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Academic Excellence in research is continued promoting in research support for young Scholars. Multidisciplinary of research is motivating all aspects of encounters across disciplines and research fields in an multidisciplinary views, by assembling research groups and consequently projects, supporting publications with this inclination and organizing programmes. Internationalization of research work is the unit seeks to develop its scholarly profile in research through quality of publications. And visibility of research is creating sustainable platforms for research and publication, such as series of Books; motivating dissemination of research results for people and society

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THE IMPACT OF FOREIGN DIRECT INVESTMENT ON INFRASTRUCTURE AND ECONOMIC GROWTH

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Introduction

The availability of adequate infrastructure is vital for acceleration of the economic development of a country. Governments have traditionally been well aware of this and have accorded high priority to investment in sectors such as Railways, Road, Power, Telecommunications, Airports, Ports, Water Supply, Sanitation and Sewerage disposal. Infrastructure services are often monopolistic in nature; they usually involve high upfront costs and long pay back periods, and investments are typically bulky and lump sum. They are characterised by the existence of externalities which make it difficult for infrastructure entities to recoup investment costs and operational expenses through levying of user charges. Consequently infrastructure services have been predominantly provided by the public sector or government in almost all countries for most of the 20th century. A wave of privatisation and de-regulation swept infrastructure sectors around the globe over the last decade or so. This promoted improvement in efficiency and quality of services.

Infrastructure is defined as, the set of facilities through which goods and services are provided to the public and is the stock of basic facilities and capital equipment needed for the functioning of a society. The term collectively refers to Roads, Bridges, Rail Roads, Ports, Airports, Power, Water and Telecommunication etc., which are very essential for the industrial economy of a country.

FDI and Economic Growth

Regulations as the ownership and control of companies are essential in the investment regimes of most countries. But in an era of complex multinational ownership structures, the rationale and effectiveness of this policy on investment needs a comprehensive re-assessment. In a country like India governments, both the central and state

spread out red carpet to foreign direct investments by offering attractive benefits in terms of allotment of suitable land and providing basic infrastructure like power, water, road etc and considerable tax benefits to woo them to invest.

It goes without saying, to point out that the amount of benefits and concessions offered, to make foreign direct investments to land here, are at times very substantial, which makes it necessary and essential to study and analyse the effectiveness of such investments. This kind of analysis and study would become a very valuable input for the governments to re-assess, modify and re-structure the policy measures in terms of attracting foreign direct investments.

As such foreign direct investments are welcomed by various host countries with multiple objectives such as capital infusion, technological up-gradation and managerial know-how. This measure is carried out at a substantial cost of offering various incentives, in terms of providing land for industrial investments, supply of un-interrupted power, ensuring problem free labour relation environment etc. These measures are taken by any government on a basis which will have a specific time frame, in order to not let the investment become a drain on the economy of the host country.

Under this situation it is significantly essential to study and analyse the impact of foreign direct investment which flow in to the country and the impact they make on the economy of the nation. This study intends to evaluate the impact of foreign direct investment (FDI) on the economic growth in the state of Tamil Nadu, with a special reference to the investments made in the infrastructure sector.

Sources of Data

The data collected for the research study are entirely the secondary data published by both the state and central governments. The foreign direct investment inflow data were obtained from the publications of the Directorate of Industrial Policy and Promotion, Government of India. Similarly the FDI flow year wise and the source country wise data are from the periodically up dated publications of the Directorate of Industrial Policy and Promotion, Government of India's website which is the only authentic source of information for these statistics.

Sector-wise inflow of FDI was also obtained from the website of Directorate of Industrial Policy and Promotion, Government of India and the data were compiled by the researcher wherever it was required to be presented in the format suitable for the analysis and inference of factual information. The annual reports published by the Reserve Bank of India were also important sources for the data.

The data concerning the gross and net domestic products (GDP) of the Tamil Nadu state and the exhaustive data on various growth parameters of economic indicators were collected and compiled from the Statistical Handbook of Tamil Nadu, published by the department of Economics and Statistics, Government of Tamil Nadu.

Model Specification for Testing Impact of FDI

To evaluate the impact of FDI on economic growth, the specified model is as follows:

$$\text{GROWTH} = F(\text{FDI_TN})$$

$$\text{i.e., GROWTH} = \alpha + \beta_1 \text{FDI_TN} + \mu$$

The above model is extended to include overall National level FDI (FDI in India) as confounding variable along with FDI in Tamil Nadu in order to ascertain whether overall FDI inflow to the country also affect the economic growth of the State (Tamil Nadu). So, the extended model is:

$$\text{GROWTH} = \alpha + \beta_1 \text{FDI_TN} + \beta_2 \text{FDI_IND} + \mu$$

Where,
GROWTH = Growth Variables (GDP, Agriculture output, Electricity Generation, total trade, etc)

FDI_TN = Foreign Direct Investment in Tamil Nadu

FDI_IND = Foreign Direct Investment in India

α = constant term

β_1 and β_2 = estimated coefficients

μ = error term

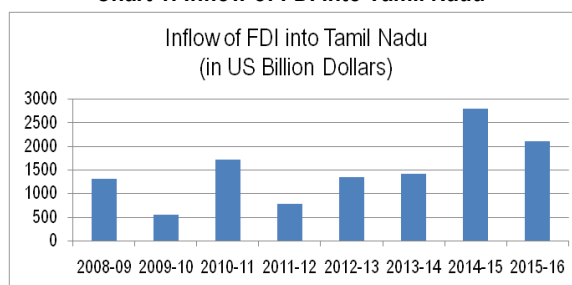
Before going for the analysis, the actual data is normalized using log-transformation. So, the final equation is:

$$\text{Ln Growth} = \alpha + \beta_1 \text{Ln FDI_TN} + \beta_2 \text{Ln FDI_IND} + \mu$$

FDI in Tamil Nadu

With cumulative FDI inflows of over USD 12.5 Billion from year 2000-01 to 2013-14, Tamil Nadu ranks third in terms of FDI inflows in to India. Electricity, manufacturing and services accounted for majority of FDI inflows. The State has received majority of FDI from Mauritius, Singapore, USA, Japan and Netherlands.

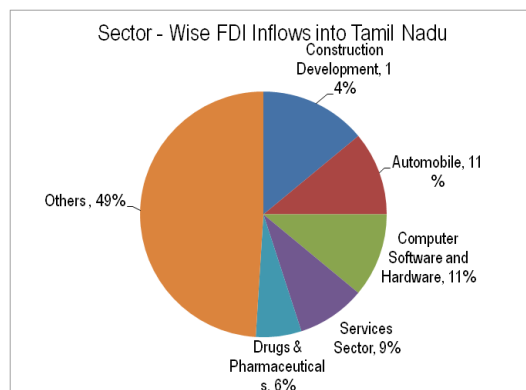
Chart 1: Inflow of FDI into Tamil Nadu



Source: Directorate of Industrial Policy and Promotion, Government of India.

In Tamil Nadu, top sectors accounting for majority of inflows are construction development, automobiles, computer software, hardware, services, drugs and pharmaceuticals, collectively accounting for 51% of the total inflow of FDI

Chart 2: Sector -Wise FDI Inflows into Tamil Nadu



Tamil Nadu is the most urbanised state in India (by geography and population) with about 48% of its population living in urban areas, indicating much higher urbanisation rate than the national average of 31.16%

Source: www.investingintamilnadu.com

Impact of FDI Inflow on Economic Growth FDI Inflow on National Income

Table 5.1 is reported with the results of the analysis identifying the impact of FDI inflow in Tamil Nadu and India

on national income at current prices. As per the table, the FDI inflow in Tamil Nadu has significant positive coefficient with dependent GNI at current prices. As our model is log-log model, it is presumed from the significant positive coefficient that one per cent increase in FDI inflow in Tamil Nadu is likely to increase the GNI at current prices by 0.4749 per cent. Similarly, the model with FDI inflow in India as predictor is also fitted significantly with a beta coefficient of 0.5673 ($t = 8.20$, $p < 0.01$) and explained variance of 82.75 per cent ($R^2 = 0.8275$).

From the significantly fitted regression model for GNI at current prices with FDI inflow in India as predictor, it is understood that the rate of change in GNI at current prices against 1 per cent change in FDI inflow at national level is higher than the rate of change in it against the same amount of change in FDI inflow in Tamil Nadu. However, the effect of FDI inflow at national level on GNI at current prices tends to disappear in the presence of FDI inflow in Tamil Nadu even if the amount of variation explained by both predictors in the dependent is 91.99 per cent.

Table 5.1 further shows that FDI inflow in Tamil Nadu is dominant over FDI inflow at national level in determining the GNI at current prices. The same scenario as above can be observed in respect of NNI at current prices as well as regarding growth in per capita NNI at current prices.

The per capita NNI at current prices is influenced positively by both FDI inflow in Tamil Nadu and India, but the coefficient of FDI inflow in India becomes insignificant in the presence of FDI inflow in Tamil Nadu. The PCNNI tends to increase significantly by 0.3357 per cent for every 1 per cent increase in FDI inflow in Tamil Nadu whereas the rate of increase in PCNNI is just 0.1943 against the same amount of increase in FDI inflow in India but this rate of change against FDI inflow of India at current prices is not at a mentionable level.

Table 5.1 Regression Results Showing the Impact of FDI on Gross and Net National Income at Current Prices

DV	Estimated Coefficients			R Square	F Value	p Value
	Intercept	FDI_TN	FDI_IND			
Gross National Income of India						
11.5124** (32.26)	0.4798** (11.25)		0.9004	126.58** [1, 14]	0.0000	
9.8597** (14.29)		0.5728** (8.20)	0.8275	67.17** [1, 14]	0.0000	
10.7552** (19.93)	0.3403** (3.87)	0.1947 (1.78)	0.9199	74.67** [2, 13]	0.0000	
Net National Income of India						
11.4460** (32.22)	0.4749** (11.19)		0.8994	125.14** [1, 14]	0.0000	
9.8069** (14.36)		0.5673** (8.20)	0.8275	67.17** [1, 14]	0.0000	
10.6902** (19.91)	0.3357** (3.84)	0.1943 (1.79)	0.9192	73.94** [2, 13]	0.0000	
Per Capita Net National Income of India						
7.1786** (22.48)	0.4176** (10.94)		0.8953	119.72** [1, 14]	0.0000	
5.7220** (9.54)		0.5004** (8.24)	0.8289	67.82** [1, 14]	0.0000	
6.4845** (13.50)	0.2897** (3.71)	0.1785 (1.83)	0.9168	71.64** [2, 13]	0.0000	

FDI_TN: FDI in Tamil Nadu; FDI_IND: FDI in India

Figures in brackets are t-values; Figures in Square Brackets are degrees of freedom

*Significant at 5% level; **Significant at 1% level

On the whole, it is deduced that FDI has significant impact on Gross and Net as well as per capita NNI but the impact of FDI inflow in Tamil Nadu outperforms the FDI inflow at national level in determining the national income at current prices.

FDI Inflow on Net State Domestic Product (NSDP)

The impact of FDI on NSDP of Tamil Nadu and India at current prices is evaluated by regression analysis. The results of the analysis are shown in Table 5.3. As shown in the regression model for NSDP of Tamil Nadu at current prices with FDI in Tamil Nadu, it is fitted significantly with explained variance of 86.73 ($R^2 = 0.8673$) per cent. As per significant coefficient of FDI_TN (FDI in Tamil Nadu), it is understood that the NSDP tends to go up by 0.5625 per cent against every one per cent increase in FDI in the case of Tamil Nadu.

The model for NSDP (Current prices) with FDI at national level is also fitted significantly explaining 76.55 per cent of the total variance in the dependent. The beta coefficient of the predictor, 0.6581 is significant at 1 per

cent level, which in turn indicates that the NSDP at current prices in the State is likely to go up by 0.6581 per cent for every one 1 per cent increase in FDI at National level. However, the impact of FDI at national level tend to disappear in the presence of State FDI. In the model with both predictors, though fitted significantly, the coefficient of FDI_IND becomes insignificant while FDI_TN is significant at 1 per cent level. When the regression is run with per capita NSDP at current prices as the dependent, the effect of State level FDI and National level FDI is similar to that of regression model with total NSDP of Tamil Nadu.

However, the regression model for per capita NSDP of India, the FDI of Tamil Nadu and that of India, all have significant individual impact as well as partial impact. The coefficients of FDI_TN and FDI_IND in the individual model as well as the coefficient of both variables in the combined model are all significant. On the whole, from the entire inferences, it is found that FDI has significant impact on key economic factor, NSDP of Tamil Nadu as well as on that of India.

The impact of FDI on NSDP of Tamil Nadu and India at constant prices is ascertained by regression analysis. The results of the analysis are provided in Table 5.4. As provided in the table, the regression with FDI_TN as predictor is fitted significantly with explained variance of 87.11 per cent in the dependent. The model with FDI_IND as well as the model with both FDI_TN and FDI_IND is also fitted significantly with explained variance of 84.82 per cent and 90.93 per cent in NSDP of Tamil Nadu at constant prices respectively. The FDIs in both Tamil Nadu and India together are important in determining the total NSDP of Tamil Nadu State during the period of 16 years under study. In terms of per capita NSDP in Tamil Nadu at constant prices also, the FDI inflow in State (Tamil Nadu) and India could significantly explain 89.56 per cent and 85.84 per cent of the total variation respectively.

