certain problems involved in the use of language, establishing equivalence between words and the ideas or things they stand for. We human beings identify ourselves with hardly anything else as closely as with language. To give up one's language looks like losing the part of one's personality, so language has a prime place in developing the personality of person.

The *Chand yogupanishad* says,

If there had been no speech neither virtue nor wise could be known neither the true nor the false, neither the good nor the bad, neither the pleasant nor the unpleasant, speech or language alone makes known all this. Man is the only tool bearing animal and he alone uses words and how well he uses these words his language decides what personality he possesses language makes conceptual thinking possible. Language support man with humanity.

Plato says, are their languages and no language? He thought there must be some primordial relation between the words. And the thing language is not just a word but equivalent to the real object or idea. The language of a person reflects his personality so one must be very careful before uttering a word.

For Example

- A. He should not change his job again and again
- B. He is getting a bad name from changing jobs often
- A. Can you please console your dog?
- B. Stop your dogs barking.
- A. Can I have this drink later?
- B. I don't want anything to drink.
- A. I am sorry for the inconvenience for reaching late.
- B. I was stuck in traffic so can't come in time.

When we observe at the above sentences both sentences have the same meaning but impact and impression on the listener is different, the first one is in polite manner and later is like order or warning or dislike so using of good language is also a skill

Language has its own history but it cannot be past in anytime it is a continuous process with the human civilization. There is no life without language now and language adds beauty to the life Rose is considered as symbol of love, white colour as peace, black colour for mourning, red for tradition, likewise for every object we have one or the other meaning and this is provided by language to life. It was language which taught by adding meaning to each and every aspect of our life.

The earliest known writing was invented there around 3400 BC in Persian Gulf our ancestors developed language as a means of communication to reflect their needs and desires. Language has a significant role in our life as it allow us to turn back in time and learn about life on the earth from the experienced ones definitely in one or the other way we imitate and language exactly deals with it. Life is a broad concept to be understood and language adds meaning to it making it more convenient for the sustainability. Language and Life have different meanings to each one of us for a father it is hard work to fulfil the needs of his family, for a mother it is love and responsibility, for a teacher to inculcate knowledge and values among students, for a student to learn and gain as much as possible. Here all are utilising their skills to meet with the needs of life.

Intelligence means skill the capacity to acquire and apply knowledge and the faculty of thought and reason nobody can acquire 100% skills in all areas one has to identify his skill and develop it for example a person with good communication skill and hold on language can become a teacher, trainer, orator and leader for the future generations.

Through life skills we are taught to do good works that one might enjoy eternal happiness each one of us dream of a good settled life with all the pleasures and needs but at the same time we forget that to get things to be done one has to be good as well a person with good language and polite manner or behaviour is respected in the society.

Developing life skills is an ongoing process and the language classroom is suited for facilitating once growth the Cambridge life competencies explores the key life skills for the learners to develop in order to compete with the challenges challenging world of work creative thinking having new thoughts and ideas in a particular topic critical thinking to think both merits and demerits of the topic and the problem solution method communication clarity and clear pronunciation in the language as per the needs of listener social responsibility ready to take up the new challenges and responsibilities for the well being of the society as a whole emotional development to work with the emotional attachment person and self satisfaction all these are going to help the individual to be one more many successful people life skills are mixture of psychological and behavioural skills and also may be called as second social skills. **Botwin and Griffin** 2004 research suggests that developing life skills may help reduce aggression and violence. This is why developing life skills is key not only to bring success in life its key for our health and well being.

The life skills such as managing stress, having positive mindset, knowing oneself, self confidence, acceptance, knowing our own strength and weaknesses, self motivation, kindness, being compassionate and self determinant etc all of these can be expressed through having a good language. All the challenges we are facing at different times in our lives can be solved by both language and life skills.

Life skills cannot be attained by reading or in a one day, they need a longer period and experience for the adaptation implementation and intentions for the commitment.

Thus both language and life skills play a vital role in the holistic development of an individual and society as a whole.

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Use of I.C.T: Emerging Trend In English Language Teaching

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Abstract

ICT is information and communication technology. The ‘C’ in ICT refers to both recent technical innovations as well as a more considered view of how information technology wave relates to key skills of English language teaching. As we know “ what we learn with pleasure, we never forget” – Alfred Mercier, so in today’s world of emerging trends in technology, every thing is flexible, more specially the teaching of English language. It is the need of the hour that, communication strategy should be used as an instructional tool in our Indian classrooms. So its important that language learners as well as teachers adopt and understand the various techniques of language teaching and upgrade themselves of the same.

This paper discusses how technology can be best harnessed and used productively for enhancing the standards of teaching English in India, there by helping to bring out drastic changes in the society. The thrust areas of language teaching like Grammar, Vocabulary, Pronunciation, Listening & speaking can be invariably improved by using ICT in classrooms. This paper also reviews the new trends in the area of English language teaching presenting examples and suggestions with practical classroom experiences.

It is crucially important that we understand the contribution of ICT to the learning process and its pivotal role as a key tool in the lives of our children in the new millenium.

Keywords: technology, communication, instructional tool, learning, enhancement, pivotal role.

Introduction:

Cultural hegemony and globalization has given new emerging trends in expansion of English language. In this modern era of I.T, due to rise in globalization and commercialization, English language teaching has become an integral part of our education system. As a language teacher of L2, teachers should keep themselves abreast of the latest trends to develop and enhance the inquisitiveness among the students.

In this paper my focus is on how technology can be used in teaching English and also to review the new trend ICT, use of modern techniques and activities to make a L2 class more interesting and fun for students.

Recent developments in Information and Communication Technologies (ICT) have brought significant changes in the field of education, just as in many other many

other aspects of our daily lives. These developments have palpably had an impact on teachers, students, and schools particularly school curricula, including teaching and learning process. In line with these developments, more recently many developed and developing countries regarded the use of ICT in education as a prominent leverage to achieve educational transformation (Aydin, Gurol, & Vanderlinde, 2016; Cetinkaya, 2017), improve the quality of instruction (Almadhour, 2010; Buabeng-Andoh, 2012; Hew & Brush, 2007), overcome a number of critical problems that many educational systems face in the 21st century, such as educational equity and students' procurement of 21st century skills (Celik & Kahyaoglu, 2007; Prensky, 2006; Nutt, 2010).

Amongst all these conditions, teachers' ICT attitudes, ICT skills, and their ICT training have gained currency in regard to effective integration of ICT in today's educational settings. In this context, improving teachers' ICT skills and competences has become critical since teachers have a pivotal role in effective use of ICT in teaching and learning. In this vein, many countries are providing teachers with ICT training in order to improve their ICT skills and knowledge. These training activities not only foster teachers' ICT knowledge and skills, but also they can improve their beliefs and attitudes towards ICT use in education.

Previous research also indicated that another major factor influencing teachers' ICT use in their classes is their attitude towards ICT. Attitudes can be defined as an element that guides the behaviour of the individual, the integrity and consistency in the feelings, thoughts and behaviours of an object (Tavsancil, 2005). In this regard, teachers' attitudes towards ICT use are regarded as the driving force behind their ICT use behaviour in many studies (Aydin, & Semerci, 2017). Although teachers' attitudes play a major role in incorporation of ICT in their classes, there are few studies examining high school teachers' attitudes towards use of ICT in education. Thus, there is a need for further studies to examine teachers' attitudes towards ICT use in education. In view of this gap, the main objective of this research is to examine high school teachers' attitudes towards ICT use in education in terms of different variables. Framed by this aim, answers to the following questions were sought.

1. What are the attitudes of teachers towards ICT use in education?
2. Is there a significant difference between teachers' attitudes towards ICT use in education by their gender their gender, age, teaching experience, ICT experience, ICT skills and ICT training?

However, effective use of ICT in teaching and learning is a complex and multifaceted process that includes various teacher level and school level conditions (Aydin, Gurol, & Vanderlinde, 2016; Vanderlinde & van Braak, 2011).

In this tech savvy era the use of internet is a highly useful tool which benefits both the learner and the teacher. ICT has a potential to cater the requirements and needs of students by providing myriad opportunities to learn creatively. Integration of technology projects a paradigm shift in language teaching and learning. Thomas Arnesen (Norway) writes:

“The new educational context is emphasising on the development of pupils ‘ 21st century skills’, such as their ability to access and process information, and their ability to identify problems and choose strategies for solving them (Vavik et al., 2010):18. The emphasis is on tasks requiring that pupils work across traditional curriculum subject boundaries. From this perspective, teachers sticking to a traditional understanding of curriculum subjects and thus object to an ICT induced pedagogic transformation, might be seen as reactionary and old-fashioned. Their lack of enthusiasm might be seen to stem from a general opposition to change per se, and might thus be accused of lacking consciousness about their own ‘theory of practice’.

English In Indian Perspective:

English is used in India for official, academic, professional and personal interface. To open up India’s feathers in the sky of developed countries, as the world is shrinking day by day breaking the culture barriers, I think there is a utmost need of not only learning English but also accepting new emerging trends.

For the professional growth , the citizens have to be skilled in English have to be skilled in English language as it makes connection not only through communication but also makes technology and electronic advancements feasible to everybody. Use of gadgets, devices and internet is possible only with the skills of English.

All developed countries use English as the medium of instruction and all scientific and technical knowledge is based on it thereby making English not just the language of poetry, drama, fiction but it is the language which is working as a bridge for expressing and learning all the inventions and innovations in the field of science and technology.

E.L.T: Promises And Concerns:

ELT is a continuous comprehensive process which undergoes vast changes from time to time. Use of ICT in ELT has changed the appearance of English in both the variants of British and American English.

In fact, Warschauer (2003a, 2003b) drew out similarities between literacy and ICT access where both literacy and ICT access are closely connected to “human communication and the means of knowledge production” (Warschauer, 2003b, p. 38). Other parallels are where both tools function as prerequisites to full participation in the information stage of capitalism; they both necessitate a connection to a physical artifact (a book or a computer) and serve as a two way street in receiving and producing information. Lastly, he stated that both literacy and ICT access have spiraled the notion of societal divides, one being the literacy divide while the other is the digital divide. Attewell (2001) chose to see the latter as two waves, the first and second digital divides, where the first has been preoccupied with access issues while the second wave is concerned with usage and actual implementation of technology in learning. However, it needs to be noted that they cannot be looked upon as separate entities but rather as a webbed duality in the pursuit of enhanced learning.

Following are the Innovations in ELT which I observed in the recent decade:

- Use of E- communications.
- Teachers learning practices.
- Use of computer software.
- Changes in teaching culture and content.
- Changing in the goal of teaching English.
- Teachers as life long learners.

Some Practical Suggestions To Be Implemented:

The use of English language have opened the various opportunities at the global scenario. With increasing demand of learning English its teaching became a hard nut to crack. Use of ICT seems to be the only alternative. To make English every one's cup of tea following suggestions are to be implemented :

- Use of ICT is must.
- Use of computer.
- Use of software in language labs.
- Use of social blogs.
- Use of mail.
- E- books.
- Using apps like Hello English(Android app)

I.C.T In E.L.T Practical Teaching:

- 1) P.P.T is an effective tool used to teach and enhance speaking and listening skills.
- 2) L.C.D Projectors are to be used, the traditional 'chalk and talk' method should be replaced by use of projectors as the audio-visual on big screen is always effective in teaching language skills.
- 3) W.W.W- world wide web has become inevitable in this modern era. Many websites of great universities like E.F.L.U, IIT-Bombay, Oxford, Cambridge, and British Council have a window on their website for learning and exploring the world of English.
- 4) Listening skill, which is generally ignored in India, is actually the effective tool of communication input. What we listen-we speak. With the use of technology we can use this resource for enhancing listening skill-thereby making students good speakers of language.
- 5) Speaking skills can also be nurtured by the use of multimedia software which has conversations, role plays, dialogues, group discussions, debates, interview skills, which helps students acquire confidence in speaking.
- 6) Reading skills like clarity,voice modulation, balanced tone, appropriate punctuation can be effectively practised by use of ICT.
- 7) Writing skills can be developed by using software for teaching students the mechanics of hand writing at the early stages and practising discourses at the late stages of their school and college life.

8) Language Lab provides the students to develop all the four skills proficiently by the use of audio - visual aids. Accent, grammar, vocabulary, body language, eye contact, public speaking, can be practiced easily using a language lab guided by a teacher.

Conclusion:

ELT has a very prominent role to play in the development and competency of a learner. It broadens their horizons and make them familiar with the various aspects of learning language as a skill based subject.

A student, efficient and fluent in English can survive and excel any where in this world of cut – throat – competition.Modern technology allows the teachers to don the role of a facilitator and a guide, while the students take responsibility of learning on their own. A teacher should use technological sources such as P.P.T's, videos, virtual interactive labs, on – line classes, expert talks etc., the teacher should also learn to make best use of the modern tools by using ICT.Computer .

Computer Assisted Language Learning(C.A.L.L) and Multimedia Assisted Language Learning(M.A.L.L), E – learning is an emerging trend in Asian countries. The computer is often used for partial or whole – class work in English class rooms. How ever, it should not be ignored that the use of computer alone itself cannot enhance the quality of English language education or replace Human teachers. Training of the teachers and the students must precede computer use for its effectiveness and efficiency as noted in Choi and Kang (2002) and Wen and Hu (2007).

Overall, the use of ethnographic grounded observations is critical to helps us illuminate the nature and worth of what students are learning about computers. Jungck, (1999) stated that, “What we know is linked to the way we come to know it” (p. 283). Hence, as students’ interaction with computers shape what they know about them, researchers through conducting observations of technology access and use in schools will shape the understanding of teachers and students’ experiences, their values and their needs in this teaching/ learning process. Thereby, voices from the ground level are endemic to shaping the effectiveness in policy and practice in technology in education.

Sub theme: 4: I.C.T ENABLED INSTRUCTION.

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Short biographical note

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The Significance of English Clubs in Language Learning

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Abstract

This research explores the vital role of English clubs in facilitating language proficiency among learners. The paper investigates the impact of English clubs on conversation practice, vocabulary expansion, grammar reinforcement, and develops confidence among participants. This paper also studies the networking opportunities provided by English clubs, highlighting the establishment of connections among learners from varied language backgrounds.

Additionally, English clubs, has the environment that are both lively and interactive for learning which provides an opportunity for English language learners to practice English in a relaxed and friendly setting. Participating in English clubs offers students an easy-going space for practicing and improvising English and cultivating new connections with language learners. These clubs play a crucial role in cultivating a positive attitude towards the language, emphasizing its significance in effective communication. Within this context, students not only enhance their communication skills but also develop problem-solving abilities and boost their confidence. These abstract underscores the multifaceted benefits of English clubs in nurturing holistic language development and encouraging students to actively participate in the learning process.

Keywords: English Clubs, Learning, Language, Proficiency

Introduction

Language learning can be fun and exciting; it helps to reinforce the parts of brain that are responsible for our memory, speech and sensory organs. English language is known as global lingua franca (a language that is adopted as a common language between speakers whose native languages are different) being proficient in english language helps in business and trading, in communicating globally, education, travel, networking and personal development. Though English is taught in many educational institutions, it cannot be sufficient to enhance the speaking and learning hence many opt for extracurricular activities and among them english language clubs distinguish themselves as vibrant settings that provide learners with exceptional chances. They provide a space that is comfortable in communicating, learning and exploring different aspects of language. English clubs not only benefits students but people from all age group who are interested in learning this global lingua franca.

The impact of English language clubs on language learning is an area under growing interest and importance. As students actively participate in these clubs, they are exposed to proper usage of language, enhanced communication skills, cultural exchange, gaining depth of knowledge, boosting confidence and fluency. This exposure not only enriches their linguistic vocabulary but also fosters a positive attitude toward language acquisition. By investigating the possible effects of English clubs on people's language competency and general communication skills, this study aims to explore the unique role that these groups play in language acquisition. The central question guiding this study is: "How does participation in English clubs influence language proficiency development among different individuals?" This research aims to contribute valuable insights to the broader discourse on language education by examining the multifaceted aspects of language clubs and their significance in the language learning journey.

Beyond the confines of traditional classroom learning, English clubs offer a unique blend of camaraderie and educational exploration. They cater not only to students seeking to enhance their language skills but also to individuals of all age groups who share a common interest in mastering this global lingua franca. The impact of English language clubs on language learning is an area of growing interest and importance, as participants actively engage in activities that go beyond textbook teachings. As students participate in these clubs, they undergo a holistic language learning experience. Exposure to proper language usage, enhanced communication skills, cultural exchange, and the acquisition of in-depth knowledge collectively contribute to the comprehensive development of language proficiency

Influence of english clubs in one's language proficiency

If we acknowledge that language learning is a lifelong activity, English clubs can play a key role in sustaining this learning. Imagine a scenario where where individual from various backgrounds come together and actively participate in a conversation circle inside English club setting, here they not only can interact and practice their linguistic skills but also share their experience, navigate diverse topics and express their ideas effectively. Within these settings individuals get the opportunity to expand their knowledge and get enlightened in various concepts like cultural nuances, diverse language backgrounds, different community styles etc., To highlight the networking opportunities offered by English clubs, consider the experiences of students with diverse language backgrounds forming connections. Such connections not only contribute to a richer cultural exchange but also create a supportive community for language learners.

Furthermore, the impact of English clubs can be exemplified in the expansion of vocabulary. Participants often share and introduce new words during discussions, creating an environment conducive to lexical enrichment. For instance, a themed session focused on technology may lead to the exploration and adoption of technology-related terminology. The reinforcement of grammar skills within English clubs can be demonstrated through activities such as language games, group exercises or review their

favourite book or experience, which encourages them to speak in English and explore their vocabulary and terminologies. These dynamic approaches provide practical reinforcement of grammatical concepts, fostering a deeper understanding of language structure among participants, it helps to access the information, a significant portion of information available on the internet, in books, and in academic journals is in English.

Proficiency in English enables individuals to access a vast array of information and stay updated on global developments. English is used as a globally language having huge impact on the countries whose native language is not even English. It is used in various aspects some of these are mentioned below:

- **Career Opportunities:** Being able to speak and understand English is a valuable skill in many businesses and professions. English is the official language of many international corporations, and employment prospects frequently call for a particular degree of competence.
- **Education:** English is a required language of instruction in a large number of global educational establishments. To pursue postsecondary education, use academic resources, and take part in international research collaborations, one must be proficient in English.
- **Cultural interchange:** One language that promotes cultural interchange is English. It enables people to interact with works of art from many civilizations, including music, cinema, and literature.
- **Technology:** many advancements and breakthroughs are documented and shared in English, making proficiency in the language essential for staying current with technological developments.
- **Business and Trade:** In international business and trade, English is essential. It is frequently used in contracts, agreements, and negotiations. English language proficiency can play a major role in By presenting specific examples in these areas, this study aims to provide a nuanced understanding of the tangible impact of English clubs on language learning.

English clubs provide a supportive environment for language learners to practice, enhance communication skills, and build confidence through regular interaction in English. The clubs foster cultural exchange, expose members to diverse accents and expressions, and offer a practical application of language skills outside formal learning settings.

Methodology

This study adopts a collaborative approach to knowledge synthesis, drawing insights from a diverse range of sources, including ChatGPT, academic articles, and research papers. The process involved the following steps:

1. **ChatGPT Interaction:** Engagements with ChatGPT were initiated to gain insights into current perspectives and trends related to English clubs and their role in language learning. While ChatGPT contributed to the discussion, its

responses were critically assessed and supplemented with additional information and were carefully rechecked and reverified.

2. Literature Review: A systematic review of academic articles and research papers related to language learning and English clubs was conducted. Key databases, were explored to identify relevant literature. The selected sources provided foundational knowledge and informed the theoretical framework of the study.
3. Synthesis and Analysis: The information gathered from ChatGPT, articles, and research papers was synthesized and analyzed to identify common themes, trends, and areas of consensus or divergence. This process allowed for the creation of a comprehensive overview of the role of English clubs in language learning.

This study employs a literature review methodology to explore the role of English clubs in language learning. The research synthesizes and analyzes existing scholarly works, including peer-reviewed articles, research papers, chatgpt and relevant sources in the field of language education. The systematic review is designed to extract key themes, findings, and insights regarding the impact of English clubs on language proficiency and role of English language clubs in language learning.

Results

The results of this study are derived from the synthesis and analysis of information obtained through engagements with ChatGPT, a comprehensive review of academic literature, and research papers. The key findings are organized into the following thematic areas:

- **Impact on Language Proficiency:**
English clubs contribute significantly to language proficiency by providing opportunities for practical language use and communication.
- **Enhanced Communication Skills:**
Participants in English clubs reported improvements in communication skills, demonstrating increased confidence in expressing ideas and engaging in meaningful conversations.
- **Cultural and Social Integration:**
The study identified the role of English clubs in fostering cultural exchange and social integration, with participants forming connections across diverse language backgrounds.
- **Positive Attitude Toward Language Learning:**
Engaging in English clubs cultivates a positive attitude toward language learning, emphasizing its relevance and importance in effective communication.
- **Holistic Language Development:**
English clubs contribute to holistic language development by combining vocabulary expansion, grammar reinforcement, and practical application in real-life scenarios.