Table 5.2 Regression Results Showing the Impact of FDI on NSDP at Current Prices

DV	Estimated Coefficients			R Square	F Value	p Value
	Intercept	FDI_TN	FDI_IND			
Net State Domestic Product of Tamil Nadu						
12.6322** (25.67)	0.5625** (9.56)		0.8673	91.49** [1, 14]	0.0000	
10.8264** (11.27)		0.6581** (6.76)	0.7655	45.71** [1, 14]	0.0000	
12.0001** (15.01)	0.4460** (3.43)	0.1625 (1.00)	0.8768	46.26** [2, 13]	0.0000	
Per Capita Net State Domestic Product of Tamil Nadu						
6.4658** (13.87)	0.5222** (9.37)		0.8626	87.87** [1, 14]	0.0000	
4.7584** (5.36)		0.6141** (6.83)	0.7693	46.67** [1, 14]	0.0000	
5.8189** (7.73)	0.4030** (3.29)	0.1663 (1.09)	0.8741	45.12** [2, 13]	0.0000	
Per Capita Net State Domestic Product of India						
7.0195** (20.91)	0.4247** (10.59)		0.8890	112.10** [1, 14]	0.0000	
5.4715** (9.40)		0.5157** (8.74)	0.8451	76.40** [1, 14]	0.0000	
6.1843** (12.78)	0.2709** (3.44)	0.2148* (2.19)	0.9189	73.63** [2, 13]	0.0000	

FDI_TN: FDI in Tamil Nadu; FDI_IND: FDI in India

Figures in brackets are t-values; Figures in

Square Brackets are degrees of freedom

***Significant at 5% level; **Significant at 1% level**

The per capita NSDP of the State at constant prices is also determined significantly by FDI inflow in both Tamil Nadu and India. Both together could explain 91.15 per cent of the total variance in per capita NSDP of Tamil Nadu. It is understood from the inferences of the regression results that FDI inflow in Tamil Nadu is an important factor in determining the NSDP in the State at current prices, gross and net national income.

Summary

1. The growth rate of foreign direct investment (FDI) averages at 28.10 % annually for the study period of 2000-20016. It is found that there was a significant growth in the FDI inflow in Tamil Nadu during the years 2014-15 and 2015-16.
2. It is evident that there has been a significant uptrend and positive growth in Gross National Income and Per Capita Net National Income in India during this period.

Thus, it is summed up that there has been a significant growth in FDI inflow, NSDP, GDP, and National Income. Further on analyzing the impact of foreign direct investments, using multiple regression techniques, the study reveals that FDI has a positive and significant impact on GNI, NNI, PCNNI.

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A SEMIOTIC APPROACH TO MAHESH DATTANI'S "DANCE LIKE A MAN"

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Abstract

Semiotics, the study of meaning-making, the study of sign processes and meaningful communication, provides a frame work for the study of literature and extends the scope to verbal and non-verbal signs. These verbal and non-verbal signs appear a plenty in literature especially those dealing with performing arts and Mahesh Dattani's "Dance Like A Man" is no exception to it. The aim of this paper is to demonstrate the simultaneous presence of verbal and non-verbal signs and what do they encode, decode and connote in this play. It explores how words and other signs make meaning.

Keywords: signs, signifier, signified, decode, denotate, connote, binaries.

Semiotics is the study of signs. A sign is anything that stands for something else. As Pierce puts it, "the universe is perfused with signs" (qtd. in Chandler 219). *Everyone is a semiotician, because everyone is constantly unconsciously interpreting the meaning of signs around them.* And signs need not be visual alone. Signs include body language too. *In other words, we need to understand the context in which a sign is communicated in order to comprehend its real meaning, and hence act appropriately. What is going on around the sign is usually as important for us to know as the sign itself in order to interpret its meaning.* Anything is a sign for Peirce, and it has a triadic relation namely the sign, its object and interpretation whereas to Saussure, a sign is dyadic – the signifier and the signified. Whether a sign is dyadic or triadic, depending on the use of codes it gains denotative and connotative meanings.

Mahesh Dattani, a commentator, critic of society and one of the most serious contemporary playwrights in English, is the first playwright in Indian English to be awarded the Sahitya Academic Award. His central concern stems from the analogue oppositions or binary oppositions between tradition and modernity, stereotyped and unconventional in matters related to human relationships. Like Shaw and Ibsen, he uses theatre as a tool to criticize the problems prevalent in contemporary society. "Dance Like A Man" is a play of post-independence society involving the aspirations of a middle class South Indian Bharatanatyam couple and the objections and oppressions of the stereo-typed society they came across. AshaKuthariChaudhuri writes, "Dance Like A Man" is a play that deals with one of Dattani's pet concerns – gender – through one of his principal passions, dance" (67).

The social bias against the art of dance is highlighted in this play. Dattani uses traditional dance, Bharatanatyam as a medium that creates conflict in the play within the minds of the other characters. Some colonial Indologists have stated Bharatanatyam is a descendant of ancient Dasiyattam. The dance in those days was confined to a group of people who danced only for the God, in temples. Those people were called as Devadasis, servants of God. Literally 'dasi' means servant girl and 'deva' means god. A social stigma was attached to 'devadasis' and they were looked down upon, along with their dance. 4000 years back, sage Bharatamuni wrote a book called *Natyashastra* and Bharatanatyam is based on this. Bharatanatyam style is a sophisticated sign language based on gestures of hands, eyes and face muscles. With the arrival of British colonial rule in 19th, many classical Indian dance forms were ridiculed and discouraged, and these performance arts declined. But in post- Independence era, they are revived and given due respect and admiration. But in spite of its patronage by the elite, Bharatanatyam is still considered a dance for the female, by the female and of the female. Though Lord Nataraja is the first dancer, only female dancers dominate this art. Mythologies say that Bharata choreographed the first dance using only males. Then the Apsaras came into the picture. Yet males in Bharatanatyam are considered a minority, rarity. Outside the performing circle, male dancers get the knotted eyebrow looks as to why they dance. Dattani observes that no other dancing performance has such a fascinating history of suppression and renaissance as Bharatanatyam.

"Dance" is a very significant sign in this play and as Pierce says, "Nothing is a sign unless it is interpreted as a

sign.”(qtd. in Chandler 17). It means different things to different characters. Jairaj and Ratna, the lead characters, want to develop their career as dancers and for them dance is not only a form of art but also their life and soul. It is not only their passion but also a tool that will help them to gain the desired success. “Dance” for Jairaj, the protagonist is a form or a means to express emotions and stands as the tool of defiance, revolt, negation of a particular way of life that is decided by his father, Amritlal Parekh. According to Jairaj, performing dance gives space, the independence for him to do what he wants. He argues with his father. “You had yours. Now allow me to have mine... The independence to do what I want” (36). He is a true artist. He asks his father not to be stubborn with his narrow-minded and pretentious ideals. He says, “You should be pleased that people from respectable families like yours are interested in reviving this dance. You should be encouraging us instead of being a hindrance” (38). At one place, in anger he says that he would teach his son Shankar the dance of Shiva and make him dance on his father's head, “the tandavanritya”(67) as Lord Shiva did on the head of the demon.

“Dance”, for Amritlal, though a radical, connotes negative sign in the social structure. According to him, it is the craft of a prostitute and a man must not learn it or whoever learns it cannot be a man and absolutely unimaginable for his son. “The craft of a prostitute to show off her wares-what business did a man have learning such a craft? Of what use could it be to him? No use. So no man would want to learn such a craft. Hence anyone who learnt such a craft could not be a man” (25). In the 1950s and 60s this was the stigma that was attached to the dance forms. When Jairaj says if his father wants to reform the society he could let them (dancers) practice their art, he retorts, “Encourage open prostitution?... I will not have our temples turned into brothels...My son, ... most of them have given up their ‘art’ as you call it and have taken to selling their bodies”(39). Performing arts is conventionally associated with femininity and when Jairaj crosses his boundary by choosing a woman's profession his position is stigmatised. This is true to what Kaja Silverman observes, “a cultural code is a conceptual system which is organised around key positions and equations in which a term like ‘woman’ is defined in opposition to a term like ‘man’, and in which each term is aligned with a cluster of symbolic structure” (qtd. in Chandler 106). Amritlal allows his son to learn the art thinking the passion will die away soon. He says, “...Well, most boys are interested in cricket, my son is interested in dance, I thought. I didn't realise this interest

of yours would turn into an ...obsession (39). He is unable to come out of the social construct. He makes a pact with his daughter-in-law Ratna. “Help me make him an adult. Help me to help him grown up...(I'll)Make him worthy of you”(51). Moreover, he is worried about his son's future and monetary benefits. He asks, “...Where is your dance going to lead you?...Why must you dance? It doesn't give you any income” (36-37). In any patriarchal society, man is supposed to be the bread winner. “I shall be very happy if you can earn your livelihood from it” (48).

“Dance”, for Ratna is an undying passion. Behind all her activities dance is the main factor. She argues with her father-in-law when the latter accuses her for dancing in the courtyard of a prostitute. She clarifies that she is learning the art from “Chenniamma, the oldest exponent of Mysore school” (42). She marries Jairaj because he will not say no to her dancing. “I married him because he is a dancer” (49) so that she can escalate in the world of dance. In order to continue her dance, she makes a pact with her father-in-law to prevent Jairaj from dancing and to bring him down in the realm of dance. She makes him dance his “weakest items” (69) and has him out of her way. He is made to dance in her shadow and she is given priority in the dance performances. She accepts this in her quarrel with Jairaj. “Yes I did cut you off” (71). She is responsible for Jairaj's undoing as a character as well as a dancer. She goes one step further and shapes her daughter's life as a traditional dancer. Lata, her daughter, is used by her to fulfil her inner suppressed desires to earn fame and money nationwide and abroad. It is very clear that Ratna sees her own self in her daughter Lata and therefore acts so violently to create a firm, concrete base for her. Symbolically, Lata in the play is none but Young Ratna, who succeeds with the help and support of her mother. When her daughter wants to marry Viswas, she enquires only one thing whether he will let her dance. Other things are immaterial to her. Lata tells Viswas, “Actually they couldn't care less who or what you are. As long as you let me dance”(4).

The study of verbal signs is known as syntactic dimensions. Such syntactic dimensions are aplenty in this play. The very title ‘dance like a man’ connotes the construction of male stereotypes in the society and one's own identity position in the society. The stereotypes of gender roles are set against the idea of the artist Jairaj and this restrictive structure of the world compels him to give up his passion. The simile in the title ‘like’ connotes the very notion that dance is opposed to maleness. It is a menace to masculinity and one who performs it is considered to be an effeminate by the society. Uneasiness

comes from the culture's anxiety to banish it from the matrix of normal man. This is the twist that the playwright gives to the stereotypes associated with 'gender' issues that view solely women at the receiving end of the oppressive power structures of patriarchal society. So gender discrimination is not peculiar to women alone. Men too are oppressed and are subject to tyranny and threat within such power, patriarch structures.

The term "man" gains a significant sign in the light of Levi-Strauss's view that certain binary oppositions like "male-female" are universal of the human mind. "They transform what are perceived as natural categories into cultural categories and serve to naturalize cultural practices." (107) Amritlal queries his daughter-in-law, "Do you know where a man's happiness lies?...In being a man" (49). In another context he says to Ratna "A woman in a man's world may be considered as progressive. But a man in a woman's world is pathetic" (50). "In this play, the maleness of Jairaj is not related to body but to mind. For Ratna, it means one's ability to take independent decisions, doing the work that one likes and standing on one's own feet without any support which Jairaj lacks. She calls him "a spineless boy who couldn't leave his father's house for more than forty-eight hours" (21). At another context, she hurls abuses at him. "You stopped being a man for me the day you came back to this house." (ibid.) When Ratna is worried about finding amridangam player for her daughter he asks, "Will finding a musician make me a man?" (ibid.) This brings out how identities are constructed and naturalised in the society.

Signs take the form of words, images, sounds, odours, flavours, acts or objects. "They can be visual (writing, picture, symbol ...), auditory (speech, music, noise ...), olfactory (smell of any kind), gustatory (taste of any kind), or tactile or tactile (touch of any kind" (Vasu, 117). Amritlal cannot tolerate the sound of the dancing bells that ring throughout their practice sessions. He feels that his son has become effeminate owing to his dance, the art of female. He dislikes Guruji because of his 'feminine walk' and 'long hair'. According to him, "normal men don't keep their hair so long. ... I've have also noticed the way he walks" (39). AshaKuthariChaudhuri opines, "The underlying fear is obviously that dance would make him 'womanly' – an effeminate man – the suggestion of homosexuality hovers near, although never explicitly mentioned" (68). Here, 'long hair', a semiotic sign, which is usually associated with ladies shows a social and cultural construct. To his consternation and shock, Ratna, his daughter-in-law, informs that Jairaj has planned to grow his

hair longer which would enhance his *abhinaya* and is going to learn 'Kuchupudi' where the men dress up as women. In anger he retorts, "Tell him that if he grows his hair even an inch longer, I'll shave his head and throw him on the road." (40) As Daniel Chandler says signs do not convey meanings but the meanings are interpreted, here Amritlal interprets long hair to femininity.

Alcohol is the asylum of all people, especially men, either for social or personal reasons. Jairaj, a victim of patriarchal oppression and stifled ambition, not only takes to liquor but also like a typical husband blames his wife for his failure as well as for the loss of their son 'Shankar'. He has failed in his career, in marriage and as a son. He goes to the extent of suspecting her. "What a beauty you are! Is that why you like to dance? To have men admire your assets?" (68). He asks her how she alone gets invitations to dance. Ratna also sometimes takes liquor but as she herself claims only to soothe her nerves.

The play opens with the entry of Lata Parekh and Viswas into the "dimly lit room" of an "old-fashioned" house. The phrases, "dimly lit" and "old-fashioned" signify the tradition and connote the failure of Jairaj and Ratna in their field, namely Bharatanatyam. As Roland Barthes opines in his "mythologies", even the trivial aspects of everyday life can be filled with meaning. "Shawl" is another signifier. It signifies autocracy perpetuated by Amritlal. Every time Jairaj puts on the Shawl, he is reminded of his tussle with his father. The Shawl connotes the menacing past too. When Viswas wants the Shawl as a dowry, Jairaj readily accepts to give it. With a sense of relief he says, "Your last memory. I'll be rid of you too" (34). This signifies his hatred for his father. Garden is yet another signifier. "The gardens... He used to do a lot of gardening... When he died, I had everything removed. Pulled it all out from the roots" (26). He doesn't want to keep anything that will remind him of his oppressive father.

There are other signs too. Ratna's "album" symbolises her unfulfilled aspirations. "Old furniture", "dead phone" are symbolic of staleness and stagnation in their artistic life. The musical instruments, the 'miruthangam', the 'flute' and 'dancing bells' suggest the culture of the house. The death of their son Shankar connotes Jairaj and Ratna's future in Bharatanatyam. Ratna recalls, "Yes, your father was right. Dance has brought us nowhere... We were never anything great, never will be" (21). Finally, the couple realise that they are not Lord Shiva to excel in dance. "We were only human. We lacked the grace. We lacked the brilliance. We lacked the magic to dance like God" (74).

Thus this paper throws light on how meanings are constructed through signs, how meanings are arrived at through interpretation. There are visual, oral, sonic and non-verbal signs. The study of "semiotics highlights the richness of interpretation which signs generate" (qtd. in Chandler 217).

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EFFECT OF INVERTED YOGA PRACTICES AND BRAIN FITNESS EXERCISES ON CAREER DECISION MAKING OF COASTAL AREA SCHOOL STUDENTS

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Abstract

The purpose of the study was to find out the effect of inverted yoga practices and brain fitness exercises on career decision making of coastal area school students. To achieve the purpose of the present study, sixty (n=60) coastal area school boys from St. Alphonsa Matriculation School, Nagarcoil, Kanyakumari District, Tamil Nadu, India were selected at random as subjects and their age ranged from 14 to 17 years. The subjects were divided into four equal groups of fifteen students each. Group I acted as Experimental Group I (Inverted Yogic Practices), Group II acted as Experimental Group II (Brain Fitness Exercises group), Group III acted as Experimental Group III (Combined training) and Group IV acted as Control Group. The requirement of the experiment procedures, testing as well as exercise schedule was explained to the subjects so as to get full co-operation of the effort required on their part and prior to the administration of the study. Pre test was conducted for all the subjects on career decision making. The duration of experimental period was 12 weeks. After the experimental treatment, all sixty subjects were tested on career decision making. This final test scores formed as post-test scores of the subjects. The pre test and post-test scores were subjected to statistical analysis using dependant 't' test and Analysis of Covariance (ANCOVA) to find out the significance among the mean differences. Whenever the 'F' ratio for adjusted test was found to be significant, scheffe's post hoc test was used. In all cases 0.05 level of significance was fixed to test hypotheses. The combined training group had shown significant improvement in all the career decidedness than the inverted yoga practices, brain fitness exercises group and control group. The combined training group had shown significant improvement in all the career indecision than the inverted yoga practices, brain fitness exercises group and control group.

Keywords: *Inverted Yogic Practices, Brain Fitness, Career decision making, Coastal, School Students.*

Introduction

Brain fitness involves many types of brain training including reflection tests, memory tests, IQ tests, spatial intelligence, reflex actions and brain stretching and creativity. Combining these games into a planned workout schedule will stimulate all the major areas of your brain and keep your skills sharpened. And like physical exercise, the more you neglect a certain area the more it will show. Brain fitness is recommended for everyone since no one has a built-in defense to aging and typical memory loss. As we grow older and more information is accumulated and stored on our brains we need to train our minds to retain information so we can retrieve it when we need it. Brain fitness training will keep your mind fresh and allow you to function at a high level.

Yoga is an efficient and precise procedure to control and build up the psyche and the body to accomplish great wellbeing, adjust of brain and self-acknowledgment. Yoga has the potential energy to make us solid and it added to our power, still a great many people do not have the information of orderly routine with regards to yoga. They performs yogic activities for a brief timeframe and when their wellbeing enhances, they suspend the yoga rehearse. Consequently, the successful consequences of yogic

practices can't be resolved splendidly. Numerous researchers, specialists, therapists and everywhere throughout the world are broadly examining the valuable parts of yoga which urges us to accomplish positive wellbeing through yoga. Yogasanas are extremely compelling in tossing out all our body squanders and bring control over the body and appropriate working of the organs which depends our wellbeing and satisfaction. The Asanas enhance mental power and wellbeing in controlling the sense organs. It expands the flexibility of our body and makes the body more dynamic and supple. The blood dissemination happens all the more easily and appropriately, the body ends up plainly able to do more work. It enhances our resistance control against ailments and don't enable any outer issue to gather in the body, they keeps the body free from infections. The distinctive sorts of asanas clean the blood flow, deplete of our body and course blood uninhibitedly to all parts of our body. It likewise helps keep our body free from debasements. Yogasanas are the best excercises to keep organs in legitimate working request. It is enhancing body wellbeing, as well as effectslly affect the brain. The brain progresses toward becoming equalization and serene. The act of Yoganaras is extremely compelling, enacting on different

organs, with the goal that they emit their juices in the required amount and capacity appropriately.

Methodology

The purpose of the study was to find out the effect of inverted yoga practices and brain fitness exercises on career decision making of coastal area school students. To achieve the purpose of the present study, sixty (n=60) coastal area school boys from St. Alphonsa Matriculation School, Nagarcoil, Kanyakumari District, Tamil Nadu, India were selected at random as subjects and their age ranged from 14 to 17 years. The subjects were divided into four equal groups of fifteen students each. Group I acted as Experimental Group I (Inverted Yogic Practices), Group II acted as Experimental Group II (Brain Fitness Exercises group), Group III acted as Experimental Group III (Combined training) and Group IV acted as Control Group.

The requirement of the experiment procedures, testing as well as exercise schedule was explained to the subjects so as to get full co-operation of the effort required on their part and prior to the administration of the study. Pre test was conducted for all the subjects on career decision making. The duration of experimental period was 12 weeks. After the experimental treatment, all sixty subjects were tested on career decision making. This final test scores formed as post-test scores of the subjects. The pre test and post-test scores were subjected to statistical analysis using dependant 't' test and Analysis of Covariance (ANCOVA) to find out the significance among the mean differences. Whenever the 'F' ratio for adjusted test was found to be significant, scheffe's post hoc test was used. In all cases 0.05 level of significance was fixed to test hypotheses.

Results

Table – I Computation of Analysis of Covariance of Inverted Yogic Practices Brain Fitness Exercises Combined Training and Control Groups on Career Decidedness

	IYPG	BFEG	COTG	CG	Source of Variance	Sum of Squares	df	Means Squares	F-ratio
Pre-Test Means	8.60	9.00	8.86	8.80	BG	1.25	3	0.41	0.46
					WG	49.73	56	0.88	
Post-Test Means	12.93	13.00	14.93	8.86	BG	293.13	3	97.71	213.74*
					WG	25.60	56	0.45	
Adjusted Post-Test Means	12.94	12.98	14.93	8.86	BG	292.67	3	97.55	211.15*
					WG	25.41	55	0.46	

(Table Value for 0.05 Level for df 3 & 55 = 2.77)

An examination of table - I indicated that the pre test means of inverted yogic practices, brain fitness exercises, combined training and control groups were 8.60, 9.00, 8.86 and 8.80 respectively. The obtained F-ratio for the pre-test was 0.46 and the table F-ratio was 2.76. Hence the pre-test mean F-ratio was insignificant at 0.05 level of confidence for the degree of freedom 3 and 56. This proved that there were no significant difference between the experimental and control groups indicating, that the process of randomization of the groups was perfect while assigning the subjects to groups. The post-test means of the inverted yogic practices, brain fitness exercises, combined training and control groups were 12.93, 13.00, 14.93 and 8.86 respectively. The obtained F-ratio for the post-test was 213.74 and the table F-ratio was 2.76. Hence the pre-test mean F-ratio was insignificant at 0.05 level of confidence for the degree of freedom 3 and 56. This proved that the differences between the post-test means of the subjects were significant. The adjusted post-test

means of the inverted yogic practices, brain fitness exercises, combined training and control groups were 12.94, 12.98, 14.93 and 8.86 respectively. The obtained F-ratio for the adjusted post-test means was 211.15 and the table F-ratio was 2.77. Hence the pre-test mean F-ratio was insignificant at 0.05 level of confidence for the degree of freedom 3 and 55. This proved that there was a significant difference among the means due to the experimental trainings on career decidedness. Since significant differences were recorded, the results were subjected to post hoc analysis using Scheffe's post hoc test. The results were presented in Table-II.

Table – II The Scheffe's Test for the Differences between the Adjusted Post-Test Means on Career Decidedness

Adjusted Post-Test Means				Mean Difference	Confidence Interval
IYPG	BFEG	COTG	CG		
12.94	12.98	---	---	0.04	0.71
12.94	---	14.93	---	1.99*	
12.94	---	---	8.86	4.08*	
---	12.98	14.93	---	1.95*	
---	12.98	---	8.86	4.12*	
---	---	14.93	8.86	6.07*	

* Significant at 0.05 level

The multiple comparisons showed in Table II proved that there existed significant differences between the adjusted means of inverted yogic practices group and combined training group (1.99), inverted yogic practices group and control group (4.08), brain fitness exercises group and combined training group (1.95), brain fitness exercises group and control group (4.12) and combined training group and control group (6.07). There was no significant difference between inverted yogic practices

group and brain fitness exercises group (), at 0.05 level of confidence with the confidence interval value of 0.71. The pre, post and adjusted means on career decidedness were presented through bar diagram for better understanding of the results of this study in Figure-I.

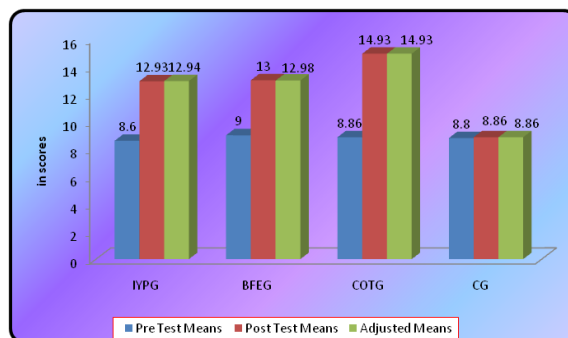


Figure – I Pre Post and Adjusted Post-Test Differences of Inverted Yogic Practices Brain Fitness Exercises Combined Training and Control Groups on Career Decidedness

Table – III Computation of Analysis of Covariance of Inverted Yogic Practices Brain Fitness Exercises Combined Training and Control Groups on Career Indecision

	IYPG	BFEG	COTG	CG	Source of Variance	Sum of Squares	df	Means Squares	F-ratio
Pre-Test Means	19.26	20.33	20.06	19.93	BG	9.26	3	3.08	1.57
					WG	110.13	56	1.96	
Post-Test Means	24.20	23.46	27.00	20.00	BG	373.20	3	124.40	80.87*
					WG	86.13	56	1.53	
Adjusted Post-Test Means	24.09	23.54	27.02	20.01	BG	373.50	3	124.50	82.69*
					WG	82.80	55	1.50	

An examination of table - III indicated that the pre test means of inverted yogic practices, brain fitness exercises, combined training and control groups were 19.26, 20.33, 20.06 and 19.93 respectively. The obtained F-ratio for the pre-test was 1.57 and the table F-ratio was 2.76. Hence the pre-test mean F-ratio was insignificant at 0.05 level of confidence for the degree of freedom 3 and 56. This proved that there were no significant difference between the experimental and control groups indicating, that the process of randomization of the groups was perfect while assigning the subjects to groups. The post-test means of the inverted yogic practices, brain fitness exercises, combined training and control groups were 24.20, 23.46, 27.00 and 20.00 respectively. The obtained F-ratio for the post-test was 80.87 and the table F-ratio was 2.76. Hence the pre-test mean F-ratio was insignificant at 0.05 level of

confidence for the degree of freedom 3 and 56. This proved that the differences between the post-test means of the subjects were significant. The adjusted post-test means of the inverted yogic practices, brain fitness exercises, combined training and control groups were 24.09, 23.54, 27.02 and 20.01 respectively. The obtained F-ratio for the adjusted post-test means was 82.69 and the table F-ratio was 2.77. Hence the pre-test mean F-ratio was insignificant at 0.05 level of confidence for the degree of freedom 3 and 55. This proved that there was a significant difference among the means due to the experimental trainings on career indecision. Since significant differences were recorded, the results were subjected to post hoc analysis using Scheffe's post hoc test. The results were presented in Table-IV.