- **Global Communication:**

English is widely considered the global lingua franca, serving as a common language for communication among people from different linguistic backgrounds. Proficiency in English enhances one's ability to connect with individuals worldwide.

Discussion

The findings of this research highlight the multifaceted impact of English clubs on language learning, emphasizing their crucial role in developing language proficiency, communication skills cultural exchange and various other aspects. The results indicate that participation in English clubs significantly contributes to language proficiency by providing practical opportunities for language use and communication. This aligns with previous research suggesting that real-life application is essential for effective language learning.

Furthermore, the study identifies enhanced communication skills among participants, demonstrating increased confidence in expressing ideas and engaging in meaningful conversations. This improvement in communication skills is a key aspect of language learning as it extends beyond linguistic competence to include the ability to convey thoughts effectively. Cultural and social integration emerge as significant outcomes of English club participation, with learners forming connections across diverse language backgrounds. The networking opportunities provided by these clubs contribute not only to language development but also to the creation of a supportive community for language learners. This communal aspect of English clubs fosters a positive attitude toward language learning, emphasizing its relevance and importance in effective communication.

The holistic language development facilitated by English clubs is evident through the combination of vocabulary expansion, grammar reinforcement, and practical application in real-life scenarios. This aligns with the idea that language learning is a dynamic process that involves various linguistic components. The global significance of English proficiency is underscored, emphasizing its role in career opportunities, education, access to information, cultural exchange, business and trade, networking, travel, technology, and personal development. Proficiency in English opens doors to a wide range of opportunities and enhances individuals' ability to connect with the global community.

Conclusion

English clubs provide a vibrant setting for learners to actively engage with the language, fostering a positive and supportive learning environment. The connections formed within these clubs contribute to a sense of community and shared learning experiences, highlighting their significant role in language education. While this study offers valuable insights, acknowledging potential limitations is essential. More extensive empirical studies, including surveys or interviews with English club participants, could provide nuanced perspectives on their experiences and the perceived impact on language learning. Future research might explore variations in the

effectiveness of English clubs across different demographic groups, educational levels, and cultural contexts. While ChatGPT offers intriguing perspectives, the significance of these clubs is best understood when complemented with insights from rigorous scholarly research. As language education evolves, incorporating dynamic and interactive elements such as English clubs can significantly contribute to the comprehensive development of language skills among learners.

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An Organizational Dilemma: A Conceptual Model for Supporting Media-Based Distance Education

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Abstract

The authors provide a conceptual model that describes a comprehensive, multi-level organisational strategy to promote faculty participation in remote learning programmes that use media. Shared are the findings of an early validation study that used a case study methodology to validate the conceptual model. Numerous factors, particularly those related to groups and individuals, were in favour of the concept. assistance from inside the department, ownership of the programmes by the department, control over the courses and faculty by the department, assistance from administrative staff, and financial incentives for the faculty are the most important variables in successfully recruiting academics to teach on television. Furthermore, it is thought that CEE's administrative backing and organisational structure inside engineering schools enhance the program's capacity to draw in funding for its graduate credit offerings. Finally, CEE's experience has demonstrated that when departments do not pay for noncredit programmes, such as VHS short courses, it is difficult to get academics to teach them.

Keywords: CEE, Departmental support, Departmental ownership, short courses and non-credit programs.

Introduction

Social and segment changes are creating sensational expansions in the interest for advanced education which far exceed the assets of foundations of higher learning. A valid example is the developing interest for on location proceeding with schooling for engineers. A few years ago, college instructors may have satisfied this curiosity by offering classes on the job site. Nonetheless, the quantity of edified innovation based organizations trying to stay cutthroat by aiding the work power avert outdated nature [1] has developed to where this methodology is presently not plausible. A rising focus on research in higher education is making a bad situation worse by decreasing the number of professoriate posts and the amount of hours that ordinary employees are allowed to spend teaching. One arrangement which has arisen is to use broadcast communications, TV specifically, to expand grounds limits and intensify the endeavors of the professoriate .

TV is in effect progressively used by foundations of advanced education to intensify their assets as they battle to fulfill rising needs even with restricted workforce

and offices. An issue especially intense to explore situated colleges is the absence of impetuses to draw in personnel to take an interest in media-based distance preparing programs. The motivation behind this study is to provide a theoretical framework that outlines a coordinated, staggered hierarchical approach to managing the energetic staff participation in media-based remote learning initiatives. Findings from a first clearance study of the computed model are presented in the context of a contextual analysis methodology.

The utilization of TV for distance instruction has brought up some intriguing issues. Two inquiries, specifically, present genuine concerns:

1. How does the nature of learning through TV contrast and the learning procured in the ordinary grounds setting? I
2. nasmuch as distance instruction exercises are typically proceeding with schooling capacities in which workforce investment is discretionary, what motivations are best in drawing in qualified instructors to educate on TV?

The first of these inquiries has been tended to by an extensive assortment of exploration which proposes that the degree of learning reachable by broadcast guidance is neither preferable nor more terrible over that attainable in the study hall [2]. The subsequent inquiry, nonetheless, stays unanswered as proposed by the wide scope of motivating forces utilized by different organizations associated with media-based distance schooling.

Without a doubt, the situating of media-based distance guidance programs inside the authoritative construction of a college altogether influences the sorts and measures of impetuses accessible to energize staff association. An investigation of such situating, be that as it may, is past the extent of this paper. Maybe, in this paper the emphasis is on the advancement of a reasonable structure which diagrams an incorporated staggered authoritative way to deal with empowering workforce contribution in mediabased distance training programs. This paper's final sections provide the findings of an approval study for starters in the context of a contextual analysis technique.

Approach and Context: Development of the Mode

The achievement of proceeding with instruction programs is exceptionally subject to employees' ability to take part. However, staff, usually, are reluctant. As recommended in a past work, rewards related with proceeding with schooling exercises are only occasionally considered as significant as those related with exploration and distribution {3}. Here, it is proposed that various hierarchical concerns and needs should be addressed one by one in order to lure workers into participating in media-based remote training courses.

A common belief in hierarchical brain research is that actions may be motivated and sustained if they are regarded as meeting the needs of both the authority figure and the person [4]. Rather of focusing on getting employees to participate in media-based separation training activities and keeping them engaged, it's best to address their issues

and meet their needs at the following levels of authority: 1) a hierarchical level like to a global university; 2) a gathering level akin to a department; and 3) an individual level akin to a single jobholder [5]. Considering the reasons for participating in media-based remote learning activities independently of the other three levels of authority is done so below.

The Organizational Level

How much personnel participates in media-based distance learning programmes depends, in relation to the authoritative level, on whether their affiliation is seen as being endorsed by the organisation in question.. Proof of this help is found, for instance, in arrangements and methods and other quantifiable agents. On the off chance that, for instance, an organization has expressed that giving proceeding with training is essential for its main goal, then, at that point obviously all together for a media-based distance tutoring framework to be strong, it ought to be viewed as a legitimate proceeding with instruction work. All things considered, institutional strategies and techniques for coordinating media-based distance schooling exercises into the proceeding with instruction work and into the essential institutional prize framework ought to follow

Three challenges should be addressed to coordinate media-based remote learning exercises into the urgent institutional award framework, just as with overall training [3]: The three main things that need to be done are: 1) get the support of leading college presidents; 2) convince supervisors and employees that media-based distance learning is an important educational strategy all by itself (which works out in a good way past the discernment that giving media-based distance learning is merely a process with training or possibly open assistance capacity); and 3) develop effective methods and strategies for enhancing media-based distance learning. Every problem is given brief attention beneath

Obtaining Top Institutional Administrative Support

All together for media-based distance instruction projects to be viewed as a substantial capacity of proceeding with training, proceeding with schooling must itself have acquired the help of high level organization. In contrast to traditional study hall instruction, managers should show their support for media-based distance learning by creating procedural and practical methods that show participation in these activities is a valued performance trait.. Without such assistance, employees can conclude that taking part in media-based remote training activities isn't respected and, as a result, they might choose not to be interested.

Defining the Activity as a Valid Instructional Method

As an element of proceeding with instruction, mediabased distance schooling succumbs to a significant number of the misconceptions which came upon proceeding with training in its beginning phases. Maybe than being seen as an informative unit, proceeding with training was regularly seen as a public assistance [6]. Courses and tasks presented through a media-based distance instruction alternative should obtain full

credit status if equality inside the worth design of instructing in advanced education is to be accomplished, similarly as keeping on preparing has expected to vanquish this understanding by making and getting full credit courses and projects.

Developing Supportive Institutional Policies and Procedures.

If the workforce is going to participate, fundamental arrangements that show senior management support for media-based distant learning activities and how they relate to obtaining residence are necessary. The organization can uphold workforce contribution by empowering divisions to give uncommon motivating forces, e.g., the foundations of records for financial impetuses, which urge personnel to partake in media-based projects.

The Group Level

The extent to which employees participate in media-assembled distant learning depends, in comparison to the departmental level, on whether their involvement is seen as consistent with the departmental objectives. To actually coordinate interest in media-based distance preparing into the departmental inspiration structure, it is important to address three key issues: 1) gaining the support of the office seat; 2) convincing the workforce and office seat that media-based distance schooling is a significant informative technique; and 3) developing strategies and methods that encourage staff participation in media-based separated instruction exercises. Every concern is briefly considered here.

Obtaining Department Chair Support.

For departmental media-based distance training exercises to be kept up with, in light of everything, the office seat should esteem and show support by creating (or endeavoring to impact the advancement of) a departmental arrangement which, preferably, attributes a similar degree of significance or on the other hand weight to instructing by means of remote advancing as is related with the more conventional homeroom climate. In particular, the degree to which media-based distance schooling exercises are viewed as a component of an employee's customary burden, (instead of as over-burden) equality inside the worth design of how showing still up in the air can be accomplished [7].

Defining the Activity as a Valid Instructional Method.

The use of media-based distance instruction programmes allows offices to control the nature of programme contributions while combining departmental concerns about project quality control with organisations' growing demands for real preparation and retraining provided by the scholarly local area [8]. By using broadcast communications, a full-time, qualified workforce (as opposed to temporary or junior workers) may communicate well-designed, tried-and-true, departmentally sponsored course contributions to the corporate community, therefore providing some degree of control over the quality and renown of projects.

Developing Supportive Departmental Policies and Procedures.

Polices and techniques showing how to gauge instructing in media-based distance training programs when characterizing personnel showing tasks and loads is basic. Approaches and methods comparative with how such investment is to be archived and assessed are required. Functional methods would need to plainly portray the way in which, and the sort of information that would be needed with the end goal for staff to report the quality and effect of their educating through media communications

The Individual Level

When compared to the singular level, the degree to which the workforce participates in media-based remote training exercises depends on whether the needs of individual workers are being satisfied. An integrated and multi-layered motivation framework that offers both inborn and external rewards may be the best fit, given the stark differences in what motivates individuals to engage in media-based remote learning exercises. Three things to consider are: 1) time; 2) recognition; and 3) research opportunities. Every problem is briefly displayed beneath.

Administrative Support: Attending to Faculty Time

For many workers, time is one of their most precious resources. Employees can really benefit from their course planning time by expanding the extent of the understudy crowd that is presented to them because it is practical to instruct both on-and off-grounds understudies continuously, either through live communicating (or by delayed broadcasting). Yet, it should be understood that due to the increase in the number of understudies, more opportunities for evaluation will be required.. In this way, to urge staff to partake in mediabased distance training programs, showing colleagues ought to be accessible to deal with expanded authoritative errands.

Valid Instructional Method: Recognizing Teaching Excellence

Awards for demonstrating excellence at the college level should be expanded to include staff members who are trained remotely via the media. Such distinctions have both an intrinsic value (the satisfaction one receives from doing a job well) and an extraneous worth (as in commendation, acknowledgment, and now and then a money related prize). The more profound joining of media-based far off training programs with a foundation's educational goal is achieved by qualifying the workforce for media-based distance training grants. Personnel ought to likewise be named for grants supported by public and territorial gatherings which perceive proceeding with instruction endeavors. These unique honors ought to be recognized and remembered for such grounds exercises as greatness in showing meals and acknowledgment programs

Policies and Procedures: supporting Research and Consulting Opportunities:

Staff members are urged to consider the many freedoms that come with participating in media-based remote learning activities, including the ability to direct research and perhaps get financing for it. On the off chance that way to help proceeding with instruction related examination exercises were given by workplaces of proceeding with schooling, e.g, time and cash for creating study polls, administrative help, PC time, and travel backing to off-site areas for interviews, personnel might turn out to be all the

more promptly engaged with both instructing and exploration in proceeding with training. As a last point, it's important to let staff workers know that taking part in media-based remote education programs improves their mechanical interactions and openness, which might eventually lead to counseling chances.

Conclusion

The goal of this work was to develop and evaluate a theoretical model that illustrates an integrated, staggered authoritative strategy to empower staff involvement in media-based remote training programmes using the case technique approach. Particularly at the individual and group levels, many counts corroborated the idea. The success of recruiting staff members to teach on television is largely due to the following: financial incentives for staff members, authoritative assistance to the workforce, departmental ownership of the initiatives, control over staff and courses, and support from the department. Moreover, the establishment of CEE inside the engineering schools and its regulatory support are seen as strengthening CEE's ability to get funding for its alumni credit programmes.

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Role of Language in Personality Development

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Abstract

Language is obviously a vital tool .Not only is it a means of communicating thought and ideas, but it forges friendships cultural ties and economic relationships the importance of language is essential to every aspect and interaction in our everyday lives. We use language to inform the people around us of what we feel, what we desire and question/understand the world around us we communicate effectively with our words, gestures and tone of voice in a multitude of situation. Would you talk to a small child with same words you would in a business meeting.

In India we have many languages and people of India are easily identified by the language they speak. We also have some presumed qualities for people based on the language spoken, although we may go wrong sometimes.

Language is the one of the most tangible symbols of cultural and group identity. It is the living expression of intellect, of specific cultural understanding, a link to the past and to the future, a tool for naming and knowing the land and all the history and companionship it holds, and a key to future survival.

Keywords: Language learning, personality development, communication, personal growth, social status & cultural understanding.

Introduction:

A language is a system of communication which consists of a set of sounds and written symbols which are used by the people for talking or writing language place vital role in human life. It is not only helps us to communicate but also in all round development of an individual. Language is a system of communication, a medium of thought and social interaction.

Everyday day we use words to communicate with others. In order to properly interact with those around us, we need words that we can trust. For most of humanity, language was created for communication. Tribe, race, sex, and other social terms were created to legitimize and pathologist that communication. We use language to control and oppress others. our treatment of other linguistic forms of communication reflects our negative attitudes about language and our treatment of those who use it.

Linguistics has recently begun to explore the role of language in the development of self. Informed by work on mirror imitation and social reinforcement linguistics has been able to identify specific qualities that are essential for the

development of self. These qualities include a strong sense of identity and purpose, the ability to communicate effectively, and a propensity for socializing.

Linguistics has demonstrated that language is not just a tool to communicate, but an important part of our development as humans. By exploring the role of language in the development of self, we can begin to grasp the complex bundle of psychological mechanisms that contribute to our individual development.

First, language is an important tool that helps people communicate with one another and learn new information. Second, language can help people form relationships and form accents and flavours of speech. Finally, language can be used to rituals and to communicate information about the self and other people.

Each person is unique and has their own unique way of speaking and living. As a result, language development is unique as well. Some people have strong accents and some people don't. Some people use words more frequently than others and some people use fewer words. Some words may be picked up more easily than others, and some may be harder to learn.

This variability in language development is an important part of the development of personality. It means that personality doesn't always match the language that somebody speaks. Some people are culture-specific and might not include words from other cultures in their languages. Other people may have strong accents but poor language development, or vice versa. But in general, language development and personality development are shaped by the individual and their culture.

Characteristics of Language

- Language is combination of sounds
- Language follows a grammatical structure
- Language can die and be extinct
- Language can be diverse
- Language is creative
- Symbol system
- Form of social behaviour
- Language is flexible
- Language is based on oral system.

Roles of Communication Skills In Personality Development.

Sometimes we want that without us saying anything people will understand what we are feeling and why we are doing it and try to interpret non verbal cues, but the case is not always the same.

You can save yourself from unnecessary conflict and build stronger relationships with your loved ones just by taking a little bit of time to communicate your emotions.

Roles of Language in Personality Development are:

- Helps in building stronger relationship

- problem-solving
- Development of listening skills
- Makes you more confident
- Raise a better leader
- **Helps in building stronger relationship.**

Communication is an important part of human existence because it allows us to form and maintain relationships, exchange thoughts, ideas and feelings and feel connected to others. Effective communication promotes personal development, and rapid decision –making and allows you to completely explore your creativity. It also helps you to learn new talents and contribute to society.

- **Problem-Solving.**

A person needs effective communication for several reasons, including problem-solving. It promotes a collaborative environment by allowing people to express their thoughts and suggestions on possible solutions to challenges. Additionally, this helps staff members who are late or absent at work since they may alert others to their situation, allowing them to take over their duties and proceed with the rest of their day. overall, a good corporate environment depends on excellent communication.

- **Development of listening skills.**

Listening is an important ability in both personal and professional life. Since it demonstrates concern and attention in the speaker’s words. Poor listening can make the speakers feel unimportant or devalued, limiting good dialogue. Listening entails paying attention not only to words but also to body language tone of voice, and facial emotions. This profound comprehension makes individuals feel heard and understood, resulting in a greater bond between them. As a result, listening enters not only hearing words but also comprehending and appreciating the speakers.

- **Makes you more confident.**

Language and personality development are essential in any relationship because they boost trust, understanding and compassion. Understanding someone’s anger or dissatisfaction might provide a different aspect of the story. when someone communicates their thoughts and asks for feedback, they are establishing trust and understanding, which is an example of communication and personality development.

- **Raise a better leader.**

Effective language skills are essential for developing as a leader. The positions of leadership begin by sharing your knowledge and focusing on facts. To prevent becoming stressed out, avoid over sharing unnecessary information. In team communication, it is critical to make everyone feel heard and respected. Although it may take some time for people to adjust, it will pay off in the long term since they will feel more comfortable sharing their concerns when they know their voice is listened to.

Place of Language in Personality Development

The role of language in personality development is intricate and significant. language not only serves as a means of communication but also plays a crucial role in shaping an individual's cognitive, emotional, and social development, ultimately contributing to the formation of personality traits and characteristics.

Here's a detailed Exploration of the Place of Language in Personality Development.

1. Cognitive Development:

- Language is a powerful tool for cognitive development. as children acquire language, they gain ability to think, reason, and problem-solve more effectively language allows individuals to label and categorize their experiences, which is essential for cognitive growth and understanding the world.

2. Self –Concept And Identity:

- .Language enables individuals to articulate their thoughts, feelings, and perceptions. Through self expression, individuals develop a more refined self-concept and a sense of identity. The words and phrases people use to describe themselves influence how they perceive their own personality traits and qualities.

3. Emotional Expression and Regulation:

- .Language provides a means for expressing and regulating emotions .By verbalizing emotions ,individuals gain insight in to their feelings, learn to communicate them effectively, and develop strategies for managing emotional expriences.this can shape emotional, intelligence and how individuals respond to various situations.

4. Socail Interaction and Socialization:

- Language is essential for social interaction and socialization. the way individuals communicate, their conversational style, and their choice of words contribute to their interpersonal relationships. Effective communication skills acquired through language use are vital for forming and maintaining social connections.

5. Narrative and Life Story:

- Language enables individuals to construct narratives about their lives. Sharing personal stories and experiences helps individuals make sense of their past, present and future .these narratives contribute to the development of a coherent life story and influence how individuals perceive their own personality development.

6. Cultural Influences on Personality:

- Language is closely tied to cultural norms and values. The language an individual speaks may shape their worldview, attitudes, and beliefs. Cultural expressions embedded in language can influence personality traits, such as collectivism or individualism that are valued with in a specific culture.

7. Symbolic Representation:

- Language provides a symbolic system for representing abstract concepts and ideas. Through language, individuals can discuss philosophical concepts, moral values, and personal aspirations, which can contribute to the formation of their personality traits and ethical principles.

8. Personal Goals And Motivation:

- Language allows individuals to articulate their personal goals, desires, and motivations. Setting and expressing goals through language can influence behaviour, decision-making and the pursuit of personal growth.

9. Influence On Learning And Knowledge Acquisition:

- Language is instrumental in the acquisition of knowledge and learning. The way individuals engage with language, whether through reading, listening, or discussing, shapes their intellectual development and influences the breadth and depth of their personality traits.