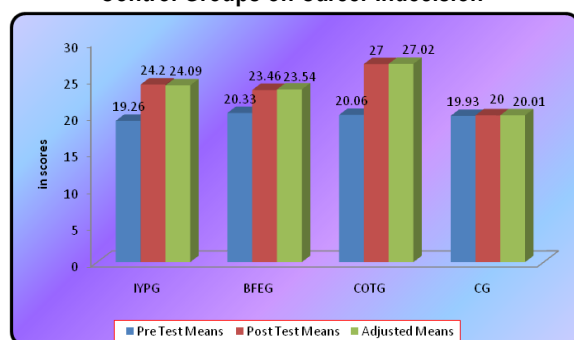
Table – IV
The Scheffe's Test for the Differences between the Adjusted Post-Test Means on Career Indecision

Adjusted Post-Test Means				Mean Difference	Confidence Interval
IYPG	BFEG	COTG	CG		
24.09	23.54	---	---	0.55	1.28
24.09	---	27.02	---	2.93*	
24.09	---	---	20.01	4.09*	
---	23.54	27.02	---	3.48*	
---	23.54	---	20.01	3.54*	
---	---	27.02	20.01	7.02*	

* Significant at 0.05 level

The multiple comparisons showed in Table IV proved that there existed significant differences between the adjusted means of inverted yogic practices group and combined training group (2.93), inverted yogic practices group and control group (4.09), brain fitness exercises group and combined training group (3.48), brain fitness exercises group and control group (3.54) and combined training group and control group (7.02). There was no significant difference between inverted yogic practices group and brain fitness exercises group (0.55), at 0.05 level of confidence with the confidence interval value of 1.28. The pre, post and adjusted means on career indecision were presented through bar diagram for better understanding of the results of this study in Figure-II.

Figure – II Pre Post and Adjusted Post-Test Differences of Inverted Yogic Practices Brain Fitness Exercises Combined Training and Control Groups on Career Indecision



Conclusions

1. The combined training group had shown significant improvement in all the career decidedness than the inverted yoga practices, brain fitness exercises group and control group.
2. The combined training group had shown significant improvement in all the career indecision than the inverted yoga practices, brain fitness exercises group and control group.

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PHILOSOPHY INSPIRES POETRY: A CRITICAL ANALYSIS

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"To see a world in a grain of sand and a Heaven in a Wild Flower, Hold infinity in the palm of your hand and Eternity in an hour."

– William Blake

Beyond the broader province of civilizations, both poetry and philosophy are incongruent and have gained almost a different state of acceptance. As Percy Bysshe Shelley enthused "Poetry makes something beautiful which in truth is distorted." So, in a real sense, Poetry is that magical mirror. One can dream of the impossible. Now Philosophy, in turn, is just a mirror where no magic is involved. There have been extensive discussions, debates, and criticisms in this regard. Poetry and philosophy have remained at different extreme poles since then, and make believe that they work hand in hand. However, there is a range of approaches to reading the dissimilarities between poetry and philosophy. A steady analysis must assist in understanding the true meaning of a verse in a philosophical life or the philosophical ideas in a poem. Can poetry be anything beyond philosophy? This essay attempts to contrast and compare the belief on dual-grounds decisively.

Poetry Vs. Philosophy

Poetry can be anything beyond philosophy. Such verses can declare not only mixed emotions, but give a new perspective on the world politics, religion, faith, etc., but poetry is not bound to philosophy always but seems to be frequently connected to each other as thoughts drive communication. Philosophy is a way to views in an uncomplicated mode to discover the truth in real life, whereas poetry is a representation of thoughts with specific rules like rhyming, tone, pattern, syllable, poetic devices, etc., and hence Philosophy is challenging to combine with poetry and vice versa.

Poetry is an art of life which strikes the sensitive heart and is sometimes fun too. Poetry is heard with eyes and seen with ears as it is the most powerful language filled with wonder and imagination. Philosophy is the way of life which is bound to absolute reality, and it demands its very own way of understanding that its approach stays afar from

the world of fantasy and fiction. The philosophical mind attempts all possible ways to get rid of the poetic soul with its natural dreamy element which is endlessly striding to interrupt the sense of reality.

The philosophical mind goes beyond the trifling blockades of senses to distinguish the immediate reality against the poetic, magical beliefs. The imaginative mind, on the other hand, makes every effort to wipe out the severe sticky labels that the philosophical mind has grown continuously up with and make believe what it's been read and understood is valid against all philosophies.

Often, philosophy endeavors to tear down the lofty towers of the most concrete and clear experiences on looked by poetry, and bounces out to fetch the reality rationally, rather than tricking up a fancy world of its own. While philosophy cautiously carries the future in its overpowering wings, poetry fancifully takes all of the past, present, and future carelessly in itself. Time and space become mere storylines in the false reality between philosophy and poetry. However, with the passage of time, the tiresome burden of this dual struggle might become visible for differentiation and create a better world with more clarity and understanding of how poetry is different from philosophy or how they are similar.

Poets Vs. Philosophers

The substratum of the deep sea of English literature is widespread beyond the globe with myriad poetic nobles who were all not philosophers outright. Their skills and insight on life undoubtedly have escalated philosophy to an utterly high-ranking state and have well- facilitated it to take flight into the free space of realistic poetry. Mostly, poems are usually set in a highly possible universe often but not always without specific setting, events, or characters from the real world but, magic, supernatural elements, unbelievable magical creatures are ubiquitous in most of these world of imagination. The world of magic stays primarily connected with poetry, unlike philosophy.

Philosophy- An Inspiration

Philosophers bring out their more profound thoughts, mix thoroughly with the walks of life and bring about a new perception full of valuable insights. Such philosophical thoughts give way to most and more inspirational poetry which in turn leads to a colossal positive approach in every reader. Writing about Thomas Aquinas, G.K. Chesterton says, "He very specially possessed the philosophy that inspires poetry, as he did so primarily inspire Dante's poem." Aquinas was a trained poet. In Naples, he studied the art, rules, and methods of balanced composition. He wrote Office of the Blessed Sacrament, which is counted among the most exquisite pieces of medieval literature.

Poetry – An Outcome of Philosophical Inspiration

Philosophy deals with immense knowledge and wisdom in store, but poem in contrary finds its way of flight away from reality at times, which later ends its way with an encounter at the whole realistic state of existence.

For instance, D.H. Lawrence in his poem "Snake", could relocate his controversial hub owing to the conflict between the voice of education and his heartfelt admiration that he had for the snake. He accursed his human intelligence for committing such menial act of hitting the snake with a clumsy log for no reason and records his deep regret. He wants to crown the snake, compares the snake to the king in exile and desperately longs to expiate his pettiness at the end.

Philosophy and Poetry –Diverse Interpretations

"With Freedom, Books, flowers, and the moon, who could not be happy..."

– Oscar Wilde

Liberty to read and interpret is given to the mind that understands and the eyes that perceive. The same piece of work is construed and explained in several angles with varied meanings and opposites, similarities and dissimilarities, merits and demerits.

Every poem has its philosophical values. Every philosophy has its beauty of words hidden under the poetic label such as experiences of the past- the most significant lesson that one can ever learn. Spirituality, theology, and reality are some factors dealt with philosophy. Whereas myth, figures, supernatural elements stand for poetry. Philosophy and poetry go hand in hand .until rationalism takes its roll and define its logic to become more realistic in approach towards life as literature is mere life.

Poetry and Philosophy- An Inspiration for Life

Anti- mimesis is a philosophical position that holds the direct opposite of Aristotelian mimesis. Its most notable proponent is Oscar Wilde, who opined in his 1889 essay "The Decay of Lying" that "Life imitates art far more than art imitates life."Conversely, even as the critical study of philosophy may exhibit the vulnerability of understanding the connotations derived from poetry, and though the beauty and fantasies of poetry enhance adequate haziness to stir away from reality, a philosophical mind sodden in the intractable ocean of reasons, while under- valuing poetry, may be heading towards a terrible down fall. Philosophy can neither be called as refined nor poetry natural.

Loyal Hands

However, poetry and philosophy perchance reach an agreement and extend their loyal support; the notion of truth remains an unanswered question always. The interrogation of what is a right basis to decide how words, symbols, ideas, and beliefs may rightly be considered accurate, whether by a poet or a philosopher; theories of truth have emerged as competitors to the older substantive arguments.

Vico's epistemological orientation gathers the most diverse rays and unfolds in one axiom- verum Ipsum factum – "Truth itself is constructed."Sometimes, both Poets and Philosophers tend to look at Truth in different shades, at others, they graciously concur to fasten their hands and work together.

Two Sides of the Coin

Poetry and philosophy may be taken as the two sides of the same coin. One without the other is meaningless. Besides, it would be absurd to place one on a higher plinth than the other. One undeniably shares value to another. Philosophy inspires poetry and poems originate from philosophical thoughts and if tried to separate one from another, failure strikes miserably at every attempt as the coin cannot be cut into halves.

The philosophical poets like Rumi, Rabindranath Tagore, Osho, etc., are found to be agreeing with poetry and philosophy by urging to pursue one's insight and not to depend solely on what others have said. Perhaps, not all clusters of words and phrases make poetry, not all poetry philosophical, and neither all philosophy devoid of poetry. In that case, why not stride forward with pride through life with intellectual assistance as William Blake's 1793 poem "The Marriage of Heaven and Hell" says,

"If the doors of perception were cleansed everything would appear to man as it is, Infinite, for man has closed himself up, till he sees all things thro' narrow chinks of his cavern."

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DIMENSIONS OF GOD EXPERIENCE

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Introduction

Life is a composition of various human experiences: individual, communal, social, political, natural calamities, internal conflicts, religious celebrations and they all touch our human lives and leave their impacts upon every aspects of human life.¹ These experiences are signs that we humans exist in the world. The power and forces of experience shape a person. As we understand that though experiences in general play the primary role that shape a person and his life, one's childhood and early life experiences play the most important and vital role in it.² Experiences affect people and only when something becomes an experience something is revealed and then it becomes an in-depth experience and it gets registered in his heart.³

Searching for God Experience

Deep religious experience of a Holy Man or a group (Prophet Muhammad) by which a religion is born and that religion is grown based on the experience of that Holy man, the written scriptures, modes of worships, rituals, celebrations and life-style etc. ⁴ The experience of a religious man or a community should pay utmost attention to transmit his or their experience to the followers. When such experiences are not transmitted to the followers the said religion dies and the followers may go elsewhere in search of religious experience.⁵ Rules and regulations by the custodians of a religion or any religious moment may keep the community afloat for a given period of time, but may not act as the binding force in the long run. Religious experiences are so vital to both individuals and communities and this is why the trend in doing theology today is based on experience.⁶

We have already touched upon the point that it is through experience either by an individual or a community something is revealed. So experience and revelation are inter-connected. Whether a person is a believer or not experience always reveals something to us human. This is what happened to St. Paul and Prophet Muhammad, their religious experiences of God, received in terms of

revelation. We understand 'Revelation' which is truly an event where God can reveal his self truly and effectively is within human experience, as a human person is open to the words of scripture as read or proclaimed, open to events in daily life, open to the values embodied in a cultural traditional context. Revelation, in other words, is understood as an event and not as a 'content', when people are attending to the fact, as St. Paul would say, that God is always pouring love into our hearts by the Holy Spirit.⁷ It is something that happens when a person opens himself or herself to reality. It is an experience.

What is experience? Experience is a kind of direct knowledge which is different from other kinds of knowledge. Experience is personal – touch and feel – with persons, things or events. In a certain sense experience is a 'direct-person-centered-knowledge'. So when we speak of experience we speak of our physical sense, feelings, imaginations, our thoughts and they all jointly work together.

Inner Meaning of Experience

The depth of a particular experience very much depends upon the fact that how much a person with all his personalities has involved in a given event or situation. When a person's involvement is not total or the whole of himself, his experience will be a shallow experience. What we mean by whole or total involvement is the person's physical, emotional, imaginative, social and language. Let us briefly see these dimensions.

Physical oriented

The first point we must be aware of the inner meaning of experience is physical experience. Seeing, hearing, tasting, smelling and touching are physical experiences.

Feeling Oriented: Secondly, inner experience is feeling oriented. Feelings play a vital role in our experience. When feelings rise our experience becomes deep and this we can call in-depth experience. When experience becomes real and deep our imagination too gets involved in it.

Imagination Oriented: Thirdly, inner experience (in particular religious experience is based on Imagination or we can call it our thoughts or reflection. When we cannot understand the meaning of an event it is an empty event. In this regard it is worth mentioning that "Christian theologians now have epistemological options which were unheard of at the beginnings of the modern period. These options in turn create significant space for fresh renderings of the Christian faith at the dawn of a new millennium."⁸ Of course, at times we may not or cannot understand the meaning of an experience immediately. In such situations we are obliged to do continual reflections or by raising questions over the experience in order to know the meaning of it.

Social Meaning

The social meaning of inner experience is also essential since an individual is a member of a community and the individual's daily life, thoughts, aspirations and expectations affect the community. Besides, the individual learns to make sense of his experience first from his own community.

Language based meaning: Lastly, language is another important form of meaning of an inner experience not often identified as a meaning of an experience. Every community uses 'language', as a particular way of expressing as a tool to teach its members to understand human experiences, its past and its traditions and here language is a medium of communication.

Kinds of Experience

We can classify our experiences based on in what way we ourselves experience them both individually and communally. Similarly based on the facts and dimensions of our experience and particularly on which dimension of our experience stands above other dimensions we can come to classify our own experiences.

Ordinary experience: we do not count on ordinary events in our daily life as experiences though they are experiences in themselves. They do not make much impact on us and we call them ordinary experiences.

Peak Experience

In contrast to ordinary experiences, certain experiences become special because they are something special in themselves and different from every everyday experiences. Don't we say sometimes: 'It is an unforgettable event' or 'It is very tragic.' Psychologists would call them as special experiences, or peak

experiences. They are not only unforgettable but they also bring in changes and transformations in our thinking and lives. They strike our lives in a way that we are forced to make important decisions and they become turning points in our lives. A Lawyer Gandhi became a Mahatma Gandhi.⁹

Continued Peak Experiences

Some of these peak experiences can be continued peak experiences. They can be so for days, weeks and even for years. If a meeting between a boy and a girl for the first time is a peak experience, then falling in love and continuing in that love affair can be continued peak experience for them.¹⁰

Foundational Experience

Foundational experience is the root cause of forming a new community or society. It denotes peak experience or continued peak experience. The foundational experience is the root cause of forming a new community or society and its members. A particular community's basic belief, cultural roots, important laws, rules and regulations, the organizational set-up, internal relationship among members, they are all devised by the foundational experience. (E.g. The birth, life, death and resurrection of Jesus for the Christians)

Dimensions of Experience

Whatever may be kind of experience we have, every experience has its own meaning and depth. Among the various dimensions of an(y) experience, its usefulness, beauty, knowledge, charity and godliness hold special place in it. Let us briefly look at them.

1. *Practical dimension*: Sometimes the practical or the usefulness of a particular dimension's of an experience may be felt very strongly as equivalent to a practical dimension. For example, a R.C. priest who celebrates mass everyday may do it as routine affair without being aware of God's presence. This does not mean that the celebration has lost the meanings of other dimensions, rather, the other dimension are not felt much.
2. *Experience of beauty*: in nature and people. A garden of flowers, may take us away from our ordinary daily life and experience, but may awake the hidden artistic sense and spirit in us. This is what we may call the experience of beauty.
3. *Experience of knowledge*: helps us to understand the reality of nature, the set-up of a particular object, the

functioning of it, the reasons and ultimately the consequences of the objects function which shatters falsehood or false notion.(Ex. Newton's inquiry of a fallen apple and the invention of the theory of 'centre of gravitation'.)

4. *Experience of Kindness*: is another dimension of experience which we feel and understand what we should do and we should not. This is another area of our being in the world where a particular or several situations make us aware the natural tendency hidden in our hearts and minds to help someone or many people without automatically raising any objection to respond to a given situation. We may call them as charitable acts or good deeds. Such acts of charity and goodness may help us to experience God. (Mother Teresa is a good example.)
5. *God Experience*: stands as the source and fountain, culmination and final fulfillment and moment to recognize and understand the love of God and his loving relationship with his creatures which we often times think far and beyond our human reach. The call of Moses to the burning bush or the Baptism of Jesus and the voice that spoke are peak experience of God.

So in each dimension of experience we may find elements of other dimensions in it. Take for example the experience of beauty of a flower. What awakes the sense of beauty in a person may give a man the sense to protect flowers from environmental destruction which is a charitable experience, the man or an artist undertakes upon himself finally the artist may think and admire God who created the flowers, thus the artist undergoes 'God Experience'. In general, though we may feel all the dimensions of experience in one single moment some other person may not feel deeply about anyone particular dimension. Among all dimensions one or a few of them may become special experience. But by nature, in peak experience, either most of them or all of them function jointly or together to create such experiences.

God Experience

The term "God Experience" is thought of by many is possible only for holy and mystics alike. But God experience can be felt by the realization of the act of God's creation, and to accept that he the source and foundation of every creature's being and moving and above all man's encounter with life's situations and the outcome of such events can be termed as 'truths'. In this way we can certainly say that every event in human life can be

considered as a moment of 'truth' and that encounter with the truth can be called "God".

God experience is the understanding that God is the beginning of our life, who fills us with his love, His presence is always with us and He leads us to the fullness of life. In this understanding we understand ourselves: the state of our being, the force and strength of our life's movements, the meaning of our existence in this world and moving towards the fullness of our growth. Every person can have God experience and every reality of life can become a source of God experience. Thus a person like Francis of Assisi had experience of God in and through every living organism.

God experience is possible for everyone. There are several events in the O.T. which were moments of God experience for the Jews. St. Luke in the N.T. speaks people remarking that "a Prophet has appeared amidst us and God has visited us."¹¹ God himself in and through the person of Jesus becomes an experience to everyone. This is why St. John at the beginning of his Gospel portrays Jesus as the continued peak experience of God to People: "In the beginning was the word.... And dwelt amidst us."¹²

In traditional theology we believed that God experience is only for the saintly people. This is not true. As Jerry Hill would comment that such a thinking has come under severe criticism and even questioned today.¹³ As Dermot Lane would say that it is in human experience that God comes in search of us and we accept Him, in our experience¹⁴

When we understand that in every human experience we can have God experience and that every person can have God experience, why do not all people and at all times have God experience. Why this is so? This may be due to the living condition of the person, the psychological make-up, or the cultural background or due to a wrong spirituality or no spirituality at all or bitter childhood experience and there can be many more reasons due to which a man may shut the door of his heart. It will also be difficult for those who are engrossed only with certain dimensions of 'beauty' and 'knowledge' and do not move beyond them. In their experience they may not realize the value of other dimensions of experience and so they may not have God experience. If this is the case, another question that can be raised is which particular dimension can bring about God experience in a person's life? Let us not forget that God is in every reality and yet he is beyond every reality. So we cannot identify and recognize and pin-down God's presence just as we recognize and identify every reality of our life. Instead, we may recognize God as

the foundation of all realities of life, our ultimate destiny, the source of our being and at the same time recognizing our human limitations in all spheres of life, can be for everyone an extraordinary moment of 'peak experience of God'. However, God experience is not the experience of our human limitations. Rather God experience comes along with the experience of our human limitations. Though God is beyond our human limitations, he is with us, leads us in life towards the fullness of life. As Nigel Collison says, "when we reach our human limitations, the doors opens, there we touch God and we recognize Him."¹⁵ God becomes an experience to us in two ways, namely, 'experience of Grace' and 'Experience of Call'. They are not two different things. The Grace of God is a call from God Himself and the Call of God is the grace of God as well.

Experience of Grace

We experience the grace of God when something is freely given or when goodness is bestowed upon us which is beyond our human capacity or when we do not deserve it. Our forefathers considered the beauty of nature, wealth, good harvest, children as God's gift and grace. Similarly, artists, painters, musicians, poets, sculptors and even scientific inventions are considered as God's grace. They are all gifts to humanity by the grace of God. Their works confirm their relationship with God, otherwise, how it was possible for a person like Tagore to write Gitanjali which speaks volumes of his Spirituality and his personal relationship with God, or the invention of electricity which changed the face of the earth or when people take the side of the marginalized and oppressed section of the society, they become the voice of the voiceless. Many of them have come to realization that it was the Grace of God that gave them the knowledge and strength to work and fight injustice at such moments.

In contrast to such success episodes, we come across episodes of failures in the lives of people. Unexpected loss, failure and terminal illness failure in life and addiction to all bad behavior, and they all make people to believe the failure of God's grace, our human conditions in life and such realization is possible certainly by God's grace alone,¹⁶ and may make us groan like St. Paul, "What an unhappy man I am. Who will rescue me from the body that is taking me to death?" But when they rise above problems and addictions, they also see the grace of God.¹⁷ Lastly, if anywhere and at anytime our experience may bring an occasion to experience God's grace, it is in and through human relationship.¹⁸ We come to

understand ourselves that we are loved unconditionally by our parents. How often we come across dedicated people like teachers, doctors, nurses, social workers, help from a total stranger etc., their good works are possible in our life only possible in human relationship through God's Grace.

Experience of God's Call

'Experience of God's grace' is 'Experience of God's call' I said. Those who experienced God's grace naturally feel compelled to share their experience with others. However, in some occasions of God experience, the call of God openly and explicitly stands in prominence above everything in a way that it creates a sense of absolute certainty in a person's mind and conscience that God is calling the person to do something special, particularly when different dimensions of life become chaotic. The two great personalities namely, St. Paul and Prophet Mohammad, about whom our research study is, undoubtedly were convinced of their missions in spite of enduring hardships and pain. These charismatic people either from within the community or from outside are called to change the human conditions and lead the people to liberation. Thus the experience of creatures can be taken as the experience of the creator of the creatures. Life's experiences become the experience of the source of all life who is God. In this way experience of God does not stand in isolation or born out of, other experiences, only through people who come into contact with one another – have or live in a person to person relationship. Secondly, God experience does not take place in isolation but combined in and with all other experiences from people, nature, things, events and other occurrences and it comes along with other experiences but does not suffer from the loss of its individuality and identity. In this way God experience is the in-depth experience of the world and the other side of human life experience. Thirdly, the God whom we encounter at the depths of our lives is beyond our human vision and comprehension. We may only get a glimpse of his nature and his being. We may always encounter God but only as a hidden truth. As Thomas Aquinas once said, that we cannot say who God really is but can only say who God is not. The task of religion is to help people know and understand God in their life. But the danger is to project God as alien to human life, suffering and misery and if this happens religion may have to pay attention to its set-up to be sure what it should be.

The trend and tendency today is to search for God from the religions they follow. Task of religions today is to get people rooted in religious experiences.

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A STUDY ON PERFORMANCE EVALUATION OF WOMEN ENTREPRENEURS IN TIRUNELVELI DISTRICT

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Abstract

Today, women entrepreneurs represent a group of women who have broken away from the beaten track and are exploring new avenues of economic participation. The reasons for women to run organized enterprises are their skill and knowledge, their talents, abilities and creativity in business and a compelling desire to do something positive. It is high time that countries rose to the challenge to create more support systems for encouraging more entrepreneurship amongst women. This study is descriptive in nature. Descriptive research design (survey) has been used in carrying out the present study as the study aimed at finding out the demographic profile of the women entrepreneurs with respect to personal characteristics and performance evaluation of women entrepreneurs. To collect the information, the questionnaire is used. Both primary and secondary data have been collected. The research instrument for primary data collection was questionnaire. The secondary data were collected from books, journals, reports from Government records and from various institutions and from relevant websites. The present study will help the planners and the decision makers who are involved in the development of women entrepreneurs to review the existing policies and to make suitable suggestions to amend the provisions of the act which governs the industries.

Keywords: Women entrepreneurs, entrepreneurship and performance evaluation

Introduction

Today, women entrepreneurs represent a group of women who have broken away from the beaten track and are exploring new avenues of economic participation. The reasons for women to run organized enterprises are their skill and knowledge, their talents, abilities and creativity in business and a compelling desire to do something positive. It is high time that countries rose to the challenge to create more support systems for encouraging more entrepreneurship amongst women.

Women constitute around half the total world population of the world. In traditional societies, they were confined to the four walls of houses performing household activities. In modern societies, they have come out of the four walls to participate in all sorts of activities. The global evidences buttress that women have been performing exceedingly well in different spheres of activities like academics, politics, administration, social work and so on. Now, they have started plunging into industry and running their enterprises successfully.

Statement of the Problem

Women entrepreneurs face special problems and constraints like illiteracy, lack of vital information, fear to take risk, lack of experience and training, feeling of insecurity, etc. In addition, there are structural constraints in the form of inequality, limited purchasing power, condemnation by local elite, etc. The rural women

entrepreneurs have also face competition from the urban entrepreneurs who make more attractive and cheaper products due to the use of modern technology, commercial production and marketing networks.

India is a country with the blessing of greater amount of human resource with diverse knowledge and skills. The self imbibed knowledge and skills of the human community have contributed a lot to the humanity. The efficiency of the human community with its enormous amount of capability and potentiality brought new products into markets to satisfy the needs of people. The changing situation worldwide has created a gap for the small innovative entrepreneurs to fill in with their important contributions to the society. There is an opinion that the human efficiency is ignored specially in rural areas.