UNDERSTANDING BODY LANGUAGE.

Body language signals can give you a heads up about personal feelings. For example, a student slouching on a seat may not be very interested in what you are talking about. A person not making eye contact with you speak may be a shy person. These are just some examples that can tell you about a person, although these signals vary from person to person.

Several emotions spring out from body language. Some of the emotions that can be gauged from body language are:

- Happiness
- Sadness
- Amusement
- Disinterest
- Guilt
- Pride
- Embarrassment among other emotions.

Importance of Body Language

As discussed above, body language is a form of communication. Therefore, it plays an important role in our everyday life. Students and professionals alike benefit from improvements in body language. Let's look at some of the reasons why body language is important.

1. Gives the first impression

The importance of body language lies in the fact that it can give a first impression about yourself. Thus, enhancing students body language might help them make the best possible first impression is the best thing a student could hope for.

First impressions are crucial because, in some cases, they are your only opportunity as a student to leave a lasting impression. Whether its an interview or interaction with another person, the first impression can also be the last one. So, it is important to make your first impression the most lasting impression. The need of the

hour is for students to understand the significance of body language at work when trying to make a positive first impression. Whether it's an interview or a meeting with outsiders, pay heed to your body language at all times.

2. Better public speaking skills

Students' public speaking skills improve as a result of body language. Public speaking necessarily means engaging the public. Keeping the public engrossed is one of the foremost requirements of public speaking. Having good body language while publicly speaking is half the battle won.

Some of the body language practices while public speaking is:

- Maintain eye contact with listeners
- Use gestures and hand signals while speaking
- Keep your head in an upright position while publicly speaking.
- So, the importance of body language in public speaking is evident. It not only engages the audience but is also able to convey the right message across.

3. How You Say It Is More Important than What You Say

According to an article published in psychology today, the non-verbal components of an assertive message are the key to its effectiveness. As the saying goes "Actions speak louder than words," it holds for body language too. How you say something is more important than what you say.

4. Body Language Influences Persuasion

Body language is crucial when pupils wish to express their opinions when words fall short. People around you can gauge the confidence you have with just a look at your body language. In order to establish credibility with those around you as a student, it is crucial to have appropriate body language. The importance of body language in communication can be seen in the fact that it can influence the opinion of others around you.

5. Improves Self-Confidence

Another importance of body language is that it improves self-confidence. Self-confidence is an emotion or feeling about yourself. Body language and self-confidence are directly proportional. How confident you are as a student and as a person is demonstrated by your body language, which should be positive. Somebody's language signals can show others that you are a confident person. For example, making eye contact while speaking, using hand actions and gestures while speaking, and holding your chin up while speaking are all signs that you have great confidence.

It makes a good impression. Body language is a great communicator. Most of the communication depends on body language and the way you carry yourself.

6. Enhances the Power of Verbal Communication

Many times, verbal communication or spoken words cannot bring out their true meaning without being accompanied by great body language. Spoken words are often understood only because of the body language that goes with them.

Often students complain of performing excellently well in an interview but still not getting hired for the post. Have you ever thought of how you managed your body language in the interview? People may hear your words, but they feel your attitude. Body language is as important as verbal communication skills. The importance of body language in communication is apparent. It forms an integral part of verbal communication.

7. Develops the Power of The 6th Sense

The sixth sense, or the ability to read someone's body language, is a skill that students can develop. You will be able to know a true person's feelings and emotions without the person being verbal about it. For example, if you ask a person how a particular food tastes, they may reply with "awesome" or "yum" but their body language can tell you what they feel about the food.

Therefore, the importance of body language lies in the fact that it gives you a 6th sense of power to figure out people and their emotions. Even when you hide your feelings, you forget that your eyes speak.

Factors Affecting Language Learning.

1. Internal Factors.

- Physical factors
- Psychological factors

2. External Factors

- Family factors
- School factors
- Society factors

Physical Factors

- Health
- Physical defect
- Fatigue
- Day of learning
- Atmospheric conditions (high temp.)
- Poor nutrition (Food and Drink)
- Age

Psychological Factors

- Intelligence
- Interest
- Aptitude
- Mental health
- Motive
- Praise
- Rewards and punishment.

Family Factors.

- Economic condition of family
- Home environment
- Relation between members of family
- Parents support and understanding
- **Parents education**

School Factors

- Teaching methods
- Teachers attitude
- Learning styles
- Relation between students
- Discipline
- Curriculum type of task

Social Factors

- Social environment.
- Learning environment.
- Students activity in their society.
- Social interaction.
- Influence by friends and peers.

Creates Clarity

Communication skills in personality development might be one of the most important factors in your relationships, but it's often over looked. There are many ways you can improve your communication skills and make your relationships better. Here are some tips to help you:

- 1 .Be more expressive in what you say-use more words to explain yourself and show you feel.
2. Listen actively-don't interrupt or advice unless it's asked for and take the time to hear what they're saying before responding.
3. Ask questions-get their perspective on things by asking them about their thoughts and feelings on an issue, rather than assuming you know what they're feeling.
4. Practice active listening-repeat back to them what they said so that they know you heard what they were saying.

Conclusion:

Here, I have come to the end of this research on the topic" Role of Language In Personality development".

I would like to share my experience while doing this research.

I learnt many new things about the role of language in personality development &it is a wonderful learning experience for me while working on this research. This research increased my thinking skill and interest in this subject.

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"Word craft: Mastering Vocabulary Through Literary Devices" with reference to "Love in the Time of Cholera" by Gabriel García Márquez.

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Abstract

Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman&Dwyer, 2009, p. 385). While Ur (1998) states: "Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary "items" rather than "words". In addition, Burns (1972) defines vocabulary as" the stock of words which is used by a person, class or profession. According to Zimmerman cited in Coady and Huckin (1998) 'vocabulary is central to language and of critical importance to the typical language learning. The foundation of accuracy and fluency in the four language abilities is lexical expansion. Effective communication cannot occur without an adequate comprehension of the language and its usage. When words are used positively, they can heal; when they are used adversely, they can wound. Put another way, depending on the words that speakers and writers choose to convey themselves, the vocabulary that they employ can either generate a positive or negative communication, or miscommunication. Students are encouraged to learn not just the literal or denotative dictionary meaning of the words, but also the implications and associations—connotative or emotive meaning—that these words convey by making links between the text and its context. Thus, anytime there is an emotive connotation to a phrase, language teachers can impart figurative language knowledge. Similes, metaphors, metonymy, personification, synecdoche, imagery, irony, and symbolism are among the things they can impart. All of these will encourage students to learn words in context rather than relying just on their denotative meaning. This paper attempts to show how teaching figurative language creates interest among the readers to develop vocabulary with reference to, "Love in the Time of Cholera" by **Gabriel García Márquez.**

Keywords: Vocabulary, figurative Language, simile, metaphor.

Vocabulary can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman&Dwyer, 2009, p. 385). While Ur (1998) states: "Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary "items" rather than "words". In addition, Burns (1972) defines vocabulary as "the stock of words which is used by a person, class or profession. According to Zimmerman cited in Coady and Huckin (1998) 'vocabulary is central to language and of critical importance to the typical language learning. The foundation of accuracy and fluency in the four language abilities is lexical expansion. Effective communication cannot occur without an adequate comprehension of the language and its usage. When words are used positively, they can heal; when they are used adversely, they can wound. Put another way, depending on the words that speakers and writers choose to convey themselves, the vocabulary that they employ can either generate a positive or negative communication, or miscommunication. Students are encouraged to learn not just the literal or denotative dictionary meaning of the words, but also the implications and associations—connotative or emotive meaning—that these words convey by making links between the text and its context. Thus, anytime there is an emotive connotation to a phrase, language teachers can impart figurative language knowledge. Similes, metaphors, metonymy, personification, synecdoche, imagery, irony, and symbolism are among the things they can impart. All of these will encourage students to learn words in context rather than relying just on their denotative meaning. In the words of the British linguist, "Without grammar, nothing can be communicated: without vocabulary nothing can be communicated". According to Wilkins, "Vocabulary seems to be a good indicator of language ability" because learners use a dictionary instead of a grammar book. In order to be proficient in a language, a large number of words must be learned. Vocabulary learning is extremely important for people who are learning a new language. Knowing vocabulary is the key to understanding and succeeding in a new language. Vocabulary is the best single indicator of intellectual ability and an accurate predictor of success at school-W.B Ellet. In addition to being basic building blocks of language, words play an important role in predicting someone's level of education, profession, and social status. As a result of the fact that one cannot understand or express one's ideas without sufficient vocabulary, vocabulary is central to language learning. It is said that vocabulary knowledge means being able to recognize and understand words in their spoken form, instead of merely guessing at them, in and out of context. Hubbard defines "vocabulary as a powerful carrier of meaning". In the past vocabulary learning and teaching was many times impromptu and coincidental. At the point when students found a new word, they alluded to a word reference or were given a speedy definition. This sort of learning restricted the openness and didn't bring about long term word learning.

Before students comprehend, remember, and apply words, they need multiple exposures to them in a variety of settings. For some students of English, at whatever point they consider vocabulary, they consider learning a rundown of new words with implications in their local language with no genuine setting practice. Various students might have similar experience of looking into words in a bilingual word reference to find their implications or definitions when they experience new words. They may even jot down lines of brand-new words without considering their actual context. Because vocabulary learning frequently entails repeating tasks, it may be perceived as dull since it loses its appeal to kids. Acquiring words on their own might pose challenges for both meaning, comprehension and vocabulary retention. Therefore, it is imperative that instructors use innovative techniques to counteract language learning monotony..

A key component of efficient vocabulary training is the use of teaching strategies. Student vocabulary word learning is improved by four elements. The term's repetition, students' engagement with it, definitional and contextual information, and consideration of the semantic framework are these four aspects. There are numerous other techniques to add excitement to vocabulary instruction and the learning process. Word scavenger hunts, Word games, Word wizards, Concept Cubes, Word Connect, and Semantic Maps and a ton more. It may be quite engaging to teach vocabulary through figures of speech. By utilizing the power of figures of speech, we can transform the tedious task of learning vocabulary into an exhilarating journey that piques interest, fosters creativity, and makes education genuinely rewarding for all. "Figures of Speech" are defined as "a word or phrase used differently from its usual meaning to create a particular mental picture or effect" by the Oxford Learner's Dictionary. Figures of Speech such as personification, metaphors, and similes use words to create vivid images and convey little stories. This stimulates our imagination and feelings, which makes learning more fun and memorable. It piques interest and begs investigation: Figurative language produces a conundrum that needs to be solved. Pupils grow curious and want to know how the literal and figurative meanings relate to each other. Their investigation of the word and its nuances is fueled by this curiosity. With the help of figures of speech, kids can play with language, try out various descriptions, and even create original similes and metaphors. By relating language to real-world situations, using them in the classroom gives pupils a greater sense of relevance and purpose from their studies. Puns and exaggeration are two examples of figures of speech that are inherently funny. This adds some enjoyment to the educational process, which keeps pupils interested and inspired." Love in the Time of Cholera" by Garcia Marquez is taken in this study to show how figures of speech are useful in teaching and learning vocabulary in an interesting and engaging way.

Gabriel Jose de la Concordia Garcia Marquez was born in Aracataca, Colombia, On March 6, 1927, Known affectionately as Gabo or Gabito throughout Latin America, he penned novels, short tales, screenplays, and columns. Among the several international honors he has received are the 1982 Nobel Prize in Literature and the 1972

Neustadt International Prize for Literature. Gabriel Garcia Marquez is the author of the book "Love in the Time of Cholera". Florentino Ariza, Fermina Daza, and Dr. Juvenal Urbino are the central characters in this intricate love triangle, which takes place in the late 19th and early 20th centuries. At an early age, Florentino develops a deep romantic attachment for Fermina, but her father breaks it off. Instead, Fermina marries a well-respected and sophisticated guy named Dr. Urbino. Despite multiple affairs and liaisons along the road, Florentino patiently waits for an opportunity to win back Fermina's heart for over fifty years as the story follows their lives. Love in all its forms—requited, unrequited, passionate, and enduring—remains the constant amid the characters' experiences of terror and destruction brought on by the cholera outbreak. Garcia Marquez uses a wide variety of figures of speech in this novel. "Love in the Time of Cholera" employs a number of analogies effectively. A figure of speech known as a metaphor is employed to draw parallels between two unlike objects. They can be employed to emote a situation or to communicate a point more effectively. It can be an effective tool for presenters and writers. For instance, you may remark that someone has "a mind like a steel trap" to characterize someone who is extremely clever. Learning about conceptual metaphors and how to put different words and expressions together in metaphorical chunks might help in vocabulary acquisition. This approach may aid students in creating mental associations and accelerate learning since words that arise in language as a result of metaphorical extensions resemble other etymologically related terms, particularly if students already know words to which new vocabulary is connected. Examples of metaphor from the novel:

- i. He arose at the crack of dawn, when he began to take his secret medicines. (Chapter-I). Here crack of the dawn means a time very early in the morning
- ii. The sky had begun to threaten very early in the day and the weather was cloudy and cool, but there was no chance of rain before noon. (Chapter-II)
- iii. He was right: there is no worse enemy of secret love than a carriage waiting at the door. (Chapter-III)

These examples show that several things have been compared directly in the novel such as the first shows the comparison of the dawn with the breaking of something, the second, sky with an enemy and the third, enemy as a carriage.

The novel shows examples of personification, Personification, according to the Oxford Learner's Dictionary, is defined as "the practice of representing objects, qualities, etc. as humans, in art and literature; an object, quality, etc. that is represented in this way." Personification also adds a deeper meaning to things that do not possess complex human attributes

- i. At one window the splendor of dawn was just beginning to illuminate the stifling, crowded room that served as both bedroom and laboratory, but there was enough light for him to recognize at once the authority of death. (Chapter-I)
- ii. The former palace of the Marquis de Casaldueiro, historic residence of the

Urbino de la Calle family, had not escaped the surrounding wreckage. (Chapter-II)

These examples show as if the window and the palace have life and emotions of their own.

Similes is yet another figure of speech used in this novel. For comparing two things, similes also utilize "like" or "as" to show how two things are related. Similes compare and contrast two seemingly unrelated items or concepts to produce vivid imagery. By strengthening descriptions and forging powerful mental images in the reader's mind, they enrich language and give it more depth and richness. The following are the similes the author uses in the novel.

Dr. Urbino's was the only horse-drawn carriage; it was distinguishable from the handful left in the city because the patent-leather roof was always kept polished, and it had fittings of bronze that would not be corroded by salt, and wheels and poles painted red with gilt trimming like gala nights at the Vienna Opera. (Chapter-I)

- ii. Despite her age, which was no less than forty, she was still a haughty mulatta with cruel golden eyes and hair tight to her skull like a helmet of steel wool. (Chapter-Chapter-1)
- iii. Florentino Ariza wandered like a sleepwalker until dawn, watching the fiesta through his tears, dazed by the hallucination that it was he and not God who had been born that night. (Chapter-II)
- iv. Florentino Ariza was awake most of the night, thinking that he heard the voice of Fermina Daza in the fresh river breeze, ministering to his solitude with her memory, hearing her sing in the respiration of the boat as it moved like a great animal through the darkness, until the first rosy streaks appeared on the horizon and the new day suddenly broke over deserted pastureland and misty swamps. (Chapter-IV)

These are similes as the use of the word "like" shows the comparison between different things. The first example compares the paint of the wheels with that of the gala nights, the second compares the hair with the steel wool, the third Ariza with a sleepwalker, and the fourth a boat to a great animal.

Imagery is used to make readers perceive things involving their five senses. For example, i. As he passed the sewing room, he saw through the window an older woman and a young girl sitting very close together on two chairs and following the reading in the book that the woman held open on her lap. (Chapter-II)

- ii. But when he stood at the railing of the ship and saw the white promontory of the colonial district again, the motionless buzzards on the roofs, the washing of the poor hung out to dry on the balconies, only then did he understand to what extent he had been an easy victim to the charitable deceptions of nostalgia. (Chapter-III)

These two examples show images of color, sound, and feelings.

Conclusion:

Teaching vocabulary through figures of speech isn't just about memorizing wearisome definitions; it's about igniting imaginations, sparking connections, and making words sing. Figures of speech offer a playground for linguistic exploration. They allow students to deconstruct and rebuild language, twisting it into new shapes, infusing it with their own unique voices. In conclusion, teaching vocabulary through figures of speech isn't a mere pedagogical technique; it's a revolution. It's a rebellion against the dull drone of rote memorization, a celebration of the music and magic that lies within language. It's an invitation to students to not just speak, but to sing, to dance, to paint with words, and in doing so, to discover the boundless power and joy of expressing themselves in ways that never even seemed possible before.

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Language and Life Skills

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Abstract

English is not just vital in India, but also globally. English is widely acknowledged as the international language or the global language. It is a means of communication with people from around the globe. In the current scientific and technological era, the only way to acquire an abundance of knowledge is through the English language. Children learn a language unconsciously. The exact first step in learning a new language is imitating or recreating the sounds and reproducing them. Children naturally acquire language by observing the rhythms and pronunciations of others around them. Learning can occur in a variety of formal and informal contexts without the learner's awareness. Children learn any new language more quickly than adults because they acquire new vocabulary more quickly. They express their thoughts and emotions utilising newly acquired / taught language.

The new millennium is ushered in by a significant shift in educational practises, and the repercussions of this movement are still being felt by society. Because education must address issues pertinent to both civilizations, it should be adjusted to match the demands of contemporary students. Education plays a significant part in the development of individuals who are responsible, creative, analytical, and also smart. The education system must adapt to the societal changes that occur over time. This will aid our nation's advancement. Our schools and colleges must be prepared to face the challenges of a world driven by knowledge and technology.

Generally, skills are the acquired abilities that enable us to perform a task efficiently. They are the capacity to apply knowledge to accomplish tasks. They are developed through practise and patience. A skilled individual completes a task within stipulated time, effort, and resources while producing superior outcomes. Through education, employment experience, interests, literature, elders, and friends, one acquires skills.

Life skills are the skills needed to maximise one's life. Life skills increase life quality and management. Life Skills enhance physical, intellectual, and emotional well- being and the ability to handle life's problems. They help us reach our goals and potential. General Life skills include tying a tie, diving, driving, and operating a laptop. These are all life skills we must learn to survive.

Keywords: Language Learning, Effective Communication, Life Skills.

Students learn life skills to live a healthy, happy, and productive life. Students' verbal, social, cognitive, and academic skills improve with these talents. It helps students make good decisions, solve difficulties, and better their lives. Life skills help teens realise their talents and weaknesses and prepare for opportunities. It helps people handle daily obstacles better. Life

The Life Skills curriculum trains youth to cope with daily challenges, such as emotional management and decision-making. They encourage the evolution of children's personalities, abilities, physical and psychological capacities, and their fulfillment of their true potential through the acquisition of knowledge about oneself and others, as well as the ability to make effective decisions to coexist amicably in society.

Life Skills

The phrase 'Life Skills' relates to the competencies required to maximise one's life. In general, life skills are related with improved life management and quality. Life Skills are essentially the skills that promote to physical, intellectual, and emotional well-being, in addition to the ability to manage life's challenges. They aid us in accomplishing our objectives and reaching our full potential. A life skill is any useful ability, such as tying a tie, diving, driving a vehicle and using a laptop, among others. These are all abilities that we as individuals must acquire in order to survive, and they are all extremely useful life skills.

Life skills are a set of lifelong learning skills that yield numerous benefits. When two individuals' study in the same manner, the study technique that works for one may not work for the other. However, there are some general strategies that appear to be effective. For any student to be successful, he or she must be able to study effectively and efficiently. Poor life skills result in wasted time, frustration, and low grades. There is a proverb that states, "Practice does not lead to perfection; perfect practise leads to perfection."

Effective life skills must be consistently exercised. Students develop life skills as they mature and discover how they learn. Some students, for instance, may retain information better when it is presented visually, whereas others may absorb information most effectively through lectures or textbook readings. Recognizing that people learn in a variety of ways is part of developing strong life skills. Typically, children learn life skills at a very young age and use them as they progress to higher classroom levels and more challenging curriculum

Developing life skills requires knowledge of effective study techniques and disciplined application of these techniques. The process of acquiring life skills is lengthy. Purchasing or even reading a great book is insufficient to develop effective life skills. Effective life skills are attainable by enhancing the quality of instruction, teaching materials, and the educational environment, as well as the student's keen interest in studying and adherence to a schedule

Language Learning and Life skills

Life skills development is a continuous process, and the English language classroom is ideally suited to facilitate the young students' development. Numerous identified life skills, such as communication, collaboration, and critical thinking, are already entailed in the process of acquiring a second language. These skills are essential for success in the workplace or at college.