There is a common tendency among women entrepreneurs to act in any given situation with a real entrepreneurial attitude. They are capable of organizing and managing with less resource of theirs or through borrowing. The basic qualities of women entrepreneurs are (i) Desire to take up new ventures, (ii) Transforming the desire into a business opportunity (iii) Taking moderate risk. High potential and productivity capacity of the rural women entrepreneurs is to be strengthened by providing soft loan facilities with low rate of interest to help the rural entrepreneurs to promote and expand their business operations from one part of the village to another village. The entrepreneurial skills, if applied effectively will lead to

substantial improvement in the economic and social status of the women entrepreneurs. Women entrepreneurship in turn empowers people through the values of equality, participation, accountability and transparency that lead to benefit not only to the concerned entrepreneur but also to the family and the community as a whole through collective action for development. In order to improve the existing situation of the rural women entrepreneurs engaged in a particular economic activity within a given geographical area, it is of much importance to study the current status in terms of their living condition, financial soundness, social security, selling process, etc. Moreover, it is also essential to work out an integrated strategy to provide them with self persistence and concern for quality work. There is an opinion that the human efficiency is ignored specially in rural areas. This study is considered relevant in understanding the socio economic conditions of the rural women entrepreneurs, their entrepreneurial skills, factors influencing them and the problems which affect the progress of women entrepreneurs and the steps to be taken to face the challenges in the newly emerging scenario.

Need for the Study

In a developing country like India, research in women in business has been woefully inadequate comparing to that of men. In some research studies women entrepreneurs have been identified as an 'off -shoot' or interesting variant of male entrepreneurs. There is a considerable gap and need for further research in this area. In order to gain a deep understanding and insight into this relatively recent phenomenon of women entrepreneurship, this research study is taken up in Tirunelveli district. It is hoped that this study will help small business promoters, academicians and the potential and existing women entrepreneurs.

Objectives of the Study

The study has the following objectives.

- (i) To study the demographic profile of women entrepreneurs in Tirunelveli district.
- (ii) To know the performance evaluation of women entrepreneurs in Tirunelveli district.

Scope of the Study

In order to improve the existing situation of the women entrepreneurs engaged in a particular economic activity within a given geographical area, it is of much importance to study the current status in terms of their the

socio economic conditions of women entrepreneurs and the steps to be taken to face the challenges in the newly emerging scenario. Moreover, it is also essential to work out the skills which provide them with self persistence and concern for quality work. The entrepreneurship is generally understood as a pursuit of opportunity without limiting oneself to the accepted norms of an organization. The forces which motivate a person to start an enterprise need to be examined. In addition to this, the present study also examines the various skills necessary for the entrepreneurs to perform entrepreneurial activities in a desirable manner. While performing entrepreneurial activities, the factors which influence the entrepreneurs will be assessed to know its influence. The study focuses the performance evaluation of women entrepreneurs.

Methodology

This study is descriptive in nature. Descriptive research design (survey) has been used in carrying out the present study as the study aimed at finding out the demographic profile of the women entrepreneurs with respect to personal characteristics and performance evaluation of women entrepreneurs. To collect the information, the questionnaire is used. The sample respondents for the study were 125 women entrepreneurs in Tirunelveli district.

Both primary and secondary data have been collected. The research instrument for primary data collection was questionnaire. The secondary data were collected from books, journals, reports from Government records and from various institutions and from relevant websites.

Limitations of the Study

1. During the course of field work it was found that some of the women entrepreneurs were dummy entrepreneurs. Some of the women entrepreneurs were running their businesses, in collaboration with their husbands or family members. These women entrepreneurs gave the information only after consulting with their husbands or family members.
2. The business units, in which the individual woman is the owner - manager or the woman who has management control, were considered as women enterprises for this study.

Data Analysis and Interpretation

Table 1 Age-wise Classification of the Respondents

Sl. No	Age	No. of Respondents	Percentage to Total
1.	Up to 25 years	20	16.0
2.	26-35 years	48	38.4
3.	36-45 years	45	36.0
4.	Above 45 years	12	9.6
	Total	125	100

Source: Primary Data

It is inferred from Table 1 that out of 125 respondents, 20 (16%) respondents are in the age group of up to 25 years, 48 (38.4%) of them belong to the age group of 26-35 years, 45 (36%) of them are in the age group of 36-45 years and the remaining 12 (9.6%) respondents fall under the age group of above 45 years. It can be noted that most of them are relatively middle aged 38.4% of them from the age group 26-35 years. Women entrepreneurs above the age of 45 are very limited in number. Hence, it is inferred that middle age group is more interested. Of these two categories, middle aged category has been placed number one, because this group is the productive age group which also determines the relative strength of the entrepreneur and risk taking capacity.

Table 2 Marital Status-wise Classification of the Respondents

Sl. No	Marital Status	No. of Respondents	Percentage to Total
1.	Married	91	72.8
2.	Unmarried	26	20.8
3.	Widow	6	4.8
4.	Divorced	2	1.6
	Total	125	100

Source: Primary Data

From above Table 2, it is clear that out of 125 sample respondents, 91 (72.8%) of the respondents are married while 26 (20.8%) of the respondents are unmarried, 6 (4.8%) of the respondents are widow and 2 (1.6%) of the respondents are divorced. Hence, it is inferred that married people are much interested in starting and running enterprises than the unmarried. This shows that they are coming into the business world due to the family circumstances.

Table 3 Educational Qualification-wise Classification of the Respondents

Sl. No	Educational Qualification	No. of Respondents	Percentage to Total
1.	Upto 12th Std	45	36.0
2.	Under Graduate	34	27.2
3.	Post Graduate	22	17.6
4.	Diploma	10	8.0
5.	Professional Degree	14	11.2
	Total	125	100

Source: Primary Data

Table 3 reveals that out of 125 respondents, 45 (36%) of the respondents have upto 12th Std qualification, 34 (27.2) of them have under graduate, 22 (17.6%) of them have post graduate, 10 (8%) of them have diploma qualification and the remaining 14 (11.2%) of them have professional degree qualifications. It is clear that a majority (36%) of the respondents have upto 12th Std qualification.

Table 4 Annual income-wise Classification of the Respondents

Sl. No	Annual income	No. of Respondents	Percentage to Total
1.	Upto Rs.1,00,000	34	27.2
2.	Rs.1,00,000-2,00,000	48	38.4
3.	Rs.2,00,000-3,00,000	29	23.2
4.	Above Rs.3,00,000	14	11.2
	Total	125	100

Source: Primary Data

Table 4 shows that out of 125 sample respondents, 38.4 per cent of the respondents are earning annual income between Rs.1,00,000-2,00,000, 27.2 per cent of the respondents are earning annual income of upto Rs.1,00,000, 23.2 per cent of the respondents are earning annual income between Rs.2,00,000-3,00,000 and the remaining 11.2 per cent of the respondents are earning annual income of above Rs.3,00,000. An analysis of the annual income of the respondents has revealed that a majority (38.4%) of the respondents are earning annual income between Rs.1,00,000-2,00,000.

Table 5 Category-wise Classification of the Respondents

Sl. No	Category	No. of Respondents	Percentage to Total
1.	First generation entrepreneurs	79	63.2
2.	Parents as entrepreneurs	24	19.2
3.	In-laws as entrepreneurs	22	17.6
	Total	125	100

Source: Primary Data

Table 5 clearly shows that 79 (63.2%) of the respondents belong to first generation entrepreneurs, 24 (19.2%) of the respondents belong to parents as entrepreneurs and 22 (17.6%) of the respondents belong to In-laws as entrepreneurs. The analysis of the category of the respondents has revealed that a majority (63.2%) of the respondents belong to first generation entrepreneurs.

Table 6 Type of Industry

Sl. No	Type of Industry	No. of Respondents	Percentage to Total
1.	Agro-based	24	19.2
2.	Electrical/Electronic	10	8.0
3.	Forest based	17	13.6
4.	Engineering and allied	5	4.0
5.	Textile	31	24.8
6.	Private Limited concern	10	8.0
7.	Chemical	5	4.0
8.	Tannery	4	3.2
9.	Food Processing	19	15.2
	Total	125	100

Source: Primary Data

Table 6 clearly shows that 24.8 per cent of the respondents are involved in textile industry, 19.2 per cent of the respondents are involved in agro based industry, 15.2 per cent of the respondents are involved in food processing industry, 13.6 per cent of the respondents are involved in forest based industry, 8 per cent of the respondents have Private Limited Concern, another 8 per cent of the respondents are involved in electrical/electronic industry, 4 per cent of the respondents are involved in engineering and allied industry, another 4 per cent of the respondents are involved in chemical industry and 3.2 per cent of the respondents are involved in tannery industry.

The analysis of the type of industry of the respondents has revealed that a majority (24.8%) of the respondents are involved in textile industry.

Determinants of Performance of Women Entrepreneurs

In Tirunelveli District, there are six independent variables determine performance of women entrepreneurs. The relationship between the independent variables such as age, annual income, educational qualification, locality, marital status and work experience and dependent variable performance among women entrepreneurs of Tirunelveli District has been tested through multiple regression analysis. The results are presented in Table 7.

Table 7 Determinants of Performance of Women Entrepreneurs

Particulars	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	25.334	3.178		7.973	.000
Age	.486	.452	.098	1.074	.283
Annual income	4.016	1.320	.178	3.042	.002
Education qualification	1.199	.409	.154	2.929	.004
Locality	1.872	.545	.178	3.435	.001
Marital status	1.707	.884	.106	1.932	.054
Work experience	.989	.654	.148	1.511	.131

Source: Primary Data

Table 8 Role of Determinants of Performance of Women Entrepreneurs

R	R square	Adjusted R square	Std error of the estimate
.835 ^a	.679	.663	19.5269

The table above shows the relationship between independent variables with performance of women entrepreneurs. The influence of the independent variables over dependent variable is 67.9 per cent. The results of the multiple regression co-efficient are presented in equation as,

$$Y = 25.334 + .098b_1 + .178b_2 + .154b_3 + .178b_4 + .106b_5 + .148b_6$$

Where,

b_0 =Constant, b_1 -Age, b_2 -Annual income, b_3 -Educational Qualification, b_4 -Locality, b_5 -Marital Status, b_6 -Work Experience.

Y= Multiple regression co-efficient.

While analyzing the multiple regression equation with standardized co-efficient, it is clear that the variables annual income and locality had the higher level influence over the other. It indicates that one unit of change in this variable makes a change of 0.178 units on the dependent variable i.e performance. The other variables having significant impact on dependent variable are educational qualification (0.154 units) and work experience (0.148 units).

Suggestions

- The majority of the entrepreneurs are in the age group of 26 to 35 years so the training and retraining of entrepreneurs in these age groups is very important. Such training programmes should include the psychology of doing business, new dimensions of life skills for business, building self-esteem, negotiation skills, marketing, international competition, etc.
- The district has well educated entrepreneurs. Education has been instrumental in increasing the participation of entrepreneurial activities. Good academic background makes entrepreneurs confident in dealing with problems in business in an effective manner. Education is a powerful tool in breaking down the barriers to successful entrepreneurship. Government should provide better educational facilities and schemes to micro entrepreneurs.
- As most of the entrepreneurs are married and most of them live in nuclear families, hence the family members should be made to realize the significance of entrepreneurship. Then, their attitude, role and expectation will change and they will provide the necessary capital, guidance and moral support to the entrepreneurs.
- The personal income of the women entrepreneurs is not appreciable in the study area. Income generating activities should be introduced and developed among the women entrepreneurs.
- Most of the women entrepreneurs are of the opinion that because of lack of training, they are not able to survive in the market. Hence, the government should conduct frequent training programmes with regard to new production techniques, sales techniques etc. This

training should be made compulsory for women entrepreneurs.

Conclusion

It is concluded from the study that majority of the women entrepreneurs belong to the age group of 26 to 35 years because these age groups have no employment opportunities as well as they want to become entrepreneur. Most of the women entrepreneurs are married have been involved in the business, the reason is that they are willing to take risk in life, hence they become entrepreneur.

The development of the industry depends on the efficiency of the women entrepreneur. Since the nature of entrepreneur and the financial, marketing and other problems that will restricts the development of the entrepreneurship, the researcher has carried out the present study.

The present study will help the planners and the decision makers who are involved in the development of women entrepreneurs to review the existing policies and to make suitable suggestions to amend the provisions of the act which governs the industries.

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MAYA ANGELOU AND HER RESISTING THE HEGEMONIC IMPULSES OF RACE AND GENDER

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Of the many categories that mark autobiographical identity, race has remained an ever-present lens through which world is viewed, and has continued to be a primary force that determines the shifting nature of subject positioning. Though it has changed character several times, race has never been an arbitrary term. Expressions like "Black" or "African American" mirror particular human experience and mediate it in relatively consistent ways, which necessarily produce common understandings. Moreover, once constructed, such discursive systems tend to take on lives of their own, which may help to explain the persistence of "blackness" as a mechanism in American life. Negrescence, as a speculative notion involves a "theory" without which we could not make sense of, or explain, a central feature of American society.

The specific positionality and perspective of African-Americans provide their self-fashioning with a characteristic and consistent mode of perceiving and behaving, largely generated by their construction of whites as alien and hostile others. Identity has always presented itself as an open problem to them, not only because "questions of identity are always questions about (negotiating) representation" or "exercises in selective memory", but because Black Americans live "in a place where the centre is always somewhere else", in other words, they are a divided selves (Hall 1995:5). For African Americans, racial identity is bound up in both the historically specific politics of representation and experience and the effects of repression that occur upon entry into the symbolic structures of language and culture, the social and political relations of everyday life, and active involvement with the racial projects of American society. The system of racial stratification characteristic of the American society has deep roots in eighteenth century European classification schemes, in the eugenics movement and the racialized history of imperialism. Slavery exaggerated existing ideas of racial difference and

the inferiority of color people, serving as a rationalization of the exploitation of Africans in America. That same racist ideology continued, in metamorphosed form, after the emancipation of slaves, guaranteeing their subordinate status for generations. This particular experience has produced in time a number of competing representations of the Nigrescence.

The most resilient is the image of the Negro as damaged, described by Kardiner and Ovesey (1962) as "a psychologically tormented individual, whose entire identity was dictated by white racism" (qtd. in Mama 1995:49). Also captured by Black protest writers like Ralph Ellison, James Baldwin, and Richard Wright, the Negro as 'scarred', was meant to demonstrate the injustice and viciousness of racism. The political mediation is clearly exposed by Malcolm X in *Malcolm X Speaks* (1966):

The Whites very skillfully make you and me hate our African identity, our African characteristics. You know yourself that we have been a people who hated our African characteristics. We hated our heads, we hated the shape of our nose, we wanted one of those long dog-like noses, you know; we hated the color of our skin, hated the blood of Africa that was in our veins. And in hating our features and our skin and our blood, why, we ended up hating ourselves. And we hated ourselves. (169)

Negromachy, the term that Thomas C.W. coined (in 1970) for the Negro as self-hating, which he describes as "being symphonized by confusion over self –worth, over –dependency on white society for self-definition, compliance, subservience and over-sensitivity to racial issues" (qtd. in Mama 1995:58) draws on the earlier work of W.E.B. Du Bois on black alienation.

In the 1960s, against the backdrop of the intensifying struggle and suppression, when the pacifism of the Civil Rights Movement was superseded by the militancy of the Black Power Movement, a new image i.e. of the Negro as empowered, emerged, now, inquiry centered on the

assertion of a black identity, as distinctively different and separate. Whiteness was rejected as corrupt and undesirable, and a philosophy that concentrated on the acquisition of power by black people was asserted. Black writers posited an alternative construction of Black "reality", under the slogan "Black is beautiful" underpinning the ideological assumptions of Western constructions of African – American subjectivity.

In literature, through the appropriation of experiences of Black life, African-American writers challenged, deconstructed and dismantled dominant Western modes of representing Black reality, while also advancing new definitions of Blackness. A problematic aspect of that the new Black discourse was its representation of (Black) women. Not only the rewriting of the racial narrative, but a significant reconceptualization of feminist discourse was needed to accommodate the new politics of race (Butler 1989:40).

In this emancipator struggle, autobiographical writing played an important role. Kenneth Surin even insists that "African-American literary history begins with the self – consciously politicized autobiography" (7), because, John Paul Eakin convincingly argues, self-construction and empowerment relate to processes of narration:

When it comes to autobiography, narrative and identity are so intimately linked each constantly and properly gravitates into the central field of the other. Thus, narrative is not merely a literary form but a mode of phenomenological and cognitive self – experience, while self-the self of autobiographical discourse – does not necessarily precede its constitution in narrative. (1999:100)

Conflicting discourse therefore inscribe self-referential Black narratives, which are marked by violent ruptures and tensions, as black authors try to articulate their inner drive towards selfhood. However, while black male author's life writing tends to be "totalizing", black women's representation of it, constituted itself in opposition even with this model (cf. Peter Brooke, qtd. in Butler 1989:3). Against the divided female subjectivity, trying to resist the hegemonic impulses of race and gender, in their attempts to construct and narrate an identity, Black women writers pursue various approaches that attempt to resolve these conflicts.

Maya Angelou's *I Know Why the Caged Bird Sings* directly addresses the relations among personal experience and racial construction. Significant in her narrative is the manner in which specific textual strategies construct a Black female subject torn by allegiances to

race and gender politics and engaged in acts of self – assertion and affirmation.

Her autobiography opens with a passage in which a young, discomfited child dressed in a long cut-down faded purple, taffeta gown, stands anxiously before an Easter congregation in Stamps, Arkansas, asking, "What you looking at me for? She can't bring herself to remember the next lines. The minister's wife whispers to her the forgotten lines eventually. She mumbles them into the congregation and then stumbles out of the watching church, "a green persimmon caught between (her) legs." Unable to control the pressure of her physical response, she urinates, then laughs "from the knowledge that (she) wouldn't die from a busted head." But laughter, Sidonie Smith perceptively comments, does not silence the real pain that is this experience: her "diminished self-image", distorted and mystified by the standards of a community (Black) adjusted to white standards of physical beauty (3). In her imagination, grows an ideal (white/nerd) self instead:

I was going to look like one of the sweet little white girls who were everybody's dream of what was right the world. . . Wouldn't they be surprised when one day I woke out of my black ugly dream, and my real hair, which was long and blond, would take the place of the kinky mass that Momma wouldn't let me straighten? My light-blue eyes were going to hypnotize them, after all the things they said about "my daddy must have been a Chinaman" (I thought they meant made out of china, like a cup) because my eyes were so small and squinty. Then they would understand why I had never picked up a Southern accent, or spoke the common slang, and why I had to be forced to eat pigs' tails and snouts. Because I was really white and because a cruel fairy stepmother, who was understandably jealous of my beauty, had turned me into a too-big Negro girl, with nappy black hair, broad feet and a space between her teeth that would hold a number-two pencil (2).

In this primal scene, the black child testifies to her imprisonment in her bodily and racial confinement. She is a "black ugly" reality, not a "whitened dream":

Easter's early morning sun had shown the dress to be plain ugly cut-down from a white woman's once-was purple throwaway. It was old-lady-long too, but it didn't hide my skinny legs, which had been greased with Blue Seal Vaseline and powered with the Arkansas red clay. The age-faded color made my skin look dirty like mud, and everyone in church was looking at my skinny legs (2).

What makes this early experience particularly significant is that it suggests how the claim for self-worth will be clarified later in the autobiography, as well as the

terms in which one's relationship with the community is going to be conceived. Angelou's choice of a narrative strategy, -a linear narrative that reminds the typical design of a Bildungsroman -, is the result of the writer's attempt to reconcile her fragmented, split self, with racial and gender politics.

Our assessment of young Maya depends on how we interpret her growth throughout the autobiography, and how we define the relationship between her ability to understand and her emotional capacity to respond to her own location and to her own, or the Black community's traumatic experiences. Only in the context of this expanded capacity can we understand the trajectory of the central argument that informs and organizes the narrative. As readers, we have to pay constant attention to the voice in the story, which frequently shifts, from the girl of limited experience and perspective but growing to consciousness of herself and the limits of her world, to that of the experienced, confident, and (occasionally) didactic writer who speaks with the authority of truths. The different voices of the narrator, -loving or loathing, forgiving or biting, vulnerable or confident-, suggest the complexity of coming to know oneself or the community, though sustained emotional labor.

There is an episode in the book when a few white girls come from the school to Momma's store, in Stamps. Maya begs her grandmother to go inside, and she will deal with the girls. Momma, however, insists on standing outside the door as they come; the girls mock her and are rude, and then one does a handstand, showing off the fact that she is not wearing any underwear. Maya is enraged at the girl's behavior, but Momma stands there and does not say anything; and when the girls leave, she even calls them "Miz", and says goodbye to them. Maya is confused and does not think her grandmother should have demeaned herself this way:

. . . I burst. a fircracker July-the-Fourth burst. How could Momma call them Miz? The mean nasty things. Why couldn't she have come inside the sweet, cool store when we saw them breasting the hill? What did she prove? And then if they were dirty, mean and impudent, why did Momma have to call them Miz? (27)

Momma's situation reminds us that someone's humanity is itself measured in terms of personal ethics, and a capacity for self-determination, which the institution of slavery had denied the slave. Though totally mystified, young Maya seems to glimpse, somehow dimly and vaguely, this 'reality':

She stood another whole song through and then opened the screen door to look down on me crying in rage. She looked until I looked up. Her face was a brown moon that shone on me. She was beautiful. Something had happened out there, which I couldn't completely understand, but I could see that she was happy (27).

Maya's experience does not bring forth self-evident meanings, for they are in part mediated by social narratives. She cannot really claim herself morally until she has reconstructed her collective identity. This involves her making discoveries about what the Black community stands for, what its continuity consists in, that cultural meanings are in fact materially embodied and fought for. Maya's initial rage at her people's complacency with their powerlessness and their shoring up with subdued hominess in fundamental faith, subsides in time, and makes room for a more congenial understanding. What she discovers intuitively or, better, feels, is that these too are a sign of her people's resilience and resistance. Stuart Hall aptly reminds us that.

"the symbolic language for describing what suffering was like, it was a metaphor for where they were, as the metaphors of Moses and the metaphors of the train to the North, and to the promised land, have always been metaphors, a language with a double register, a literal and a symbolic register" (Hall 1995:13).

This reconciliation with her own people and with herself ultimately, is as much an intellectual growth as it is an emotional acknowledgement of her indebtedness to Momma, to her family, and to the Black community. Maya is forced to continuously redefine the contours of "her world". Such experience temporarily dislodge her from her old world-view, making her vulnerable to new interpretations of her own identity and condition. The girl comes to self-knowledge by discovering or understanding features of the social and cultural arrangements of her world that define her sense of self, the choices she is taught to have, the range of personal capacities she is expected to exploit and exercise.

The self-inquiry and self-knowing in autobiography is always relational, as Paul John Eakin (1999:43-98) argues. Maya's story is bound up with that of many others, suggesting that the boundaries of an "I" are often shifting and flexible. Momma is one of those "significant others" (Smith 2001:66) whose stories are deeply implicated in the narrator's, and through whom the narrator understands her own self-formation. Then, there is the delicate Mrs. Flowers, through whose intervention young Maya gradually develops a sense of self-worth and respectability after a

long period of silence generated by tragic personal events. One gesture, however, is very much an expression of her growing acceptance of her own self-worth. For a short time Maya works in the house of Mrs. Viola Cullinan, who assaults her ego by calling her Mary rather than Maya. Against such a devastating sign of disrespect for her humanity, Maya rebels by deliberately breaking Mrs. Cullinan's most cherished dish. At this particular moment, the girl assumes the consciousness of rebellion as a stance necessary for preserving her individuality and affirming her self-esteem. Freed from the whites' values and stereotypes, Maya is then ready to confront their system. The Mexican adventure and the junkyard of abandoned cars where she finds herself in a community of homeless, runaway children, signal the resolution of conflicts between the old and the new world-views characterized by self-confidence, psychological openness, pluralistic and non-racist perspectives:

After hunting down unbroken bottles and selling them with a white girl from Missouri, a Mexican girl from Los Angeles and a Black girl from Oklahoma, I was never again to sense myself so solidly outside the pale of the human race (247).

Needless to say, the remembering that is essential to Angelou's autobiography is never easy, nor is the moral growth that is tied with it irreversible. While making salient certain characteristics of existing racial models of identity, other qualities or experiences seem to have been excluded. Distinctly African ways hardly affect her portrayal of character, either individually and collectively. In *I Know Why the Caged Bird Sings* Angelou describes Momma's reluctance to be questioned or to tell all she knows as her "African bush secretiveness and suspiciousness" which has been only "compounded by slavery and confirmed by centuries of promises made and promises broken" (164). She relates the habits of address, calling neighbors "Uncle", "Sister," "Cousin" to a heritage of tribal belonging. In the economy of the book these however do not count too much.

The same collective experience seems responsible for the Black people's 'blindness' to another drama of marginality, very similar to their own-the forced relocation of Japanese from San Francisco in wartime, which Angelou explains as follows:

The Black newcomer had been recruited on the desiccated farm lands of Georgia and Mississippi by war-plant labor scouts. The chance to live in two-or three-story apartment buildings (which became instant slums), and to earn two-and even three-figured weekly checks, was

blinding. For the first time he could think of himself as Boss, a Spender. He was able to pay other people to work for him, i.e. the dry cleaners, taxi drivers, waitresses, etc. The shipyards and ammunition plants brought to booming life by the war let him know that he was needed and even appreciated. A completely alien, yet very Pleasant position for him to experience. Who could expect this man to share his new and dizzying importance with concern for a race that had never known to exist?