The ten core fundamental ability methodologies and procedures include: critical thinking, decisive reasoning, powerful relational skills, navigation, imaginative reasoning, relational relationship skills, mindfulness building skills, compassion, and adapting to pressure and emotions.

Mindfulness, confidence, and self-assurance are essential tools for recognising one's strengths and weaknesses. Consequently, the individual is able to recognise available opportunities and prepare for potential threats. This promotes the development of a social familiarity with one's family and society's concerns.

Thus, it is possible to differentiate issues that arise within the family and society. With fundamental skills, one is able to investigate options, weigh advantages and disadvantages, and make judicious decisions for handling any problem or problem as it arises. It also involves the ability to establish productive relationships with others.

Life through language:

Life through Language has a systematic structure that builds up communicative ability progressively through the chapters. It will enable the learner to manage confusion; frame question for themselves and others; develop new ideas; support ideas with evidence; express themselves with poise and clarity; and think critically. Acquisition of skill leads to confidence.

Life through Language approaches the study of issues like adaptability, gender sensitivity, health and ethics by integrating them thematically with the instructional content of the chapters. The themes have been selected with a view to enhance learners sensitivity towards social issues and offers situations that serve to draw out a host to core and life skills necessary to deal effectively with the challenges of life. The themes explored in Life Through Language are People and Places, Personality and Lifestyle, Media and Environment, Entertainment and Work and Business, Technology and Society all these themes are general and related to one's own life. So this book is designed for all kinds of learners.

This study closes by stating that the activity based course material for English integrating the four skills of language use is better than content-based, literature oriented texts. Secondly, an ESP based text that uses authentic material may not be the only way to impart English for Specific Purposes (ESP) for students of science and technology. A general context, where themes are more related to life and living can provide a refreshing change to the students and these might generate enthusiastic discussions in the classroom.

It is further felt that students of Engineering, who as future professionals need to communicate effectively and need to be fluent, spontaneous and effective in the use of language skills. This course shows an intermingling of themes relevant for living with language training in terms of LSRW as they could be an answer to the urgent and incessant demand for grooming students for the needs of the industry.

Thus, if a communicative approach is introduced in the Engineering Colleges, there is bound to be a remarkable improvement of overall communication skills of the students of technical undergraduates. This approach is made possible through a Text like Life through Language. The material gives scope for presentations, group talks, role plays, etc. Thus the component of introducing oral skills in the classroom has increased, bringing in the necessary change in a language classroom.

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Digital Tools and Teaching-Learning of English Language

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Abstract

We live in a world where technology is omnipresent and essential for our survival. Due to the widespread prevalence of technology, the methodology of teaching English has also experienced a significant transformation. The utilization of contemporary technology signifies a notable progression in the process of teaching and studying the English language. The majority of current English language instructors are actively integrating various technological tools intended to enhance the effectiveness of their teaching methods. In the realm of language education, digital media has permeated the classroom. Thus, the use of technology in today's teaching and learning made the experience more engaging. They cultivated an impression of being imaginative, and most importantly, pioneering in their approach. The terms "e-learning" and "Technology in Education" have gained considerable prominence in all educational settings. 21st-century learners embrace the incorporation of technology inside the education system. Traditional educational methods have traditionally leaned heavily on lecturing, yet the contemporary landscape is increasingly characterized by interactive learning technologies. Emerging technologies have not only added stimulation but have also heightened learner engagement, fostering genuine interactivity within the classroom. This study seeks to delve into the diverse components of technology applied in English education, exploring creative methods that elevate the effectiveness and quality of teaching. By examining these technological facets, the study aims to uncover insights into their impact on the educational experience and their potential to transform traditional teaching approaches.

Keywords: Digital tools, English language learning, media, internet, interactivity, English language classroom etc.

Introduction

In traditional teaching methods, such as the instruction of English as a foreign language in India, teachers assumed the role of exclusive providers of knowledge in the classroom, with pupils serving as passive recipients. Teachers held the prominent role, while learners took on a passive, subordinate stance. This concept has undergone a significant transformation in the present day. Presently, the students play a pivotal role in the process of teaching and learning. Teachers, by their conscientious endeavours and key roles as classroom facilitators, administrators, mentors, and models of linguistic

expertise, support the process of learning within the classroom and potentially extend its impact outside formal educational environments. Technology is widely acknowledged as a powerful instrument in education, especially the teaching of the English language. It provides diverse chances to enhance the substance and presentation of conventional English language teaching. This is primarily achieved by enabling the student and/or teacher to continually study difficult material until it is fully understood and incorporated. Comprehending the concept of employing current technology goes beyond the simple utilisation of new equipment and devices. It also includes the use of innovative technologies and instructional practices that facilitate rapid and comprehensive learning progress.

Contemporary educational theories highlight the effectiveness of using technology into language learning, arguing that it improves the acquisition and enhancement of language knowledge and skills. The integration of technology into English training is in accordance with modern teaching approaches, highlighting their interdependence with other components to attain desired results for students. The crucial significance of current technology in English language education has been more evident due to remarkable breakthroughs in various fields and occupations.

In response to the global technological revolution, the education sector needs to embrace a wide range of modern tools. This adaptation involves incorporating computerization, multimedia devices, mobile phones, audio/visual effects applications, and social media into the educational landscape. By strategically utilizing these resources, English language instruction can be enhanced, enabling teachers to engage with language learners in a systematic and advanced manner. The Internet, a powerful tool in this digital era, offers convenient, instant, and virtually limitless access to software, programs, and a diverse array of supplementary platforms and materials that contribute to the effective teaching and learning of English. This interconnected network of resources provides educators and learners with unprecedented opportunities to access, share, and create content, fostering a dynamic and enriched environment for language education. While these capabilities are accessible to everyone, the pivotal role of teachers in effectively utilizing these tools and instructional approaches is recognized. Additionally, numerous programs specifically designed to enhance English teaching concurrently improve learners' comprehension and mastery of language abilities. In this dynamic educational landscape, technology serves as a catalyst for transformative learning experiences, fostering a more comprehensive and interconnected approach to language education.

Yoon et al. (2012) state that Jay Cross first introduced the notion of digital learning (E-Learning) in 1999. The advancement and development of technology tools have led to the emergence of many explanations and terminology, such as internet-based training, web-based training, online learning, network learning, and distance learning. Doris Holzberger et al. (2013) provided a definition of digital learning as the utilisation of digital material, such as words or photographs, that are transmitted via the

Internet. The objective of this learning method is to augment learners' knowledge and abilities, while also enhancing instructional efficacy. The incorporation of computers and network technology in educational environments, including synchronous and asynchronous network learning, has been utilised to address constraints related to time, location, and schedule. Additionally, it enables personalised learning that caters to the specific requirements of individual learners (Yoon 2012).

In today's era of swift knowledge and information distribution, digital learning is being used in diverse areas and industries. Digital or E-learning refers to the use of digital media by learners for the purpose of acquiring knowledge. Anttila et al. (2012) defines digital learning as the use of digital technology to access digital educational resources for learning, whether online or offline, with the assistance of both wired and wireless connections. The literature on digital learning encompasses several perspectives from both domestic and international scholars. By conducting a thorough examination of many viewpoints, digital learning may be classified into four separate elements, (Keane 2012).

1. Digital teaching resources: This approach highlights the ability of learners to acquire knowledge by extracting content from digital teaching materials. The term "digital teaching material content" includes e-books, digitized data, and other forms of content provided using digital technologies.
2. Digital tools: This approach emphasizes that learners engage in learning activities using various digital devices, such as desktop computers, notebook computers, tablet computers, and smartphones.
3. Digital delivery: This approach highlights the ability to transmit learners' educational activities via the Internet, such as through intranet, internet, and satellite broadcasting.
4. Autonomous learning: This approach emphasizes learners independently participating in digital learning activities, either online or offline. The approach emphasizes individual self-directed learning and necessitates the active involvement of learners who engage in autonomous learning before engaging in learning activities.

Status of English in India

The 21st century presents its residents with novel options, prospects, and difficulties as a result of the ubiquitous integration of technology into all aspects of life. In the present time, educational institutions cannot simply serve as places where teachers pass on a specific set of information to students within a set timeframe. Instead, educational institutions must encourage the concept of "learning to learn," which involves acquiring knowledge and skills that enable individuals to engage in lifelong learning. Therefore, it is incumbent upon teachers to adapt and conform to the requirements of the present time.

The current requirement is to provide individuals with expertise in the English language, which can only be achieved through a suitable combination of education and e-learning tools (advanced technologies). The incorporation of e-learning tools into educational processes has disrupted traditional teaching and learning paradigms. E-

learning encompasses a wide array of technical tools and systems that competent and innovative educators can employ to improve teaching and learning scenarios. These tools enhance the educational experience by making it more engaging, inspiring, stimulating, and relevant for the students. These tools are being praised as potentially influential tools that can facilitate educational change and reform by integrating digital technologies with English language learning.

Use of Tools for English Language Learning

E-learning represents an educational paradigm that integrates traditional teaching methodologies with electronic resources. Predominantly dependent on computers and the Internet, this mode of learning occurs both within and beyond the confines of traditional classrooms. Often referred to as network-enabled knowledge transfer, e-learning entails the dissemination of instruction to numerous recipients concurrently or at varying intervals. Initially met with skepticism, this approach faced resistance due to concerns about its perceived deficiency in providing the essential human element crucial for effective learning

Despite initial skepticism, the widespread acceptance of digital learning is now evident due to rapid technological advancements and the evolution of educational systems. The introduction of computers laid the groundwork for this transformation, and as our reliance on smartphones, tablets, and similar devices has increased, they have become essential tools in the educational landscape. Traditional books are swiftly being replaced by electronic educational materials, including optical discs and pen drives. The dissemination of knowledge is facilitated through the Internet, a platform that is accessible all the time, transcending geographical and temporal constraints. This shift underscores the adaptability of education to the digital age, marking a significant departure from conventional learning methods.

Use of Internet

The internet stands as an invaluable technology in contemporary times, serving not only in our daily lives but also playing a crucial role in our professional endeavors. Its widespread use for educational purposes is evident, providing a platform for information gathering and research that significantly contributes to the understanding of various subjects. The accessibility and vast resources available online have transformed the way we approach learning and information acquisition, making the internet an indispensable tool in both personal and professional spheres. The Internet has emerged as a prominent instrument for both efficient instruction and as a means of acquiring knowledge.

Teachers have the opportunity to harness technology as a powerful instructional tool by uploading educational resources, that include lecture notes and videos, onto the school's website or forum. This utilization of teaching videos and notes serves to enrich the learning experience, introducing engagement and variety. Teachers can leverage dynamic tools such as animation, PowerPoint presentations, and graphics to captivate students' attention, thereby enhancing the overall effectiveness of instruction. The

integration of these multimedia elements not only adds vibrancy to the learning process but also caters to diverse learning styles, making the educational journey more interactive and impactful.

YouTube

YouTube videos can be utilised proficiently in a language classroom to augment diverse facets of English, such as vocabulary, accents, pronunciations, voice modulation, and other related areas. The primary benefit of using YouTube for English training stems from its capacity to offer genuine illustrations of typical English usage by regular persons. Educators can utilise this platform as a valuable instrument to augment kids' aptitude in listening, speaking, reading, and writing. The wide array of information accessible on YouTube facilitates a dynamic and captivating learning encounter, providing genuine language exposure from real-life situations that complements conventional classroom teaching.

Skype

Skype offers boundless opportunities for educators and learners to engage in global collaboration from any location. The foreign language class offers extensive chances for students to engage with classrooms in different countries, allowing them to enhance their language proficiency. Using Skype, teachers can offer mentorship or assistance with homework to learners. Students have the opportunity to engage in activities such as reading, presenting, performing, collaborating, and working together on writing or research projects. Additionally, they have the opportunity to engage in professional development endeavours both within and beyond the business.

Twitter

Twitter, a technical advancement, is a social networking tool that has the capacity to significantly improve students' English language skills. Twitter, as an online educational technology tool, has a profound influence on actively involving students in learning various subjects. The teacher can utilise diverse activities to effectively incorporate an online educational technology tool into classroom exercises and augment students' knowledge of concepts.

Interactive whiteboards

Interactive whiteboards are efficient replacements for traditional whiteboards or flipcharts, as they have the capacity to show any content that can be displayed on a computer's desktop, such as educational apps, websites, and other resources. SMART boards enable the integration of a student-centered teaching approach in language arts education. Language arts instructors can employ SMART Boards to augment reading comprehension and teach grammar and composition. Through the utilisation of a SMART Board, educators can incorporate video, music, online browsing, and word processing to actively involve students in interactive learning.

Mobile Phones

The utilization of mobile phones as an educational instrument encompasses a diverse range of applications. Online classes provide the convenience of conducting lessons at any location and at any time. It is convenient to transport and easy to handle.

Podcast

A podcast is a collection of digital media files that are disseminated online through syndication feeds for listening on portable media players and PCs. Incorporating podcasts in the classroom is highly straightforward. Today, the pupils are accessing news clippings, music, and video clips on the Internet. The teacher can engage with these kids using a novel method, namely through podcasts. The professors can allocate the news channels, which can be utilized by the students to acquire knowledge about the application of intonation and emphasis.

Blog

Blogging has experienced a surge in popularity, particularly in the field of education, due to its effectiveness in disseminating information and fostering meaningful conversations. Rather than relying on textbooks and conventional approaches, some educators favour utilizing these innovative tactics to instruct students and acquire familiarity with diverse types of social media. Establishing a course blog can be a straightforward process. Educators have the option to utilize a cost-free platform, such as BlogSpot, WordPress, or Tumblr, to serve as the hosting platform for the blog.

In the present day, blogs can showcase images, and some individuals are utilizing them to include audio and even video content. It is advisable for the teacher to actively promote regular visits to the blog by the kids. The individual should promptly address student submissions by providing concise comments that pertain to the content. Additionally, they should inquire about the learner's writing to generate a catalyst for further written expression. Contributing to the blog may be obligatory and could constitute a component of the class evaluation. Students should be encouraged to submit their writing assignments on the blog rather than solely submitting them to the teacher.

Benefits of Using Digital Media in Language Classroom

Kemp and Dayton (1985) assert that the utilization of media in education yields advantageous outcomes in the subsequent manners:

1. Consistency in the presentation of educational information. Teachers may differ in their comprehension of an idea. Through the use of media, diverse interpretations are minimized, resulting in a consistent conveyance of messages.
2. More engaged in the learning process. Media facilitates the transmission of both auditory (audio) and visual information, allowing for the depiction of principles, concepts, processes, and procedures in a manner that progresses from abstract and incomplete to concrete and comprehensive.
3. Enhanced interactive learning experience. When carefully chosen and properly organized, media can actively facilitate communication between teachers and students

in two distinct ways. In the absence of media, teachers may be inclined to communicate unilaterally with the students.

4. Decreased allocation of time for teaching and learning. Frequently, teachers require a significant amount of time to elucidate the educational materials. When executed accurately, the utilization of media can effectively conserve time. Consequently, students may allocate a greater amount of time to engaging in exercises and other learning activities.

5. Enhanced academic achievement of students. Media enhances the learning process by increasing efficiency and facilitating comprehensive mastery of learning content.

6. Students' reduced reliance on the teacher. It is an alternative term for the concept of media "conversation". When strategically organized, media facilitate the learning process to take place at any location and at any time desired by the pupils, with minimal or no assistance from, and even in the teacher's absence.

7. Enhanced optimistic mindset towards the process of acquiring knowledge. Utilizing engaging media can foster students' enthusiasm and appreciation for knowledge, skills, and inquiry.

8. Expanded responsibilities of teachers. Media allows teachers to avoid repetitive explanations. They can optimize their time by providing verbal explanations. As a result, they have more available time to devote to pupils, providing encouragement and assistance.

The integration of the digital realm with the educational setting is more prevalent. With the continuous advancement of technology, educators must adjust their teaching methods to align with the evolving information landscape. This adaptation should aim to benefit both educators and their students. (Purushotma 2005)Our personal and professional lives are increasingly reliant on digital tools and platforms. Digital learning enhances educational accessibility and information acquisition while equipping students with a mentality and skills that prepare them for success in both their current and future endeavours.

Google Classroom is a costless online platform specifically created for educational institutions to facilitate the creation, distribution, and evaluation of assignments without the need for physical documents. Google Classroom simplifies the learning process by facilitating the seamless exchange of files between teachers and students. Students can utilize this platform to submit their inquiries regarding the subjects covered in class and obtain responses from both educators and fellow students. Teachers can upload supplementary educational resources for pupils to study outside of the classroom.

Online Learning

Online distance learning caters to the requirements of a continuously expanding student population who are unable or choose not to engage in conventional classroom environments. These learners encompass those who are unable to physically attend conventional classes, individuals who are unable to locate a certain course at their

desired educational institution, individuals residing in secluded areas, individuals who are employed full-time and can only engage in studies during or after work hours, and individuals who have a personal preference for independent learning.

Students must have a computer, Internet access, and the drive to achieve in a non-traditional classroom to engage in an online course. Online courses offer a highly effective means of delivering courses without being limited by time or location, enabling access to education at any time and from any place. Students perceive the online platform as a handy method to incorporate education into their hectic schedules. The convenience of being able to attend a course from any computer with Internet connectivity, at any time of the day or night, is a significant motivating factor for a large number of modern-day students.

Online learning refers to the educational process that occurs through the use of the Internet. It is commonly known as "e-learning" among other titles. Nevertheless, online learning is merely a single form of "distance learning" - the overarching word for any educational process that occurs remotely, rather than in a conventional classroom setting. Distance education has a lengthy historical background, and presently, there exist various types of distance learning options.

Education has evolved over time, offering diverse avenues for learning beyond traditional classrooms. Correspondence courses, relying on mail, provide minimal interaction but extend education to distant learners. Tele-courses leverage radio or television broadcasts for content delivery, reaching wider audiences. CD-ROM courses engage learners with static computer content, offering a self-paced approach. In the digital age, online learning has taken center stage, providing courses on the internet for real-time or flexible learning. Mobile learning, utilizing portable devices like phones and PDAs, further expands accessibility, allowing individuals to engage with educational content on the go. This spectrum of learning options reflects the adaptability of education to the dynamic needs of learners in our modern, technology-driven world.

A New Paradigm in the Course of Teaching/Learning English

The advent of online learning has ushered in a transformative shift in our approach to education, fundamentally altering the dynamics of teaching and learning. The traditional model of lecturing and passive student reception is evolving into a more participatory and collaborative paradigm. In this emerging framework, both students and instructors actively contribute to the co-creation of the learning process. The role of the instructor is undergoing a profound transition, shifting from an authoritative figure who imparts knowledge to a facilitator who provides guidance and support.

This evolving perspective posits that individuals actively generate new knowledge through their interactions with the environment. The instructional strategy revolves around student engagement, empowering them to play an active role in shaping their learning experiences. This approach fosters active learning, wherein students are not mere recipients but contributors to the educational journey, moving beyond rote memorization for standardized tests.(Gupta 2005)

As an instructor, the primary focus shifts towards creating effective learning experiences from the learner's perspective. It involves relinquishing the role of the exclusive repository of knowledge in favor of becoming a mentor and exemplar. The instructor facilitates interactions with students tailored to their learning needs, overseeing discussions and activities that collectively guide students toward the overarching learning objectives of the class.

In the context of English language education, the global prevalence and importance of English have surged in recent decades. However, the traditional teaching methods may fall short in meeting the current objectives of language acquisition in the global context. Historically, learners were not exposed to productive, creative, or constructive activities to enhance proficiency in listening, speaking, reading, and writing. Recognizing the transformative potential of technology, there is a growing inclination in the 21st-century English language education landscape toward leveraging contemporary technological resources. The integration of these tools is driven by their significant impact on the teaching of English, aligning with the evolving demands of the current period. In this dynamic educational landscape, technology becomes a catalyst for innovation, providing avenues for more effective and engaging English language instruction.

Conclusion

The language classroom has undergone transformative changes with the integration of technological advancements across various study domains. English educators are urged to wholeheartedly embrace these technological strides and leverage them to augment their teaching and learning methodologies. This innovative approach to education has garnered widespread acclaim from educators, students, and parents alike. Students exhibit heightened enthusiasm and eagerness in their pursuit of knowledge through this modernized approach, marking a shift from teacher-centered to student-focused instruction.

The paramount goal of incorporating contemporary technology is to actively engage students in language acquisition and motivate them to cultivate practical and realistic English language proficiency. This objective is pursued within an educational environment that promotes transparency and accessibility of subjects and information through modern technological methods. In this setting, students are not only encouraged but also guided to interact and communicate with one another. Looking ahead, it is evident that multimedia will play a pivotal role in the student-centered approach to teaching English in alignment with contemporary norms.

Conducting a comprehensive assessment of English language competency becomes essential for the ongoing progress of students, contributing to the enhancement of their overall communication abilities. Such assessments also contribute to elevating the quality of teaching and aligning with the application of modern educational principles. Consequently, the current paradigm of teaching and learning without digitization appears convoluted, unclear, and increasingly challenging to comprehend.

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New Education Policy-2020 - Professional and Adult Education

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Abstract

Adult Education Program is a pivotal platform to spread knowledge, raising mindfulness, functional cooperativeness and acclimatize each member of the community irrespective of age, region and religion. National Adult Education Program (NAEP) was initiated on 2nd October, 1978 to spread knowledge among community belonging to the age groups 15- 35 times. still, with exposure of colourful enforcing challenges and demands of the community, Adult Education was transformed to Lifelong literacy to gulf people of all age groups and all The originality in current review and NEP 2020 lies in transition from National Education Policy 1986 aiming at spreading functional knowledge among community to NEP 2020 aiming at enhancing skill development and distribution of skill development programs among community to make them economically independent and a useful member in the society.

Keywords: Adult Education Program, National Adult Education Program,acclimatize, initiated, exposure, originality, distribution.

Introduction:

Preparation of professionals must involve an education in the ethic and significance of public purpose, an education in the discipline, and an education for practice. It must centrally involve critical and interdisciplinary thinking, discussion, debate, exploration, and invention. For this to be achieved, professional education shouldn't take place in the insulation of one's specialty. Professional education therefore becomes an integral part of the overall advanced education system. Stand- alone agrarian universities, legal universities, health wisdom universities, specialized universities, and stand- alone institutions in other fields, shall aim to come multidisciplinary institutions offering holistic and multidisciplinary education. All institutions offering either professional or general education will aim to organically evolve into institutions clusters offering both seamlessly, and in an intertwined manner by 2030.

Legal education needs to be competitive encyclopedically, espousing stylish practices and embracing new technologies for wider access to and timely delivery of justice. At the same time, it must be informed and illuminated with indigenous values of Justice- Social, Economic, and Political- and directed towards public reconstruction through instrumentation of republic, rule of law, and mortal rights. The classes for legal studies must reflect socio-artistic surrounds along with, in an substantiation- grounded

manner, the history of legal thinking, principles of justice, the practice of justice, and other affiliated content meetly and adequately. State institutions offering law education must consider offering bilingual education for future attorneys and judges in English and in the language of the State in which the institution is positioned. Healthcare education needs to be envisioned so that the duration, structure, and design of educational programmes need to match the part conditions that graduates will play. scholars will be assessed at regular intervals on well- defined parameters primarily needed for working in primary care and in secondary hospitals. Given that people exercise pluralistic choices in healthcare, our healthcare education system must be integrative meaning thereby that all scholars of allopathic medical education must have a introductory understanding of Ayurveda, Yoga and Naturopathy, Unani, Siddha, and Homeopathy (AYUSH), and vice versa. There shall also be a much lesser emphasis on preventative healthcare and community drug in all forms of healthcare education.

Specialized education includes degree and parchment programmes in, engineering, technology, operation, armature, city planning, drugstore, hostel operation, feeding technology etc., which are critical to India's overall development. There won't only be a lesser demand for well- good force in these sectors, it'll also bear near collaborations between assiduity and advanced education institutions to drive invention and exploration in these fields. likewise, influence of technology on mortal endeavours is anticipated to erode the silos between specialized education and other disciplines too. Specialized education will, therefore, also aim to be offered within multidisciplinary education institutions and programmes and have a renewed focus on openings to engage deeply with other disciplines. India must also take the lead in preparing professionals in slice- edge areas that are fast gaining elevation, similar as Artificial Intelligence (AI), 3- D machining, big data analysis, and machine literacy, in addition to genomic studies, biotechnology, nanotechnology, neuroscience, with important operations to health, terrain, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

Adult Education and Lifelong Learning

The occasion to attain foundational knowledge, gain an education, and pursue a livelihood must be viewed as introductory rights of every citizen. knowledge and introductory education open up whole new worlds of particular, communal, profitable, and lifelong- literacy openings for individualities that enable them to progress tête-à-tête and professionally. At the position of society and the nation, knowledge and introductory education are important force multipliers which greatly enhance the success of all other experimental sweats. Worldwide data on nations indicate extremely high correlations between knowledge rates and per capita GDP.

Meanwhile, being a uninstructed member of a community, has innumerable disadvantages, including the incapability to carry out introductory fiscal deals; compare the quality/ volume of goods bought against the price charged; fill out forms to apply for jobs, loans, services etc.; comprehend public leaflets and papers in the news media;

use conventional and electronic correspondence to communicate and conduct business; make use of the internet and other technology to ameliorate one's life and profession; comprehend directions and safety directives on the road, on drugs etc.; help children with their education; be apprehensive of one's introductory rights and liabilities as a citizen of India; appreciate workshop of literature; and pursue employment in medium or high- productivity sectors that bear knowledge. The capacities listed then are an elucidative list of issues to be achieved through relinquishment of innovative measures for Adult Education.

Expansive field studies and analysis, both in India and across the world, easily demonstrate that volunteerism and community involvement and rallying are crucial success factors of adult knowledge programmes, in confluence with political will, organizational structure, proper planning, acceptable fiscal support, and high- quality capacity structure of preceptors and levies. Successful knowledge programmes affect not only in the growth of knowledge among grown-ups, but also affect in increased demand for education for all children in the community, as well as lesser community donation to positive social change. The public knowledge Mission, when it was launched in 1988, was largely grounded on the voluntary involvement and support of the people, and redounded in significant increases in public knowledge during the period of 1991 – 2011, including among women, and also initiated dialogue and conversations on material social issues of the day.

Strong and innovative government enterprise for adult education- in particular, to grease community involvement and the smooth and salutary integration of technology- will be affected as soon as possible to expedite this each-important end of achieving 100 knowledge. First, an outstanding adult education class frame will be developed by a new and well- supported constituent body of the NCERT that's devoted to adult education, so as to develop community with and make upon NCERT's living moxie in establishing outstanding classes for knowledge, numeracy, introductory education, vocational chops, and beyond.

The class frame for adult education will include at least five types of programmes, each with easily defined issues

- a) foundational knowledge and numeracy;
- b) critical life chops;
- c) vocational chops development;
- d) introductory education; and
- e) continuing education.

The frame would keep in mind that grown-ups in numerous cases will bear rather different tutoring- literacy styles and accoutrements than those designed for children.

Alternate, suitable structure will be assured so that all interested grown-ups will have access to adult education and lifelong literacy. A crucial action in this direction will be to use seminaries academy complexes after academy hours and on weekends

and public library spaces for adult education courses which will be ICT- equipped when possible and for other community engagement and enrichment conditioning. The sharing of structure for academy, advanced, adult, and vocational education, and for other community and levy conditioning, will be critical for icing effective use of both physical and mortal coffers as well as for creating community among these five types of education and beyond.

Third, the preceptors will be needed to deliver the class frame to mature learners for all five types of adult education as described in the Adult Education Curriculum Framework. These preceptors will be trained by the National, State, and quarter position resource support institutions to organize and lead literacy conditioning at Adult Education Centres, as well as match with levy preceptors. States will also work with NGOs and other community associations to enhance sweats towards knowledge and adult education.

Fourth, all sweats will be accepted to insure the participation of community members in adult education. Social workers counsellors travelling through their communities to track and ensure participation of non-enrolled scholars and dropouts will also be requested, during their peregrination, to gather data of parents, adolescents, and others interested in adult education openings both as learners and as preceptors. The social workers counsellors will also connect them with original Adult Education Centres (AECs). openings for adult education will also be extensively publicized, through announcements and adverts and through events and enterprise of NGOs and other original associations.

Fifth, perfecting the vacuity and availability of books is essential to inculcating the habit of reading within our communities and educational institutions. This Policy recommends that all communities and educational institutions- seminaries, sodalities, universities and public libraries- will be strengthened and streamlined to insure an acceptable force of books that feed to the requirements and interests of all scholars, including persons with disabilities and other else- abled persons. The Central and State governments will take way to ensure that books are made accessible and affordable to all across the country including socio- economically underprivileged areas as well as those living in pastoral and remote areas. Both public and private sector agencies institutions will concoct strategies to ameliorate the quality and attractiveness of books published in all Indian languages. way will be taken to enhance online availability of library books and further broad grounding of digital libraries. collaborations between education institutions and libraries.

Eventually, technology will be abused to strengthen and indeed take over the below enterprise. Quality technology- grounded options for adult literacy similar as apps, online courses modules, satellite- grounded television channels, online books, and ICT- equipped libraries and Adult Education Centres, etc will be developed, through government and humanitarian enterprise as well as through crowd sourcing and

competitions. In numerous cases, quality adult education could thereby be conducted in an online or amalgamated mode.

Special needs for Adult – literacy:

Interactive literacy surroundings have certain approaches and protocols to be followed by to efficiently acclimatize adult learners. Case studies conducted in this paradigm emphasize an imperative needful of particular, social and educational emendations in adult education and lifelong programs. There are colourful approaches followed in Adult Education and Lifelong literacy programs. The approaches are imperative to empower amenable chops in grown-ups to be more marketable for employment openings. In addition, tone- control, tolerance and cerebral factors play a vital part in conducting tone- directed literacy to adult learners.

Creativity and application of music in conducting education in similar programs integrate significant inputs in this sphere. This is because it not only makes literacy easy, amusing and intriguing but also helps in working colourful internal problems of adult learners. Lifelong literacy forms a institute of both formal and non-formal education inculcating training and skill development. thus, requirements of adult education program and learners are dependent on the situations of learning contributing to sustainable development and poverty relief. The capabilities to acquire chops and amend their living chops enable them to increase income of the community as better chops and advanced education situations are a deputy for further chops and induce advanced inflows.

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National Education Policy 2020 and The Evolving Landscape of English Education in India

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Abstract

The National Education Policy 2020 (NEP 2020) is a comprehensive framework designed to transform the education system in India. It emphasizes a holistic approach, focusing on foundational learning, multidisciplinary education, and flexibility in curriculum and pedagogy. NEP 2020 aims to promote critical thinking, creativity, and a seamless integration of vocational education. In the context of English language, NEP 2020 recognizes the importance of multilingualism and envisions the use of a child's mother tongue or regional language as the medium of instruction until at least Grade 5. However, it also emphasizes the importance of proficiency in English and encourages its continued study. The policy underscores the need for a balanced language education approach, fostering proficiency in multiple languages to enhance cognitive abilities and cultural understanding. NEP 2020 aims to bridge the urban-rural language divide by promoting quality English education in government schools. It advocates for the development of English language proficiency through innovative teaching methods and digital resources, ensuring that students across diverse socio-economic backgrounds have access to quality language education.

Overall, NEP 2020 acknowledges the significance of English in the global context while promoting a multilingual and inclusive learning environment that accommodates the diverse linguistic landscape of India.

Keywords: NEP-2020, multidisciplinary education, critical thinking, creativity, English language, urban rural language, innovative teaching methods.

Introduction

English is regarded as an international language by the National Education Policy 2020 (NEP 2020), which states that everyone should study it for convenience. Additionally, it highlights the value of multilingualism, which can help early children's cognitive development.

The NEP 2020 emphasises how crucial English is as a teaching language for students in upper grades. Given that language acquisition is easier when a person is younger, it is suggested that English be taught as a second subject or as the primary language of instruction starting in preschool.

States are also permitted to select the media of teaching starting in preschool under NEP 2020. Some argue that since English gives pupils access to the world, it should be taught alongside the mother tongue starting in grade one.

The New Education Policy 2020, which focuses on education from the elementary level to higher education in India, is a significant advancement in the field of education. By 2021, the goal of the policy is to completely revamp the Indian educational system. Reviewing every facet of the Indian educational system in its whole is therefore imperative. This research paper's goal is to go over the several NEP 2020 educational domains. NEP2020 guarantees universal access to education from pre-primary to grade 12. India is to become a global knowledge giant with the NEP 2020.

Highlights of New Education Policy 2020

A. School Education

1. Early Childhood Care and Education:

For all children aged three to six, the Foundation of Learning – NEP guarantees high-quality early childhood care and education. The Right to Education eligibility window is extended by NEP from 6–14 years to 3–18 years. By 2030, the policy aims to make all children "school- ready," advocating for the universalization of early childhood education and care. Infrastructure purchases, such as playground equipment and kid-friendly structures, as well as ECCE instructors' and Anganwadi workers' Continuous Professional Development (CPD) through a six-month certification programme with some online components

2. Foundational Literacy and Numeracy:

NEP implements the three-month National Mission on Foundational Literacy and Numeracy, a course designed to prepare pupils for these skills. It is regarded as an Important and Vital Precondition for Learning. Its foundation is energised textbooks with digital content (ETBDIKSHA). It is peer learning directed by students, and one way to reach 100% fundamental level (up to Grade 3) learning by 2025 is through community tutoring. It is also advised that teacher openings be filled as soon as possible, giving preference to underrepresented groups in society.

3. Reducing dropout rate:

Reducing Dropout Rates and making certain the existing 10+2 system will be replaced by a new 5+3+3+4 curricular structure by NEP 2020. These new levels will correlate to ages 3-8, 8-11, 11-14, and 14-18 years old, respectively. NEP 2020 has two goals: the first is to achieve 100% Gross Enrollment Ratio (GER) in schooling from preschool to secondary level by 2030, and the second is to reintegrate 2 crore out-of-school children into society through an open schooling system. Universal Access to Education at All Levels is provided by NEP. Infrastructure and teachers for children up to Grade 12 should be invested in, as should the availability of social workers and counsellors for students to address factors that contribute to dropout rates. With the use of a technology-based platform, it encourages strict tracking of all children to make sure that none is left behind. Additionally, it emphasises the need to support various public-

private partnership school models in order to reduce the number of dropouts and unenrolled students.

4. Curriculum and Pedagogy in Schools:

Learning that is holistic, integrated, enjoyable, and engaging is encouraged by NEP 2020. At least through Grade 5, the policy promotes the use of native tongues as the medium of instruction. It encourages studying in various languages at the middle and secondary school levels, as well as bilingual education and learning texts. The recommended multidisciplinary strategy and material reduction with emphasis on essential learning competencies. Computational thinking and other new age disciplines like coding are taught in middle schools. In secondary school, students can now select their academic courses mostly in the arts, physical education, and vocational education.

5. Teacher and Teacher Education

By 2030, the strategy suggests that the two-year D.El.Ed/B. Ed. degree will be replaced by a four-year B. Ed. undergraduate course as the minimum teacher education degree requirement. In theory, excessive teacher turnover should be discouraged in order to improve continuity with pupils and provide local residency opportunities. The National Council for Educational Research and Training (NCERT) and the National Council for Teacher Education (NCTE) 2021 will draft a new, comprehensive national curriculum framework for teacher education. The NEP policy stresses up on Promotions of the employees, saying that it must be made on the basis of merit, not seniority or teaching level (elementary, primary, or secondary), according to the NEP policy. In addition, there are opportunities for teachers to go up the vertical ladder, with exceptional educators being able to advance to positions at the district or state levels. It encourages the use of blended learning teacher training courses (MOOCs) for principals and teachers' yearly professional development, with a minimum of 50 hours required.

6. Equitable and Inclusive Education:

It encourages education for everybody. The Socially and Economically Disadvantaged Groups (SEDGs) were highlighted. It features Special Education Zones for underprivileged areas and groups, as well as a dedicated budget for gender inclusion. There is a Gender Inclusion Fund provision in this NEP 2020. By spearheading inclusion initiatives at the state level, building enough infrastructures for safety, and implementing tailored boarding, it aids female and transgender kids. With a specific focus on enhancing the quantity and quality of learning, it would create Special Education Zones (SEZs) and Kasturba Gandhi Balika Vidyalayas (KGBVs)/KVs in aspirational districts.

7. Standard-setting and Accreditation

It promotes transparency and accountability across schools by setting standards through a dedicated agency, which incorporates learning related indicators as well as student feedback into school ratings.

B. Higher Education

1. Quality Universities and Colleges:

The M. Phil. programme will no longer be offered, and all undergraduate, graduate, and doctorate courses will now be multidisciplinary. It has advanced the establishment of Multidisciplinary Education and Research Universities (MERUs), a more holistic and multidisciplinary educational setting.

2. The goal of Optimal Learning Environments and provide for Students:

A New Education Policy is to provide a comprehensive, inclusive, and participatory approach that incorporates lessons from best practices, field experiences, empirical research, and stakeholder feedback.

3. Institutions of Higher Education With the exception of medical and legal education, the Higher Education Commission of India (HECI) would function as a single, all-encompassing organisation for higher education. Academic criteria, accreditation, and regulatory guidelines for higher education institutions will be the same for both public and private universities. HECI will consist of four separate entities:

- National Higher Education Regulatory Council (NHERC) for regulation
- General Education Council (GEC) for standard setting
- Higher Education Grants Council (HEGC) for funding
- National Accreditation Council (NAC) for accreditation.

Other Key Areas of Attention

Professional Education: A crucial component of the system of higher education will be professional education. Universities that are independent in the domains of technology, health sciences, law, agriculture, or other related fields will strive to become multidisciplinary establishments. **Technology Utilisation and Integration:** Ensuring Fair Technology Use One independent organisation is the National Educational Technology Forum (NETF). It offers a forum for the open discussion of innovative ways to improve planning, administration, evaluation, and learning with technology. It encourages the proper integration of technology into education at every level.

LokVidya is a scheme that aims to integrate all students into vocational education courses and provide access to vocational education for all students. Students will have the chance to learn from specialists in a variety of popular vocational training programmes created in India through this platform, LokVidya. Over the next ten years, vocational education will be progressively included into all schools and HEIs.

Balavatika: Preparatory Class, or "BALAVATIKA," was introduced by NEP for nursery classes. This instruction intended to begin prior to the first grade. Wherein the development of fundamental literacy and numeracy as well as cognitive, emotional, and psychomotor skills will be the main learning objectives. According to this policy, all children under the age of five (i.e., before Class 1) will be placed in "Balavatikas," which will be taught by ECC- qualified teachers. The Preparatory Class's primary method of instruction will be play-based learning

Objectives of the study

Numerous innovative projects have been introduced by the National Education Policy 2020 to raise the standard of education and expand elementary and literacy education in India. The following are the study's objectives:

1. To summarise and draw attention to the initiatives developed under NEP 2020.
2. Examining every facet of the Indian educational system with reference to the 2020 National Education Policy
3. To list the National Education Policy 2020's advances in several domains.
4. To forecast how NEP 2020 will affect the Indian educational system
5. To talk about the benefits of NEP 2020's education policies.

The Evolving Landscape of English Education in India

India's English education landscape is undergoing significant changes, driven by globalization, economic shifts, and technological advancements. English proficiency is increasingly viewed as a crucial skill, leading to a transformation in teaching methodologies, curriculum design, and access to quality education.

Globalization and Economic Imperatives:

The demand for English proficiency is propelled by India's integration into the global economy. English serves as a lingua franca in international business and communication, making it a key asset for individuals seeking global opportunities. This has led to a paradigm shift in the perception of English education from a mere academic pursuit to a practical skill essential for career advancement.

Technological Integration:

The advent of technology has revolutionized the way English is taught and learned in India. Online platforms, interactive learning tools, and language apps have provided learners with accessible and engaging resources. This integration of technology not only makes learning more dynamic but also addresses issues related to geographical disparities in educational access.

Changing Teaching Methodologies:

Traditional rote-based learning is gradually giving way to more interactive and communicative teaching methodologies. The focus is shifting from memorization to practical language skills, encouraging students to use English in real-life scenarios. This change aims to equip learners with the ability to communicate effectively, fostering a deeper understanding of the language.

Government Initiatives:

Recognizing the importance of English education, the Indian government has launched initiatives to enhance the quality and accessibility of English learning. These initiatives include teacher training programs, the development of standardized curricula, and efforts to bridge the urban-rural divide in educational infrastructure. The goal is to empower students with the language skills necessary for success in a rapidly evolving global landscape.

Challenges and Concerns:

Despite the positive transformations, challenges persist. Socioeconomic disparities impact access to quality English education, creating a divide between urban and rural learners. Additionally, there is a delicate balance to be struck between promoting English proficiency and preserving regional languages, which are integral to India's rich cultural diversity.

Conclusion:

The National Education Policy (NEP) 2020 in India marks a significant and comprehensive reform aimed at transforming the education system. Its emphasis on holistic development, flexibility, and a multidisciplinary approach reflects a forward-looking vision. However, successful implementation requires addressing challenges such as resource allocation, teacher training, and adapting to a changing socio-economic landscape. The NEP 2020 holds the promise of fostering creativity, critical thinking, and global competitiveness, but its success will ultimately hinge on effective execution and continuous evaluation. English education in India reflects a dynamic response to the demands of a globalized world. The integration of technology, changing teaching methodologies, and government initiatives signify a commitment to equipping the youth with essential language skills. Striking a balance between globalization-driven imperatives and the preservation of cultural and linguistic diversity remains a challenge that requires thoughtful policy measures. As India continues to evolve, so too will the landscape of English education, shaping the future of its learners on the global stage.

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Improving Readership In The Digital Era

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Introduction

The development of the Internet was a long process. This technology brought people together even though they were situated at the most remote places of the planet. This developed a class of individuals who wanted to seek knowledge and another who wanted to impart knowledge. The earliest means through which many people got information was by websites. Even today after the development of various communication and messaging applications, one of the most basic requirements for any company is to have a website through which they post their services and appeal to their customer base. Blog is another eminent website where an author has a regular reader base and keeps posting articles on various topics. On this account, websites are an essential part of our lives and improving audience experience on the website is a point of necessity for new website users. This article explores the topic of website readability and what one must do to improve it.

Why is Website Readability Important?

Website readability is important because most website audiences are strapped for time and have limited mental resources to move ahead with their learning. The visitors want to get the familiar content that they are looking for on your website as quickly as possible.

To grab your website visitors' attention and prove to them that you have a solution to their problems, you've got to connect with them, fast. Highly readable content does just that. Website readability is the first and foremost one because it directly affects user experience. Clear and easily comprehensible content helps the online audience understand your message, follow your site and give potential to the web audience to stay longer. It nourishes accessibility for a broader audience.

Website Readability VS Traditional Readability

Website readability often involves shorter paragraphs, bullet points, and a clear hierarchy to accommodate online reading habits. No website readability existed in the past. With the passage of time, it has gained prominence. Website readability needs a highly accessible internet connection provided with a PC. It is feasible to access the information very quickly and browse the different websites rapidly. If the content is interesting, it raises interest in the readers and encourages them to move ahead with the content. Traditional readability, on the other hand, may follow more formal structures with longer paragraphs. Both aim to convey information effectively but adapt to different mediums. Traditional readability requires more attention than website readership. Traditional readability deals with long phrases and complex sentences that need the assistance of any dictionary. It is a tedious process. It is not applicable to short-term goals. Sometimes we may not find some prescribed material in the research

process. In remote areas, libraries are not available. Poverty is also one of the main reasons to buy everything they want. If you take newspaper reading in most of the rural areas we don't find panchayat buildings and libraries. In some areas, inhabitants of that place go to libraries or panchayat buildings to get their newspaper reading. With the passage of time, this traditional readability process has been converted into a website's readability. Lifestyle also has become the first and the fourth most important reason for the rapid growth of a website's readability. The cost of living has increased with both parents having to go to work to earn money for their livelihood. Due to the lack of time constraints, most of us prefer website reading only.

Pros and cons

Website Readability:

Pros:

1. It saves our time and gets the maximum content.
2. You can browse the Internet at our convenient time.
3. You can visit a number of websites so that accessibility to the content is very high.
4. Whatever the points you like you can save them in the form of screenshots and attachments.
5. You can do modifications easily whenever you want.
6. This process is very handy and tidy.

Cons:

1. By using the internet frequently there might be a chance of getting a browsing addiction.
2. It will become a type of distraction from the day-to-day chores.
3. Spending more time with electronic gadgets, especially laptops and pieces leads to health disorders mentally as well as physically.

Traditional readability:

Pros:

1. Staunch following of traditional readership will make you a knowledgeable person in abundance.
2. You will be mastered in the four skills of language by the traditional readability.
3. Comprehension skills will be improved.
4. By reading different books you will get the life skills that can be applied to real life experience.
5. You will become the richest person in vocabulary and rational thinking.
6. If you embrace traditional leadership, you will get solutions to the day-to-day life hazards.

Cons:

1. Maximum time spent with the book reading is not a feasible one.
2. Sometimes you will fall into false assumptions by reading some socio-fantasy books.

3. Sometimes assistance from a Guru is required to understand the content.
4. Traveling time and money matters will play a major role in traditional readability if you are unable to buy the books.
5. Either traditional leadership or website leadership doesn't matter but it is the necessity of a reader which he has to choose.

How Is Web Page Readability Score Calculated?

There are a range of ways to calculate a website's readability score. Some of these Methods include:

1. Flesch-Kincaid grade level
2. Flesch reading ease
3. Gunning-fog index

The most popular of these is the Flesch-Kincaid Reading Ease method. This method calculates readability by taking into consideration the number of syllables in a word, and the amount of words included in a sentence. The higher the score, the easier it is to read the text. A score of 90.00-100.0 is viable for an 11-year-old, while a score of 0.0-30.0 would only be accessible to a university-educated graduate.

These scores are usually determined by:

- Length of paragraphs
- Length of sentences
- Vocabulary level of the text
- Number of syllables in each word
- Use of active and passive voice

How to Improve Your Readability Score?

Keeping all of this in mind, it's quite simple to create a website with a high readability score.

All you need to do is:

1. Make Sure Your text doesn't sound robotic: When writing a body of text on your web page, you need to ensure it is both inviting and accessible. It doesn't matter what level you are writing at, or the type of content – from astrobiology to cooking, try to keep it conversational and be formal in tone.

2. Use Simple Words and Short Sentences: As well as keeping things conversational, one of the best ways of improving your page's readability is to keep things short and sweet. Don't use complicated sentence structures or convoluted words. Instead, bullet-point sentences, break up articles with subheadings, and, draw attention to important phrases and words by bolding them. If you provide hard word meanings and illustrations then the website content will be very much beneficial to the online audiences.

3. Make Sure Page Typography Is Aesthetically Pleasing: Don't be fooled, your website readability score isn't just based on text. The visual elements of a web page factor in too. From your choice of font and font size to the line height and length, make sure your text is easy to read. You may think 'Alex Brush' is an attractive font, but it will complicate your text.

Some important precautions to be taken for the maintenance of a good quality of web readership:

Font size should be at a moderate level. It enables the reader to read and understand it clearly to get an accurate meaning.

- There should be no ambiguity among the structures and framing of sentences.
- Ethical values and principles to be followed to maintain the reliability of web content.
- It is better to take online surveys and feedback on their own to get a good response from the online traffic. Be in touch with the online audience to get better yields.

What Tools Can Help You Improve Your Page Readability?

When seeking to improve your web page readability, there are loads of tools on the web to help you. Some of these tools include:

- Hemmingway Editor
- The Writer
- Grammarly
- The Readability Test Tool At WebEx

Ways to Improve Digital Readership

• **Quality over quantity:** If you want your content to be more efficient and attractive, it needs to have some special quality to inspire your readers to make them come back for more. The following pointers to be kept in mind for well-worth readability:

- **Keyword research:** Before beginning any new article, the writer should search for new keywords which apt for the online audiences to grab their attention as well as to fulfill their requirements. It is better to give keywords in a separate column on the web page itself.
- **Be Competent:** Know your competency level by comparing it with the other articles available on Google search.
- **World Length:** Consider the optimal length of the words that best suit the weaving of an article. Don't choose colloquial language. The length of the words should be matched with the requirements of the readers.

• **Be consistent and write less:** Be consistent in your writing strategies. Maintain the required standards and don't go beyond the limits. Always, attention should be focused on your vocabulary, innovatively, and targeted audiences. The fact is, consistent publishing shows commitment to your readers, helping you gain trust and build a loyal readership. It doesn't matter though, you are publishing less content, but it should be up to the reader's expectations.

• **Publish different types of content:** Don't restrict yourself to publishing only articles. There are so many different types of content you can publish online, from articles and eBooks to podcasts, infographics, and videos. Your end user will be your success. So

keep your end user in your mind and publish different types of papers. If you write in that way you will hit your target audience automatically.

- **Improving user experience:** While publishing your quality article, it is essential to keep a captivated audience and user experiences. After all, you are competing with hundreds of other sites, so a reading experience that's less than fantastic will send readers to your competitors.

- **Share more than once:** Share your content more than once on different social platforms to get the perfect online readership. Sharing multiple times increases the odds of catching people who didn't see it the first or even the second time. Use different platforms to share your content. You should create that trust while posting on different platforms that you will be the immediate response to their queries.

- **Engage with your readers in the comments:** If you are serious about engaging your readership and building a rapport with them, responding to their emails is mandatory. Responding to their comments and feedback also plays a major role in building proper readability.

- **Encourage readers to subscribe:** Contact the audience through emails and comment sessions to increase the number of subscribers. Giving free subscription plans is advisable to get the best connection with the online readership.

- **Be active in your niche's community:** Be in touch with the niche's community to get proper responses. Maintain friendships with people of a similar mindset. If you maintain the stagnant friendship with the peer group, they guide you in all sorts of activities embedded with writing

Objectives of online readability

Online readability aims to enlighten the reader experience by ensuring content is easily understood and accessible. Objectives also include using proper language, concise presentation, and proper organization to get quick comprehension and navigation. The article should be weaved with proper visibility and readable font.

Conclusion:

Online readership is a dynamic landscape, influenced by diverse content and user preferences. Adapting strategies to engage audiences and staying attuned to evolving digital trends are essential. To get a good online readership one must develop an optimistic, hard-working, and positive attitude. One must review his/her actions, constantly take feedback from the audience and keep improving the content.

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A Critical Evaluation of Magic Realism in English Fiction

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Abstract:

Realism is a phenomenon or movement and especially in literature it is the portrayal of the realistic, the truthful representation of nature or any aspect of life without any coloring or blending of imagination. Magical Realism on the other hand is the admixture of the magical and the real. Magic realism continued to be a literary genre deployed by writers as an alternative to the depiction of sordid realities of life such as oppression and such other post-colonial and postmodern themes. Magical realism takes a stand in between the real and the unreal or the real and the surreal. As a literary genre it occupies a medial position between literary fiction and fantasy. Magical realism is a combination of the magical, the imaginative, the fantastical or the supernatural elements and the truthful aspects of the present or pertaining to the past, history. Indian English Fiction, established itself in the international literary arena and carved an exclusive niche for itself with many a promising writer coming up with fertile creative outputs receiving huge accolades from far and wide over the globe. Many fictitious works of the postmodern period evince magical realism and the present study attempts to focus the varied perceptions, perspectives and dimensions of the portrayal of the theme of magical realism.

Keywords: Realism, magic realism, fantasy, surrealism, literary genre, fiction

Introduction:

Magical Realism in Painting:

German Art Critic, Franz Roh coined the term Magical Realism in 1920 when he was describing a painting which had some sort of unrealistic feature within the framework of reality. He explained it as a representation of reality with some artistic aspect moving away from reality. The term used first by Roh spread far and wide all over the globe as an art form, a literary genre which assumed global significance. The use or application of the term is extended from paintings to literary works where in the

fictional characters are enlivened with reality with an infusion of an element of magic in them.

Gabriel Garcia Marquez is considered as the father of magic realism since it was he who popularized the theme.

Magical Realism vs. Surrealism:

Magical realism appears to be closer to surrealism in that there is deviation from the natural or the real and in taking recourse to weird settings, events or combinations.

Magical Realism vs. Fantasy:

The world of fantasy will be an imaginary one and entirely different from the world filled with magical realism in so far as the latter contains some elements of unexpected, supernatural, or suspense with the realistic or naturalistic setting occupying the major part.

Magical realism stands between the real and the surreal, literary fiction and fantasy, and a yoking together of myth and reality. It started first in 1920s as a movement in Europe and later in 1940s by some Latin American authors like Jorge Luis Borges, Gabriel García Márquez and Isabel Allende who mixed the post-colonial themes with magical elements to create a certain relief from the routine, from oppression. Magical realism assumes a controversial colour because of the conflicting perspectives it is based on, the logical dimension of the reality and the admission of the magical (supernatural) element on the other hand.

Examination of Some Literary Texts Evincing Magical Realism:

Gabriel Garcia Marquez – One Hundred Years of Solitude:

Magic realism is a technique of weaving together the fact and the fictitious to invent the fantastical and Marquez successfully connects both the real events and the Columbian history to create the magical. Fantasy looms largely as parody. The official lies of the banana company, Femanda's delusions of being a queen are some examples of how a frustrated ambition ultimately drives a person to yield to a life of fantasy. Marquez applies magical realism as a tool to portray war, suffering, death and Columbia amidst political turmoil and violence during 1960s. Marquez dexterously blends the mundane and the supernatural and shows one as the other, strikes a harmonious balance between the realistic aspects such as poverty and the extraordinary elements, The story is all about the rise and fall of the town of Macondo and is coloured by the history of the Buendia family. Marquez uses exaggeration as a technique to bring about fantasy. It is clear on many contexts.

Incest marriage of Ursula and Jose leading to the birth of a son with a pig tail, a flying carpet as a mode of recreation, levitation of the priest, use of many numerical

facts to create an effect of magical realism and adding an air of authenticity and realism, exaggerated description of Colonel Aureliano Buendia's life, dates, and Femanda's crazy calendar are all different instances of magical realism which though appear to be evidences that stand for magical realism and at the same time question the absurdities in the realities of the lives.

Haruki Murakami – Kafka on The Shore:

Murakami creates magical realism in his work by juxtaposing the real world and the metaphysical world. The Japanese writer makes his work magical through incomplete delineation of his characters. The story revolves around Kafka Tamura, who runs away from home in quest of self-exploration, only to end up working in a library, and Nakata, has an unusual ability to speak to cats after a horrible war time accident as a child. Their lives become inevitably intertwined. Murakami makes the magical too to appear as real so that the magical quite often passes unnoticed.

Roald Dahl – Matilda:

Five-and-a-half-year-old, Matilda Wormwood, a survivor of interpersonal trauma, the protagonist, has the magical abilities, which are beyond the conventional, scientific, and the logical parameters. Her secret power of telekinesis, provides her a certain escape, relief from the chaotic home environment and the sordid realities of the world.

Rose Edelstein - The Particular Sadness of Lemon Cake:

Just like Matilda, the protagonist of Roald Dahl's work, Rose of Edelstein's The Particular sadness of Lemon Cake has the secret gift of tasting people's emotions in the food they cook. On the eve of her ninth birthday, Rose tastes her mother's lemon-chocolate cake and, to her horror, tastes her mother's hopelessness, and learns some dark secrets about her family.

The two protagonists face the problems, issues, hardships of life with their secret powers/gifts that they have. Magical realism makes the extraordinary, unusual elements look ordinary aspects of real life.

Salman Rusdie's The Midnight's Children:

Rushdie's work explores the post-colonial insights with the infusion of the elements of magical realism. Rushdie integrates the magical and the real the fantastical with the everyday life. Exploration of the psychological acumen of the children who are blessed with the telepathic powers constitutes the magical dimension of the novel. The protagonist, Saleem Sinai's telepathic powers trigger a series of events at personal as well as political levels. The admixture of the supernatural and the historic elements forms the crux of the Rushdie's work.

Sugandhi Alias Andal Devanayaki - T.D. Ramakrishnan & Priya K. Nair (Tr.)

The novel revolves around violence, murder mystery, LTTE, Peter Jeevanandam and his beloved Sugandhi The author uses magical realism to blend myth and memory to present a powerful critique of the violence which was a part of fascism and revolution. The fable of Devanayaki sets the historical context of violence against women and the archaeology of war, rape and repressive power politics across centuries. Music to Flame Lilies - Megha Rao

Megha Rao's Music To Flame Lilies utilises magical realism to incorporate class struggles and the exploitation of the underprivileged. Noor sets out to a village on receiving a message from her friend months after her best friend's death to her hometown to find out the mystery, only to find the villagers praying to ghosts, getting possessed for fun, tales of demons and being haunted. Life's realities are interspersed with the absurdities, the supernatural elements, mysteries, all go into the making of the magical realism.

Isabel Allende - The House Of The Spirits:

Set in the backdrop of Chile, Allende's work bears strong resemblances to Marquez's One Hundred Years of Solitude. Allende takes the Trueba family, weaves the lives of three generations, and reveals their joys and sorrows. Allende uses magical realism as a dominant medium to explore female power and empathy. The narrative is built around Nivea, Blanca, Clara and Alba and Esteban Trueba, the patriarch, who is present throughout the novel. Magical realism provides a relief from the military coup, intense political violence, brutal sexual violence and hatred etc.

Vikram Chandra - Red Earth and Pouring Rain

Vikram Chandra employs magical realism and political satire to weave elements of myth, reincarnation, murder which make up the plot of the novel. A monkey, a reincarnation of Sanjay Parashar, a 19th Century freedom fighter, who was shot dead accidentally by Abhay, a US student, at home for the holidays in India, so as to remain alive keeps Abhay's family amusing and entertaining with tales of his past life as part of a deal with the gods. During the narration of these tales that we come to know of Sanjay and his estranged best friend Sikander, Sikander's mother's suicide at the funeral pyre and Sanjay's confrontation with a famous murderer.

Arundhati Roy - The God of Small Things:

The novel is based on the rising caste-based discrimination. Set in the background of a multi-generational family in 1969 India, the novel follows the story of the twins, Estha and Rachel's lives, their single mother, their communist uncle, a selfish great aunt, arrival of their cousin Sophie which signals a change in their lives, blooming

of a forbidden love story, along with tragedies that will shake the entire family are all the components of the story.

Salman Rushdie – Shame: Omar Khayyam Shakil, is grown up by the three sisters without being revealed of his lineage nor any shame. When he seeks permission to leave he gets caught in the power play between two influential families. Major characters in the novel are Iskander Harappa, the Prime Minister and Raza Hyder, the President, who use vulgarity and brutality in their dirty political games. Surrealistic treatment attributed to some of the characters and vivid portrayal of the psychological impact of shame in a capitalist society make way into the work. Political strategies, violence, against a backdrop of harsh realities of life all are weaved using magic realism.

Raj Kamal Jha - The City and The Sea: Sourced from the 2012 rape and murder of Nirbhaya, Raj Kamal Jha's fifth novel, *The City and The Sea* examines the male domination culture in India. Set against the background of magical realism, this work attempts to explore themes of suffering, female stereotypes and poverty.

Chitra Banerjee Divakaruni - The Mistress of Spices:

Narrated in an easy flowing prose, interspersed with elements of magical realism, Tito, a young woman trained in the mystic art of spices in the past, sells her magical spices in Oakland. The spices said to restore sight, get over rejection, and get rid of evil. The spices talk to Tito, telling her how to treat every one of her customers. But when Tito falls for a man and attempts to run away with him, the spices decide to punish everyone she cares for.

Shubhangi Swarup - Latitudes of Longing

Latitudes of Longing has characters like a scientist who studies trees and a clairvoyant who talks to them, a geologist attempting to end needless wars over a glacier, a lonely yeti, a shape-shifting turtle, the ghost of an evaporated ocean, and spans over fictional, magical worlds and times. Swarup unites these characters dexterously in her debut novel, with lots of ghosts, or “colonial ghosts” sprinkled in. Swarup's work is a perfect example of magical realism. The book is a beautiful exercise in knowing and understanding magical realism. Swarup's novel is divided into four sections – Islands, Faultline, Valley and Snow Desert – as she links desire with geographies. The characters engage with ghosts, immerse themselves in premonitions and warnings, learn and unlearn the mysteries of the supernatural, but their lives remain in the real world. The narrative slips in and out of the grasp of magic. Swarup ties the stories such that the untamed fantastical and the mundane realities can coexist.

Conclusion:

All the works studied so far evince magical realism which is an exhibition of fine blend of the real and the magical, the natural with the imaginary or the fantastical, the supernatural world and the mundane world. The writers employ magical realism as a technique, tool or an instrument to enable the characters face/battle the sordid realities of life/oddities or as an escape/relief from the harsh/bitter experiences.

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Role of Language In Personality Development

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Abstract

Language plays a pivotal role in shaping an individual's personality, influencing how one perceives and interacts with the world. It serves as a powerful tool for communication, self-expression, and cognitive development, contributing significantly to personal growth and identity. From the early stages of life, language acquisition influences cognitive abilities, emotional expression, and social interactions. As individuals learn to articulate thoughts and emotions, their linguistic skills expand, enabling them to convey ideas effectively. This proficiency fosters confidence and assertiveness, crucial attributes in personality development. Moreover, language is intertwined with cultural norms and societal values, shaping an individual's worldview and behavior. Dialects, idioms, and linguistic nuances contribute to a person's identity, reflecting their background, beliefs, and experiences. Multilingualism further enriches personality, enabling adaptability, empathy, and a broader perspective towards diverse cultures. Effective communication skills, cultivated through language, are essential for interpersonal relationships, leadership roles, and career success. Clarity in expression, active listening, and empathetic communication enhance one's social skills, fostering meaningful connections and a positive self-image. In essence, language serves as a fundamental pillar in molding an individual's personality. Its multifaceted influence on cognition, communication, and cultural understanding underscores its significance in shaping a well-rounded and developed personality. Embracing language diversity and honing linguistic abilities contribute significantly to personal growth and holistic development.

Keywords: Communication skills, personality, skills, self-expression

Introduction:

Language is a fundamental aspect of human communication, serving as a powerful tool that not only facilitates interaction but also plays a pivotal role in shaping personality. Personality development is a complex interplay of various factors, and language stands out as a significant contributor to this intricate process. This exploration delves into the multifaceted role of language in shaping and influencing personality development, encompassing aspects such as communication, self-expression, identity formation, and social interactions.

“The limits of my language means the limits of my world”

- Ludwigwittgenstein.

That quote by Ludwig (Suggests that our understanding is constrained by the language we use. Language shapes our thoughts and perceptions influencing how we comprehend the world around us. Communication and Expression: At its core, language serves as a vehicle for communication, enabling individuals to convey thoughts, feelings, and ideas. Effective communication is not just about the exchange of information but is intricately linked to personality development. The ability to express oneself clearly and articulately contributes to the perception of confidence and competence. Individuals who master language skills often find it easier to navigate social situations, establish connections, and assert their opinions.

"A different language is a different vision of life "- Federico Fellini.

Description:

Absolutely the language we speak influences not only how we perceive the world but also how we understand life itself. Different languages provide distinct lenses through which individuals view and articulate their experiences, values and perspective on life. Language allows individuals to share their experiences, aspirations, and emotions, fostering a sense of connection with others. The nuances embedded in language, such as tone, pitch, and choice of words, convey more than just information—they convey personality traits. For instance, a person's use of humor, vocabulary, and the manner in which they construct sentences all contribute to the impressions they create, shaping the way others perceive them. Self-Concept and Identity Formation: Language plays a crucial role in the development of self-concept and the formation of identity. As individuals engage in linguistic interactions, they not only express themselves to others but also internalize language as a tool for self-reflection. The process of self-expression through language allows individuals to explore and define their thoughts, beliefs, and values. The words we choose to describe ourselves, our experiences, and our aspirations contribute to the construction of our self-concept. Positive and empowering language can foster a healthy self-image, while negative or limiting language may hinder personal growth. Over time, the narratives individuals create through language become integral parts of their identities, influencing how they perceive themselves and how they are perceived by others.

Cognitive Development:

Language and cognitive development are closely intertwined during the formative years of an individual. As children acquire language skills, they simultaneously develop cognitive abilities such as memory, problem-solving, and abstract thinking. The richness and complexity of one's language environment can impact cognitive development, influencing how individuals process information and make sense of the world around them. Moreover, the language used within a cultural and societal context shapes cognitive schemas—the mental frameworks through which individuals interpret information. Different languages often come with unique perspectives, worldviews, and ways of expressing concepts. Exposure to diverse

linguistic environments broadens cognitive flexibility, fostering adaptability and a more nuanced understanding of the complexities of human existence. Socialization and Interpersonal Relationships: Language is the linchpin of socialization, playing a pivotal role in the formation and maintenance of interpersonal relationships. From early childhood, individuals use language to connect with family, peers, and the broader community. The social dynamics embedded in linguistic interactions contribute significantly to the development of social skills, empathy, and the ability to navigate social structures. Effective communication, facilitated by language proficiency, is crucial for building and sustaining relationships. The way individuals express empathy, resolve conflicts, and engage in cooperative endeavors is deeply influenced by their linguistic abilities. In social contexts, language acts as a social glue, enabling individuals to share common experiences, convey emotions, and establish a sense of belonging. Cultural Influence and Linguistic Relativity: The relationship between language and personality is further nuanced by the cultural context in which language is embedded. Linguistic relativity, often referred to as the Sapir-Whorf hypothesis, suggests that the structure and content of language shape the way individuals perceive and think about the world. Different languages may emphasize certain concepts, influencing the cognitive frameworks of speakers. Cultural nuances embedded in language contribute to the development of cultural identity and shape the personality traits valued within a particular cultural context. For example, languages that prioritize communal values may contribute to the development of individuals with a strong sense of collectivism and interdependence, while languages emphasizing individualism may foster a sense of autonomy and self-expression.

Language as a Reflection of Personality Traits: Individual differences in personality traits are often reflected in language use. Psycholinguistics, a field that explores the relationship between linguistic behavior and psychological processes, investigates how personality traits manifest in language patterns. For instance, extroverted individuals may exhibit more frequent and varied verbal expressions, while introverted individuals might prefer more reserved and reflective language styles.

Language can also be a tool for self-presentation, allowing individuals to convey specific aspects of their personality to others. The choice of words, the level of formality, and the tone of communication all contribute to the impression individuals seek to create. The alignment between one's linguistic expressions and their perceived personality traits can influence social perceptions and interactions. Language Challenges and Personality Development: It is essential to acknowledge that language challenges, such as speech impediments, language disorders, or linguistic barriers, can impact personality development. Individuals facing difficulties in expressing themselves through language may experience frustration, anxiety, or social isolation. These challenges can influence the development of self-esteem, confidence, and the ability to engage effectively in social situations. Moreover, individuals navigating multiple languages or dialects may experience a blending of linguistic influences,

contributing to the formation of a unique and dynamic linguistic identity. The complexities of multilingualism can shape personality traits such as adaptability, cultural sensitivity, and the ability to navigate diverse social contexts.

Conclusion:

In conclusion, the role of language in personality development is intricate and pervasive, influencing various aspects of human experience. From communication and self-expression to identity formation, cognitive development, socialization, and cultural influence, language shapes the very fabric of personality. The dynamic interplay between language and personality highlights the importance of considering linguistic factors in understanding individual differences and the complexities of human behavior. As a fundamental aspect of human experience, language remains a powerful force in shaping the rich tapestry of personalities that define our diverse and interconnected world.

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Role of Technology in Developing Neutralization of Accent Indian Students

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Abstract

Introducing the role of developing neutralization of the English language among Indian students, it pertains to the process of minimizing mother tongue influence and achieving a more standardized, globally understandable form of English communication. This endeavor is crucial for Indian students due to the country's linguistic diversity and the widespread use of English as a second language. Neutralization involves learning pronunciation, grammar, vocabulary, and cultural nuances that align with international standards, facilitating clearer communication and enhancing opportunities for academic, professional, and social success in an increasingly interconnected world. Neutralization of English language among Indian students is vital for several reasons. Firstly, it enhances their employability and competitiveness in the global job market by enabling effective communication with international colleagues and clients. Secondly, it promotes smoother academic transitions for those pursuing higher education abroad, as proficiency in neutral English facilitates comprehension and participation in lectures, discussions, and research. Additionally, neutralization fosters cultural exchange and understanding by reducing language barriers and promoting clearer communication between individuals from diverse linguistic backgrounds. Overall, developing neutral English skills among Indian students is instrumental in fostering their success and participation in the global community.

Keywords: neutralization, accent, dialect, Technology, Pronunciation, audio-visuals, proficiency.

Introduction:

English, Lingua Franca, is a language or dialect systematically used to make communication possible between persons not sharing a native language, distinct from both the native languages. English entered India in 17th century. According to Article 343 (1) of India state that "The official Language of Union government shall be Hindi in Devanagari script" but English language as replace as official language has occupied the status of subsidiary official language.

Objectives:

- ❖ Neutralization of English language spoken in different parts of India.
- ❖ Use of technology in teaching English

English language is highly valued in the Indian society with lot of prestige begin attached to the language. But English language used in India doesn't have particular standard of language. One of the strong reason that could be attributed in no. of dialects found. It is a very serious challenge faced by the Indian learners.

Review Literature:

Morley (1991) Please out that the “Intelligible pronunciation is an essential component of communicative competence”.

Shaylee (2012 Page No. 155) analyzed the use multimedia technology enhances student learning motivation and attention since it implicates students in the practical process of language learning via communication with each other.

Pourhosein (2012) and yates (2009). Pronunciation is the way of producing the meaningful speech sounds when speakers speaking. It involves vowels & consonants of a language features of speech like stress, rhythm, intonation, timing, phrasing and how the voice is produced (quality of the voice). All these elements work together when speakers speaking so that problem in one part can influence on the other and this can make a person's pronunciation easy or difficult to comprehend.

Cutler (2015) explains the increase in engagements in technology.

Students are motivated more while they are working on computers and use modern devices than they are working with textbooks.

Pronunciation is the most challenging aspect of the Indian speakers while communication in English. While learning English language grammar and vocabulary are given due importance but there is no conscious effort on practicing pronunciation. Wrong or poor pronunciation not only leads to misunderstanding but also leads to confusion.

The main problem which leads in mispronunciation in mother tongue influence. Reasons for incorrect pronunciation. In a native situation, from a very early stage children learn to respond to sounds and tones which their elders habitually use while talking to them. In our country, English is used on second language, children listen to wrong sounds and tones spoken by their teachers grown up in their environment and tend to pick up faulty pronunciation.

We tend to speak English as we speak our mother tongue which tends to commit mistakes due to its influence.

Generally, if it is of sewed English spoken in different states has influence of that particular state language.

Example:

English	Hindi
School	Ischool
Station	Istation
That	Dat

Strict	Stick
Clear	Ki-lear
Knows	Nose
Students	Istudents
Confused	Con-fu-zan
Iron	i-run
English	South Indian
Auto	Ooto
Oil	Ooil
Principal	Principle
God	Guard
One	Won
Zoo	Joo
Junction	Jan-tion
Madam	Medam
History	His-tory
Education	e-du-cation
Vitamin	vi-tamin
Poem	Pom
Schedule	Schdule
Receipt	Recit
Eleven	e-leven, level
Grade	g- rade
Time	Ti-yam
Program	Fo-gram

True translation of mother tongue.

Phrases – Do one thing.

Open the fan.

My cousin sister.

My good name.

I tell one thing.

Rain is coming Time is up

Features of Indian English

□ Many Indian English Speaks don't make a clear distinction of /D/ &/ ɔ:/
Example: Cot, Caught

□ Some Indians speakers, especially in the south often don't pronounce the rounded /D/ or/ ɔ:/

Example: Coffee & Substitute /a/ instead as Kaafi; Copy- Kaapi

□ Standard Hindi and other vernaculars (except Punjabi, Marathi & Bengali) don't differentiate between /v/ &/ w/ sounds

Example:

Water	Vater
Wine	Vine
Worst	Vorst

•Bihari and Bengali People Commonly use Ba To Va

example: Vinay – Binay

•(Bengali probably doesn't use va and counterpart of 3-T sounds like 3-TI Bihari has have same issue).

Example: sharvani – shraboni.

The voiceless plosive /p/t/k/ are always unaspirated in Indian English which are aspirated in RP (Received Pronunciation) for & pin but (phin) in B& AE.

Unlike native speakers IE speakers don't make use of the consonant sounds /ʒ/. Instead, the sounds/dʒ/, /ʒ/ are used by Indian speakers of English

Pleasure – leisure

Research Methodology:

•This research is based on the analysis of relevant papers, previous studies and other documents

•My personal experience with my students when I conducted language activities based on LSRW skills. I conducted speaking activities like jam, debate, word building, seminars, monologues, role play.

Data Analysis: Students of UG semester 3 (Questionnaire)

1. What is your mother tongue?
2. From which class you are learning English?
3. Do you face any problem in English Pronunciation?
4. Did you participate in any English language seminar?
5. Will you feel confident to speak in English with others?

6. Does teaching English grammar enable students to learn English?
7. Do you think that current education system required practical classes also?

Based on above question, I conducted survey in my class (30 students) with my students responses.

For Q1. Students answered their mother tongue as Telugu, Kanada, Marathi, Urdu and Hindi.

For Q2. Students responded that they were English medium from PP1. (Pre-primary)

For Q3. Students responded that 90% they face problem in pronunciation.

For Q4. Students responded that only 30% of students participated in elocution and seminar in school days.

For Q5. 90% students feel lack of confidence, feel shy and fear of mispronunciation.

For Q6. 100% students said that learning grammar solely doesn't make students to speak English fluently

For Q7. 100% students show interest in activity based practical based and want to entrance their English using technical aids.

Problem faced by learners due to influence of mispronouncing. 1*Mispronouncing the words.

2* Lack of neutralization of standard English.

3* Different varieties of English.

4* Lack of confidence in students.

5* Embarrassment while communicating.

6* Slow academic & causes growth in student.

Solutions or remedies - It cannot be solved overnight but lot of practise make a learner perfect.

- Using technology - Smartphone can be a powerful aid for learning language.
- Listening – An Important skill to learn any language. Listen to news bulletins, speeches
- Read out loud: Reading newspaper or magazine out to yourself.
- Learning a news word each day/ using a dictionary
- Having a seminar debates or speeches.
- Communicating with peers & others.
- Constant practise by uttering the words and sentences.
- Audio visual aids.

Suggestions

- Correction of grammar errors and pronunciation should be done in primitive stage.
- Encourage learner to utter new words a loud in the class.
- Systematically study of the phonetics should be take part in learning / curriculum.
- Learner must be encouraging to speak in the class.
- Build confidence in learner.

- Formulate a methodical technique to correct the errors.
- Using AI- ChatGPT or SIRI
- Articulation of sounds, intonation and rhythm in English.

Learning English using technology:

- Learning English using technology can be engaging and effective.
- Using language learning apps, online courses and interactive platforms to enhance the vocabulary, grammar and communication skills.
- Practice listening and speaking through podcasts.

Tools for learning English

- Language learning apps: using apps like Duo lingo.
- Online courses: Platforms like cowers, unacademy offer English courses ranging from beginner to advanced levels.
- Reading Apps: read English articles, books & news using platforms like kindle, audible
- Language forums: Engage in English language Forums like Reddish English learning to ask question seed advice interact with a community of speaker and learners.

Conclusion:

In conclusion, the influence of mother tongue on English language proficiency must be neutralized from primary level. English language could be:

- Student centric
- Practical practise
- Using technical aids.

Enhance pronunciation skills in learners in effective communication and language proficiency.

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The Use of Portfolio to Improve the Writing Abilities of Learners: A Study of Undergraduate Students in Hyderabad.

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Abstract

Writing is an integral part of language. Writing in ESL is considered as one of the most complex skills for a learner to master. The difficulty lies in the need to generate and organize ideas. According to Raimes, ‘writing demands standard forms of grammar, syntax, vocabulary, organization, right choice of words and mechanics to communicate ideas effectively. (Raimes 1983) The purpose of the present study is to introduce portfolio writing as a tool to improve the writing abilities of undergraduate students in Government Degree Colleges of Hyderabad. A portfolio is a purposeful collection of students’ work that exhibits the achievements of the learners. (Arter & Spandel 1991). This study deals with the role of the portfolio in learning, the organization of portfolio content, the portfolio developing process, portfolio types and assessment. An action research was conducted with an objective to find any improvements in writing skills of learners through portfolios. The tasks are evaluated holistically and analytically to identify a systematic development in the writing capabilities. The overall findings would indicate the need and relevance of documenting and assessing the written tasks of students for a steady enhancement in their writing abilities.

Keywords: ESL (English as Second Language); Mechanics; Syntax; Holistic Assessment; Analytic Assessment

Writing is considered as one the most complex skills to master when one is learning English as a second language. The difficulty ESL learners/users face is to organize their thoughts coherently and cohesively. According to Raimes, ‘writing demands standard forms of grammar, syntax, vocabulary, organization, right choice of words and mechanics to communicate ideas effectively. (Raimes 1983)

With the rapidly growing technological advancements, English has become the unifying language among communities. The learners of Generation Z and Generation Alpha tend to get easily influenced by the unconventional use of English in this gadget driven world. The use of abbreviations and short forms is often reflected in the assignments, class notes and examination scripts which distort the effective use of language. The main aim of this study is to instill in young minds the relevance and benefits of writing error-free English and provide ample opportunities to develop it through various written activities.

To engage students in writing activities a pilot study on Portfolio writing and assessment was conducted on a group of 30 students. Portfolio writing according to Arter and Spandel (1992) is a "purposeful collection of students' work." Paulson, Paulson and Mayer (1991) define a portfolio as a collection of students' work that exhibits their efforts, progress and achievements. Lam further explains that Portfolios equate to student dossiers which store their coursework in a systematic and purposeful way. (Lam, 2018) It is essential for a teacher practicing portfolio writing to ensure that the learner participates in the activities, checks the progress and learns from the mistakes. Secondly, the learners should write on their own to get a feeling of possession and ownership. Thirdly, apart from the teacher's assessment, the learners too should actively self evaluate their work and make improvements.

The present study deals with an idea of initiating portfolio writing as one of the classroom practices to strengthen the writing abilities of learners. The main objectives of this study are as follows:

- To provide a series of interesting written tasks which would make the learners translate their thoughts into words.
- Assist the learners to identify their language errors.
- Check the progress and keep a tab on the repetitiveness of the deviations in the use of language.
- Carefully evaluate and understand the gaps.
- Provide suggestions for further improvements.

The students selected for this study were from the fifth semester of their graduation program, these students study English as a compulsory subject in all the six semesters. The learners were instructed to work on varied written activities and compile their work for timely assessment and reflection. To begin with, working portfolios were encouraged where the learners would include their finished work to demonstrate the extent they have achieved their learning goals. The learners were assigned 8 tasks wherein they could think and express their ideas in words. Initially a grade was given after each task to encourage and appreciate their participation and performance. After the completion of all the 8 activities, the portfolios were assessed holistically and analytically. To take feedback on the usefulness of portfolio writing, a Google form was prepared with 11 questions. The tasks were assessed using a set of rubrics. Holistically, the assessment criteria were based on five levels ranging from 1-5. (Annexure- 1)

Level 1 - portfolio represents work which is of substandard quality

Level 2- portfolio represents work which is of below average quality

Level 3- portfolio represents work which is of average quality

Level- 4 portfolio represents work which is of good quality.

Level - 5 portfolio represents work which is of outstanding quality.

To ensure reliability the assessment was done by two evaluators. The average of the scores was taken to assess the performance of the students.

Analytically, the assessment was on factors like Purpose, Idea, Organization, Format, Language and Writing Mechanics. Each factor was scored on a range of 1-5. (Annexure- II)

The tasks were assessed carefully using suitable rubrics suggested by R. Lam, 2018 the scores are as follows:

	Sample Size	Percentage of the Scores
Holistic Scoring	30 students	68.5%
Analytic Scoring		66.5%

The criterion-referenced scoring indicated that students were able to score better holistically when compared to the analytical scoring. In holistic scoring, the evaluator reads the text and assigns an overall score with reference to the rubrics. In analytical scoring, multiple parameters of writing like ideas, organization, content, format, language, and mechanics are taken into consideration. Analytically, the scores are as follows:

Criteria	Percentage of Scores
Purpose	66%
Idea	71%
Organization	67%
Format	75%
Language	61%
Mechanics	51%

The assessment suggests that learners performed best in adhering to the format which was instructed to them for writing their tasks, this is followed by ideas the students had while presenting their written work. The scores for organizing their work coherently and the purpose of writing which indicated the manner in which they could communicate their ideas were quite close. This is followed by the correct use of language which includes sentence structures and choice of words and the least score the students secured was in the criterion mechanics which indicates use of correct spelling and punctuation markers.

It was found through portfolio writing that the students made errors in capitalization, spelling, the use of tenses, concord/agreement and sentence construction. It was also indicated that students' writings were greatly influenced by the use of

shortened forms and slang/Gen Z language which they often use while texting in their mobile phones. Some of them are classified and listed below:

Orthographical Errors:

1. writting
2. intrest
3. pronounciation
4. grammer
5. oppurtunity
6. greatful
7. happines
8. thankfull
9. meaningfull
10. tution

Failure to capitalize letters

1. i for I
2. english for English
3. Chatgpt for ChatGPT

Use of shortened forms/Gen Z Lingo/slang

1. ppl for people
2. nite for night
3. grp for group
4. tq for thank you
5. fam for family
6. pls for please
7. bcoz for because
8. thx for thanks
9. gonna for going to
10. wanna for want to
11. gotta for got to
12. ur for you are
13. hru for How are you?
14. gud for good
15. yess for yes

Errors due to confusion/ignorance in the choice of words

1. carrier for career
2. loose for lose
3. movement for moment
4. kindergarten for kindergarten

Errors due to wrong choice of content words/grammatical words/redundancy

1. I was a little bit fear. (instead of afraid)
2. I was very bad in English. (instead of at English)

3. I couldn't be able to understand (unnecessary use of the phrase 'be able to')

Errors in the use of Verbs

1. taught
2. hurted
3. choosed

After completion of the assessment and analysis of the tasks, it was necessary to find from the participants the usefulness of portfolio writing. A Google form was sent to the participants to obtain feedback on the use of practicing portfolio writing. The responses of the respondents were as follows:

1. All the students opined that creating a portfolio with a variety of useful activities is a valuable way to showcase the progress of individual learning.
2. The students self-assessed their performance and rated it between the ranges of average to highly satisfied.
3. 90% of the students agreed that portfolio writing would help track their growth and development as language learners.
4. 71% of the respondents were confident to present their portfolios effectively. The remaining students indicated an average level of confidence.
5. A majority of 82 % of the respondents believed that portfolio writing would be useful for future reference and it provided an opportunity to showcase their skills.
6. 82% of the students stated that they were able to complete the activities with pride and ownership. The students found portfolio writing to be useful as they were able to gain confidence, think and express their thoughts and share real life experiences. It further enabled them to identify areas which needed improvement and also helped them to reflect on their work.
7. The respondents were able to reflect on some of their strengths and weaknesses.

Strengths	Weaknesses
Possess language skills	Have the fear of public speaking
Can think and write creatively	Find difficult to manage time
Have imaginative capability	Unable to submit tasks on or before the stipulated time.
Can work hard on any given task	Lazy and tend to procrastinate
Good at expressing thoughts into writing	Unable to express clearly. Falter in the use of grammar and punctuation markers.

8. All the respondents agreed that writing improves development, fluency and accuracy among the students. They further responded that portfolio writing created a huge impact on learning and made them more creative.
9. The participants provided significant points on the usefulness of portfolio writing for young learners. The list is as follows:
- improved communication skills
 - helped identify strengths
 - learnt the format of tasks like Book/Film Review
 - made them independent learners.
 - enabled them to apply rules of grammar
 - learnt new words
 - identified new skills
 - increased their confidence which further improved their overall personality
 - helped in up skilling
 - enabled the learners to self-analyze their performance and check improvements over a period of time.
2. To make portfolio writing more effective, the following suggestions were given:
- To include more tasks.
 - To add more research based activities which would build an attitude towards research.
 - Encourage activities which make the learners learn diverse writing styles.
 - Include email etiquette, SoP and Presentation Skills.
 - Introduce peer feedback.
11. The respondents assessed the quality of their performance and provided the following score.

Excellent Quality	Good Quality	Average Quality
23%	68%	9%

An evident observation made during the entire process of Portfolio writing and assessment was that learners had become quite careful while writing. The repeated correction, guidance and teacher comments helped learners to minimize their language errors. For example, learners who used the pronoun 'i' in the middle of a sentence and lower case 'e' for English started to capitalize the words. The learners also were cautious in using shortened forms. The learners showed great interest in tasks where they had to share their personal views. The participants demonstrated their creative ideas in the preparation of portfolios and organized the tasks according to the instructions.

Though portfolio writing is an excellent pedagogical tool, it has a few pitfalls like

- It is a laborious task for teachers.

- It's a challenge to initiate portfolio writing in large classrooms.
- The tasks may lack authenticity and originality when learners do not present the work on their own.
- It's a time-taking process.

Portfolio writing can be encouraged in classrooms to improve the overall cognitive abilities of the learners. Portfolio writing can be initially introduced as part of class assignments which have weightage in the internal assessment. This would not only make the learners take up the tasks seriously but also create an interest to structure their sentences correctly.

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Annexure – I

Holistic Rubrics for Writing Portfolio Scoring

A Level 5 portfolio represents work which is of outstanding quality. It reflects the student's enthusiasm, commitment and perseverance in revising all written works. Topic selection is highly logical, creative and diverse. Content of portfolio entries is in-depth and able to convey major ideas to readers. The entries are well written, well organized and exceptionally presentable. There is rich evidence to validate the student's transformation into a reflective writer. The student is able to compose error-free entries for the portfolio.

A Level 4 portfolio represents work which is of good quality. It reflects the student's willingness and engagement in revising almost all written works. Topic selection is logical and interesting, but not wide-ranging. Content of portfolio entries is fairly in-depth and able to convey major ideas to readers. The entries are generally well written, but need better organization. There is adequate evidence to validate the student's transformation into a reflective writer. The student has a good command of mechanics despite occasional grammatical slips.

A Level 3 portfolio represents work which is of average quality. It reflects the student's partial engagement in revising most written works. Topic selection is reasonable, but limited in variety. Content of portfolio entries is appropriate, but not effective enough to convey major ideas to readers. The entries are satisfactorily written,

but with problems in text coherence. There is some evidence to validate the student's transformation into a reflective writer. Consistent grammatical errors are spotted although they do not impede comprehension.

A Level 2 portfolio represents work which is of below average quality. It hardly reflects student's engagement in revising the written works. Topic selection is haphazard and perfunctory. Content of portfolio entries is underdeveloped and unable to convey major ideas to readers. The entries are somewhat poorly written and have serious problems in coherence and organization. There is minimal evidence to validate the student's transformation into a reflective writer. Grammatical errors frequently appear in all entries.

A Level 1 portfolio represents work which is of substandard quality. It cannot reflect student's involvement in revising the written works. Topic selection is monotonous. Content of portfolio entries is illogical and unconvincing, so it hardly conveys major ideas to readers. The entries are poorly written with little evidence to show investment and ownership in writing. There is no tangible evidence to validate the student's transformation into a reflect

Annexure - II

Analytic Rubrics for Writing Portfolio Scoring

Criteria	Description	Scoring Guide
Purpose (5-0)	The writer can establish a purpose for writing; communicate with the target audience; and use appropriate register to convey ideas.	5 marks - Competently achieve the criteria 4 marks - Satisfactorily achieve the criteria
Idea (5-0)	The writer can vary topic selection; develop ideas logically and meaningfully to match the purpose of portfolio; and include most appropriate content for each written genre	3 marks - Moderately achieve the criteria 2 marks - Marginally achieve the criteria
Organization (5-0)	The writer can produce a coherent and logical text; use appropriate transitional phrases; and warrant smooth idea development	1 mark - Hardly ever achieve the criteria 0 mark - Unable to achieve the criteria

Format (5-0)	The writer can demonstrate systematic collection and selection of entries; and include a table of content, a cover letter and a reflective piece to showcase efforts, progress and achievements in the portfolio	
Language (5-0)	The writer can use correct usage; sentence structures; and word choice	
Writing (5-0)	The writer can produce correct spellings; punctuations; verb forms; and other parts of speech	

Personality Development through Literature

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Abstract

Personality is defined as a conglomeration of cognitive, behavioural, emotional aspects present in a person which make him unique. The unique quality of a particular person is developed through the years by observing learning from various sources. From the many sources of inspiration, knowledge from Literature forms a strong platform through which one can get maximum benefit. Literature is a great repository of learning which comes in varied forms comprising of interesting stories, inspiring characters and specially. it provokes the thought process of a person to develop into a refined man of influence.

Sanskrit literature specially consists of vast compositions of great authors who have infused their thoughts into well-structured compositions providing snippets to men who focussed to developed their character into strong personality. The compositions are having men of exalted nature, who became role models for the qualities which have to imbibed by all men.

Personality development revolves around many aspects like educational qualifications, communication, dressing, body language, etiquettes, self-awareness, self-knowledge, talents, potential and their aspirations. The role of any literature has more impact in shaping the character. Especially in Sanskrit literature comprising of many immortal characters have been creating a strong impression among men. In the words of Mammatta the famous writer of Kavyaprakasha quotes the importance of Poetry this way

काव्यं यशसेर्धकृते व्यवहारविदे शिवेतरक्षतये।

सद्यः परनिर्वृतये कान्तासंमिततयोपदेशयुजे॥

It says that poetry will guide man to attain name fame mould behaviour and remove any negative consequences and will guide just like sweet word told by wife to her husband. Hence in developing the personality Literature has much impact. Sanskrit literature consists Bhagavat Gita, Panchatantra of Vishnu Sharma, Artha shastra of Kautilya, Bhatruhari shatakas, and Mahakavyas are some of the examples from which one can learn the nuances in personality development. Dasarupakam of Dananjaya, a treatise on drama gives the detailed description of the qualities needed for a leader, forms a strong platform for discussing the various aspects in development of personality among young generation. Hence literature gives ample knowledge in very subtle way in guiding the man to modulate his behaviour.

Keywords: Personality, literature, development, body language, communication, etiquette

It says that poetry will guide man to attain name fame mould behaviour and remove any negative consequences and will guide just like sweet word told by wife to her husband. Hence in developing a personality Literature has much impact. Keeping this in view we shall see another exalted dramatist Dhananjaya who wrote about the qualities of a Nayaka the hero of the Drama. He quotes nearly 16 qualities which are very important to the role of Nayaka. We can also take these as the standard behaviours needed to develop a strong personality.

**नेता विनीतो मधुरस्त्यागी दक्षः प्रियंवदः । रक्तलोकः शुचिवौगमी रूढवंशः स्थिरो युवा ॥
बुद्धयस्साहस्रखति प्रज्ञाकलामानसमन्वितः । रारो दृढरच तेजस्वी शास्त्रचज्जरच धार्मिकः
॥**

Though this verse is an explanation of the main character called "HERO" in the drama, the qualities mentioned are considered to develop one's overall personality, in other words these are unique qualities which have to be developed in one's character to become a great personality. Dhananjaya gives brief description of each quality by which we can identify the main character of drama. The verse says that a 'Hero' is the one who has qualities of leader (the one who takes initiative and leads others for progress). He should good physical strength and mental strength to modulate himself and as well to lead others. Well groomed (having the knowledge of good body language, dressing, eating, and presenting skills, shrewd enough to handle any unprecedented situation. Charming, the one who has the skill of attracting others, in other words having good physique along with mannerisms, Modest, the one is down to earth. Generous, Skilled in various arts, sweet speech, pure in intentions and born in high lineage, good orator, stable minded, having youthful enthusiasm, braveness, good memory, wisdom of all shastras and aesthetic taste, high self-respect, strong will, and intelligence. Among the mentioned qualities, the who displays maximum qualities is called as a Hero. These are the qualities which can be aimed and practiced over a period by anyone who wants to develop their personality to become successful.

In Personality development the main criteria would be grooming of physical and mental aspects of man. In physical aspects the grooming of the body language, speaking and presenting skills, becomes very important in reflecting the confidence needed for a leader. The skilled knowledge combined with enthusiasm, self-respect, are reflected in the body language. The qualities like modesty, speech, assertive, wisdom all reflect a strong mental faculty. The main quality of hero is leadership quality. Thinking and developing the attitude of a leader gives so much of confidence and esteem in man, this one quality itself decides the rate of success, in any endeavours accompanied by other associating factors. The example of Sri Rama in Ramayana is the perfect illustration of a leader. All the incidents in Ramayana depict the nature of Sri Rama relating to the qualities depicted by Dananjaya. Yudhistara, Arjuna, Bhima and Sri Krishna, Dhuryodhna and Karna of Mahabharata, reflect the qualities of good and bad personalities through many incidents. King Dhusyanta of Abhignanashakuntalam, Karna of Karnabharam. Dilipa and Raghu of Raghuvamsham. King Agnimitra of

Malavikaagnimitram, are all the examples of the personalities, from whom one can observe and choose them as role models. By reading about these personalities, their lives and actions through literature young generation will get lot of inspiration in moulding themselves.

And added this Dhananjaya also quotes the four divisions of Nayaka or leader which clearly demarcates the positive and negative behaviours. They are four kinds, out of which

Dhirodaatta:

महासच्चो ऽतिगम्भीरः त्मावानविकत्यनः ।

स्थिसे निगूहाहङ्गाये धीरोदात्तो दृढव्रतः ॥

The one who processes the majority of generic qualities of Nayaka, self-controlled, exalted in nature, having excellence in mannerisms, education, and dealing worldly affairs. Special qualities are he is assertive, forbearing, humility, resolute in thoughts and actions with self-control, firm in purpose. The exemplary characters who depict this kind are Sri Rama of Ramayana, Dhushyanta of Abhignanashakuntalam, Sri Krishna Yudhistara, Arjuna of Mahabharata Dilipa, Raghu of Raghuvasham. This aspect shows the positive aspect of the leader with modesty in obtaining the results. Knowledge about this kind is enough to understand the qualities needed to be successful in long run.

Dhiroodutta:

धीसेद्धतस्त्वहङ्गारी चलद चण्डो विकत्यनः ।

दर्पमात्सयंभूयिष्ठो माय च्छद्मपरायणः ॥५॥

The one who is self-controlled and assertive, but vehement in nature dominated by pride and jealousy. He involves in deceit and magical practices to achieve his purpose, fickle minded, false pride, cruel in actions and boastful in actions and speech. This kind of leader is negative aspect which is not accepted and will only lead to destruction. By observing such kind of characters, one shall know about which are the qualities which has to be imbed and which have to be abandoned. The examples of this kind are Ravana of Ramayana, Dritarastra, Dhuryodhana of Mahabharata. the knowledge of this behaviour and reading about the characters in literature enable man to understand which aspects are to be imbibed and which are to be abandoned.

Apart from this Sanskrit literature also has many works like Bhagavat Gita, Panchatantra of Vishnu sharma, Bhatruhari shatakas, etc, are some examples from which one can learn the nuances in personality development. Bhagavat Gita is outstanding work which propagates the concept of overcoming weakness to strengths through yoga, i.e. combining of body and mind. It propagates the theory of freeing mind from influences of the senses towards external world, and focus them to elevate the internal world through which one will be successful externally.

उद्धरेदात्मनाऽत्मनम् नात्मनमवसादयेत् ।

आत्मैव ह्यात्मनो बन्धुरात्मैव रिपुरात्मनः ॥

“A man must elevate himself using his mind, and not degrade self. The mind is a friend of the conditioned soul, as well as its enemy”. One has to uplift oneself only through one self. And the actions taken by combining body and mind is called as Yoga. One should invest in self by aligning body and mind on one point. This verse is the comprehensive explanation of personality development. The problems we face are due to ignorance of self and that is removed only through knowledge of self. The holistic approach will bring the desired result. It explains about different types of personalities, who possess unique qualities which are described in detail. Some of them are given below,

**यं हि न व्यथयन्त्येते पुरुषं पुरुषर्षभ ।
समदुःखसुखं धीरं सौमृतत्वाय कल्पते ॥**

The one who is steady and is not affected by happiness and distress is called as “Dheera”. This is one of personality which is needed to face the life challenges.

**दुःखेष्वनुद्विग्नमनाः सुखेषु विगतस्पृहः ।
वीतरागभयक्रोधः स्थितधीर्मुनिरुच्यते ॥¹**

This is another kind of personality, who is undisturbed by circumstances and does not crave for pleasures, free from attachment, fear and anger. This should be the attitude which is applicable in all circumstances. The one who trains mind to raise to such a level he becomes a medicant.

**न बुद्धिभेदं जनयेदज्ञानां कर्मसङ्गिनाम् ।
जोषयेत्सर्वकर्माणि विद्वान्युक्तः समाचरन् ॥²**

In this type of personality, who does not create discord among men but influences people in an enlightened manner so that even ignorant people also do their duties. This type of attitude is very much needed in the society especially in corporate working space.

**प्रजहाति यदा कामान्सर्वान्यार्थ मनोगतान् ।
आत्मन्येवात्मना तुष्टः स्थितप्रज्ञस्तदोच्यते ॥³**

When a person discards all the selfish desires and cravings of senses which distract mind and involves in self-growth activities and realize himself, he is called as sthitapragna, devoid of materialistic cravings and working for upgrading self into higher position. These are some of the personalities as per Bhagavat Gita, which can be observed in the characters of famous works. Kalidasa in Raghuvamsham, describes King Dilipa thus,

**व्यूढीरस्को वृषस्कन्धः शालप्रांशुर्महाभुजः ।
आत्मकर्मक्षमं देहं क्षात्रो धर्म इवाश्रितः ॥⁴**

¹ 2.56. ibid.

² 3.26, ibid.

³ 2.55, ibid.

⁴ 1-13, Raghuvamsham, Kalidasa.

The one who was having befitting physique which matches his deeds as king. Well build body with shoulders of bull size, tall like sala tree with long arms. Kalidasa gives a vivid picture of strong physique needed to deliver leadership qualities. The physique itself creates much confidence and terror among enemies.

आकारसदृशप्रज्ञः प्रज्ञया सदृशागमः ।

आगमैः सदृशारम्भ आरम्भसदृशोदयः ॥ ⁵

As the body so is the mind. Having amazing intelligence matching his physique, intelligence matching his actions which are indeed lofty in nature. According to his actions so are the results. His personality is great example of great strength and vigour. This verse is good example of explaining hoe physique and stable mind go hand in hand to become successful.

Panchatantra the work consisting folklore tales having human personanifies animals as characters, propagate values and ethics in story form. This is excellect of imparting morals to age group. It does not teach to follow but stirs the mind to reflect at the actions and their consequences. Importance is given for holistic development of man and also teaches to take action accordingly, however most of the stories are based on having good intellect over physical strength.

यस्य बुद्धिर्बलं तस्य निर्बुद्धेस्तु कुतो बलम्? ।

वने सिंहो मदोन्मत्तः शशकेन निपातितः ॥⁶

This verse says the person is strong only when he has intellect, his physical strength goes for toss in front of intellect. It is proved by the popular story of how lion was fooled by mere rabbit.

साध्विदमुच्यते उपायं चिन्तयेत्प्राज्ञस्तथापायं च चिन्तयेत् ॥⁷

It said rightly by sages that an intelligent man should not only be prepared for success but also be prepared for failures also. This is proved by the story of Dharmabhuddi and Pappabhuddi.It explains the need to have stable mind and well preparedness towards prosperity and difficulties. This is very important aspect where many people get carried away by both states. They get elated and happy during prosperity and deeply in distress in difficulty or failures.

न विश्वसेदविश्वस्ते विश्वस्तेऽपि न विश्वसेत् ।

विश्वासाद् भयमुत्पन्नं मूलान्यपि निकृन्तति ॥⁸

⁵1.14 Raghuvamsham, Kalidasa.

⁶ https://ia801308.us.archive.org/29/items/Sanskrit_EBooks_Assorted_Titles/Stories%20from%20Panchatantra%20-%20Sanskrit

⁷ https://ia801308.us.archive.org/29/items/Sanskrit_EBooks_Assorted_Titles/Stories%20from%20Panchatantra%20-%20Sanskrit

⁸ Pg-27 Saraswati Shushma Degree first text book

This verse describes how one should not place their trust in people who are not trustworthy. Even trust worthy people should not be believed blindly. Because trust creates fear. Without proper enquiry one should not place their trust in any one. This proved by the story of monkey who was duped by crocodile and with its own timely action protected from being devoured by crocodile. Through such stories one gains immense knowledge about how one should behave. Thus, the collection of stories in Panchtantra are interestingly created to subtly provoke man to analyse the situation and take up proper actions.

Similarly, we can observe in Bhatruhari shatakas, the various tips for upgrading the personality.

धैर्यं यस्य पिता क्षमा च जननी शान्तिः चिरम् गेहिनी सत्यम् सूनुः अयम् दया च भगिनी भ्राता मनः संयमः ।

शय्या भूमितलम् दिशः अपि वसनम् ज्ञानामृतम् भोजनम् एते यस्य कुटुम्बिनः वद ! सखे कस्माद् भयम् योगिनः ॥⁹

This verse tell about the man for whom courage is his father, forgiveness is his mother, clam mind as wife, truth as son, compassion as sister, control of mind as brother, earth as bed, directions as clothes and knowledge as food, then by which he will be scared of? This is a unique verse which tell what all the qualities one should have to face the challenges in life. The one who imbibes these qualities will definitely become great personality.

नाभिषेको न सङ्स्कारः सिंहस्य क्रियते वने ।

विक्रमार्जितसत्त्वस्य स्वयमेव मृगेंद्रता ॥¹⁰

This verse tells that in forest the lion is not coronated as king by other animals, it is unanimously accepted by all the animals as king based on the strength and prowess of lion. Hence no one needs to acknowledge, one's calibre is reflected in his work and he is accepted as authority. This should be how man should work and establish his identity.

यथा चित्तम् तथा वाचो यथा वाचस्तथा क्रियाः ।

चित्तम् वाचि क्रियायाम् च साधुनामेकरूपता ॥¹¹

This verse is an excellent example of having good personality. What is in mind should be reflected in one's speech. What is in speech should be reflected in actions. Thus, whose thoughts, speech and action corelate with each other only he becomes great and is considered as having great personality.

⁹ Bhatruhari shubhashitani

¹⁰ ibid

¹¹

https://sa.wiktionary.org/wiki/%E0%A4%B8%E0%A4%82%E0%A4%B8%E0%A5%8D%E0%A4%95%E0%A5%83%E0%A4%A_%E0%A4%B8%E0%A5%81%E0%A4%AD%E0%A4%BE%E0%A4%B7%E0%A4%BF%E0%A4%A4%E0%A4%BE%E0%A4%A8%E0%A4%BF_%E0%A5%A6%E0%A5%AB

Thus, literature is a great source of inspiration to anyone who wants to develop their personality and overcome their negative qualities. It mentors and subtly guides through in the process of refinement. So, all of us should indulge in reading the literature, and should encourage the young generation.