Another reason for his indifference to the Japanese removal was more subtle but was more profoundly felt. The Japanese were not white folks. Their eyes, language and customs belied the white skin and proved to their dark successors that since they didn't have to be feared, neither did they have to be considered. All this was decided unconsciously. (178-179)

In *I Know Why the Caged Bird Sings*, young, Maya relates to a number of female characters that are particularly powerful: Momma, Vivian Baxter, or Grandmother Baxter. Yet, in portraying these models of female Black identity, the autobiographer remarks that she knew few expressions of tenderness. Momma was embarrassed to discuss any emotions not associated with her religious faith; the mother imparted power but not tenderness: "To describe my mother would be to write about a hurricane in its perfect power" (49). Critics (Gilbert 1998 : 89) have also noted that absence significant male figures in Angelou's autobiography.

From the conflicts of black and white worlds, Maya finally finds the strengths that lead her beyond them. Her 'story' thus comes to a sense of an ending: the Black American girl, now a sixteen-year old mother, frees herself from the natural and social bars imprisoning her in the cage of her own diminished self-image by assuming control of her life and fully accepting her Black legacy. In addition, *I Know Why the Caged Bird Sings* seems to demonstrate that the very act of writing can hold in place a self (Black) that is otherwise existentially marked by an inner split.

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REFORM OF LAWS IN AUTOMOBILE INDUSTRY 'THE REVOLUTIONARY CHANGE'

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Introduction

These vehicles play integral role in our life which involves various interests. As time passed, technology developed and we enjoyed lot of privileges in this sector, BUT AT THE COST OF OUR ENVIRONMENT. The exponential increase in the use of vehicles running on fossil fuels caused extensive pollution resulting into the improper living condition in our country.

Change in this sector is need of hour due to increasing environmental concerns especially in India due to its huge population. Indian government is trying its best to support this fact of change which is must by introducing new laws and regulations. As automobile industries contribute 7.1% in GDP of India, the effect of these reformed laws should not reflect negatively in this sector as it is harmful for Indian economy.

Here we will discuss how Indian government tried to handle this sensitive issue and how it will affect (positively and negatively) to the Indian market especially the companies and customers, economy and attraction of foreign investments including the case studies of other countries who also faced same challenges and their method to approach these challenges. Also we will end up with the appropriate alternatives to these laws and interpreting why the Indian government stepped towards these changes and the logic behind it.

Law Reform in Indian Automotive Industry

Introduction of revolutionary tax system 'GST' by the Indian government brought drastic change in the future of automotive industry. Also some notable changes like implementing BS-VI norms by skipping BS-V norms which also resulted in some changes. Also they are planning to ban autonomous cars. The future plan of the Indian government is to replace most of the cars with electric cars by 2030.

Could the Indian government achieve this target is secondary point but first let's have a look on what actually these laws regarding are.

1. GST:

Goods and service tax, was introduced to replace all indirect taxes which caused complications in tax system has basically changed the whole picture of the Indian market also by affecting our point of concern, automotive industry. It has made some drastic changes in some categories which gives clear idea about future of the automotive industry in India. Here are the changes in taxation of vehicles regarding to their category.

Then....		...and now	
Segment	VAT+Excise+NCCD+auto cess	Segment	GST+Cess
Small cars (below 1200cc)	Roughly 28%	Small cars (below 1200cc)	29%
Mid-size cars (1200cc-1500cc)	39%	Mid-size cars 1200cc-1500cc	31% *
Luxury cars (over 1500cc)	42%	Luxury cars and SUVs over 1500 cc	43%
SUVs (over 1500cc, over 170mm ground clearance)	45%	Hybrid cars	43%
		*Includes a 3% cess for diesel vehicles	

THE TAKEAWAY: The GST+cess for luxury cars and SUVs may appear high at 42-45% but it is actually lower than the current effective tax of 52-55% (including road tax and other taxes) Source: cleartax.com

Here, there is no notable change in first 3 categories of vehicles due to introduction of GST due to introduction of CESS. CESS is compensation charges paid by central government to overcome the losses due to the change in tax amount. But there is huge difference in tax in case of luxurious cars and SUV's. This change will lead to mass productions of foreign cars in India promoting foreign investment. But this change will be small as Indian customers mostly prefer cars of the first three categories.

But the fact which shows the clear vision of the Indian government lies in last two categories of cars, which are hybrid and electric cars. Tax on hybrid cars is raised from 30.3% to 43% which is a whopping 13% increase and tax on electric cars is lowered from 20.5% to 12% which is actually a major change. This clearly shows that the future plan of the Government of India to achieve the green revolution in cars follows the path of electric cars. The idea of promoting usage of electric cars by civilians within 2030 by the Indian government is a revolutionary step towards green vehicles, but skipping the step of hybrid cars has caused chaos in auto industry. Hyundai was planning to launch its hybrid model 'IONIQ' in 2018 auto expo, but the sudden change in tax system forced them to think that

there is no future for hybrid cars in India due to GST so they changed their plans and are switching to its electric model 'KONA' and other models.

On the other hand, carmakers like BMW are happy that they can work and plan for electric cars especially in India. The only Indian electric car producer Mahindra group which has been working on electric models like e-20 and e-verito has great scope of expanding their business in the future. Also this change will excite more scientists and engineers to work on electric cars and developing its range and efficiency. But this huge goal is to be achieved in short period of time which will require lots of hard work of the government and automakers.

The change is important in each stage of life but every change has its own pros and cons which cannot be neglected. Here the change from cars of IC engines to electric vehicles is must as environment is concern and it will be interesting to observe in coming period that how this revolutionary change will affect the society and the economy.

2) BS-VI

BS norms (Bharat Stage) are actually the norms introduced for controlling emission levels from car engines. It was introduced long back in 2000 starting from BS-I which has contributed a lot to reduce pollution due to cars. Now vehicles in India are running on the basis of BS-IV norms which introduced in April 2010 for 13 major cities and made nationwide in April 2017.

The Indian government initially thought to implement BS-VI norms in April 2024, but they changed plan and decided to launch in April 2020 skipping BS-V norms. This sudden change in decision of the government has disappointed auto manufacturers as they are supposed to develop their engines to meet the emission standards of BS-VI norms. Fiat's 1.3 L multijet diesel engine will no longer work after implementing BS-VI. This revolutionary engine was used by 24 models of 5 carmakers including TATA, Maruti-Suzuki, Chevrolet, etc.

Here are the difference between the emission standards between BS-IV and BS-VI

1) Petrol Emission Norms

Emission norm	CO	HC	NOx	HC+NOx	Particular matter (PM)
BS-IV	1.00	0.10	0.08	---	---
BS-VI	1.00	0.10	0.006	---	0.005

2) Diesel Emission Norms

Emission norm	CO	HC	NOx	HC+NOx	Particular matter (PM)
BS-IV	0.50	---	0.25	0.30	0.025
BS-VI	0.50	---	0.06	0.17	0.005

Source: Indian Emissions Regulations ARAI

3) Self Driving Cars

These cars are the excellence achieved by the mankind promoting safe and secured driving next level in transportation by appropriate use of Artificial Intelligence (AI). But the Indian government is not likely to support the concept of self driving cars in India. The only reason the Indian government provided was that, 'it would affect the driver jobs'. Indian government had goal to provide better car safety, better driver education and proper road facilities in coming 3 years, but the announcement of banning self driving cars in India is ironic statement to the above promises. As self driving cars are considered one of greatest possible way to achieve safe and secured driving due to its extra advantages over human driving. The job security of drivers may not be the appropriate reason for the decision made by the Indian government.

Positive Impacts of the Law Reforms

We have seen a lot of new reforms and tax systems after the introduction of GST. Some of them were useful but it affects some parts of industry. The tax systems before and after GST.

Before GST-

Segment	VAT+Excise+NCCD+autocess
Small cars (below 1200cc)	Roughly 28% 39% 42% 45% 20.5% 30.3%
Mid-size cars (1200cc-1500cc)	
Luxury cars (over 1500cc)	
SUV's (over 1500cc, over 170mm ground clearance)	
Electric cars	
Hybrid cars	

After GST

Segment	GST+Cess
Small cars (below 1200cc)	29%
Mid-size cars (1200cc-1500cc)	31%
Luxury cars and SUV's (over 1500cc)	43%
Hybrid cars	43%
Electric cars	12%

There is a decrease in the tax for the small and mid-sized cars which will be a lot beneficial to the middle classes of the society. Most of the people living in our country don't have a four wheeler. Most of the classes of people don't by a car as there is a lot of tax burden. Not only the consumers but also the producers and manufacturers of these small and mid-sized cars are benefited. Initially there are a lot of indirect taxes imposed on the production as VAT, Excise and many more. Actually this decrease in tax on small and mid-sized cars is to increase the usage of cars by majority of the population.

We see there is a steamy decrease in the tax for the electric cars. This is to make the people use these cars and make environment free from pollution. The usage of electric cars has already been accomplished in some of the countries and many of them are getting prepared to use them. India is a large country with huge population and lots of pollution. Electric cars are eco-friendly and can be afforded at a low cost. Indian government want the people to make use of these electric cars as soon as possible. Even though there are hybrid cars which are used in many countries, India don't want to promote the use of them. We don't know the actual reason for the non-preference of these cars. But it might be to make the country develop in a faster pace. According to the reforms by the government they are willing to achieve the complete usage of electric cars by 2030. This is a difficult task to achieve but there should be lot of effort to make that vision possible. Many countries had already started the 'Green go' project, means the usage of environment friendly cars. It has been late for India to start it by a proper means. So skipping the usage of hybrid cars is a good idea to achieve that 'Green go' project competing with others.

In addition to this the Indian government is planning to purchase 10,000 electric vehicles in National Capital Regions(NCR). Energy Efficiency Service Ltd.(EESL), a joint venture with ministry of power is planning to take this step. These electric vehicles will be used by the government officials. The cars included in this planning are properly specified under some considerations. This step by the Indian government is promoting the decision of promoting electric cars.

The electric car manufactures of India like Mahindra, Tata will also earn huge profits if they start working on the electric cars. There are also many foreign investors who are willing to setup their companies in India. Tesla is one of the interested company. They are interested to setup their Giga factory and start working on future of the electric vehicles with Indian companies. This will provide young

engineers and scientists an opportunity to put forward their ideas on the development of electric vehicles

India did ban the autonomous cars. It can be helpful to decrease the problems and accidents caused by these autonomous cars. According to the Indian government it can be also considered for the decrease in the number of the jobs as driving is also one of the job. We see India is not so developed country but a developing country; there are a lot of risks of joblessness. Also while testing autonomous cars went wrong in a test track in Bangalore due to improper traffic management. As India is densely populated country, its huge traffic will obstruct the proper functioning of autonomous cars and as it is developing country it will not be much productive and beneficial for most of the crowd.

The next drastic change in emission norms i.e. BS-IV to BS-VI was made in order compete with other developing and developed countries. The emission norms which we follow are compared with EURO norms. In European countries EURO-VI was implemented long back in 2015. As the Indian government implemented BS-IV for all vehicles in April 2017, it was progressing very slowly and it was major factor of slow economic development. As there are no great changes in emission standards of BS-IV and EURO-V, as it is compared to euro norms, government decided to skip this part and move to BS-VI. The notable change in emission rates is in BS -VI is that it is as minimum as possible. Therefore, this fact indirectly supports the decision of the Indian government that after implementing BS-VI in 2020, the only further development in emission rates we can achieve is through "ELECTRIC CARS" This would be the game changing decision by the Indian government for the development of country.

Also car companies like TATA and Maruti- Suzuki is ready with their Revotorq and 1.5L engines respectively to satisfy the upcoming norms.

Negative Impacts of the Law Reforms

Though the law reforms have so many positive aspects which promote the notion of implementing these reforms, we need to understand the fact that all the laws have their own positive and negative aspects. While we could see the fact that from the bar graph () that the reduction of the taxation of the electric cars is a motion of the Indian Government towards greener India. But we could also see the fact that the taxation on hybrid cars has increased by almost 13 percent. Though this may be seen in a way that the Indian Government wants to reduce the toxic pollutants due to the conventional vehicles as much

as possible, we should understand the fact that hybrid cars too will help in the reduction of pollution in the environment. According to a case study which was done in Delhi, it was seen that the pollution would reduce by 20% within one year. It could be seen that the proportion of reduced pollution is still significant.

Now we should see the drawbacks in the basis of economy. Mahindra and Mahindra group is the only Indian company which builds electric cars. Will one company be able to meet the needs of the whole nation? If at all, any other car company wants to build its base in India for producing and supplying electric cars, will it be able to establish itself within 2030? Or if any other major foreign car company such as Tesla try to provide the cars to the Indian people, will Indian people be able to afford it as its price is higher than the conventional cars?

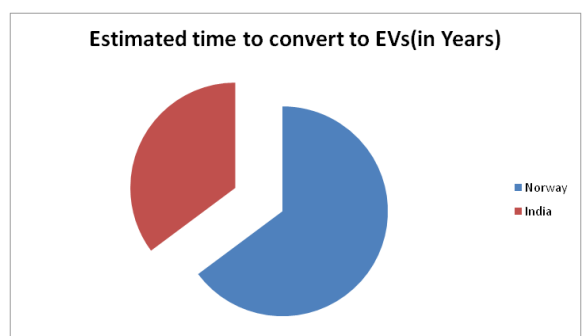
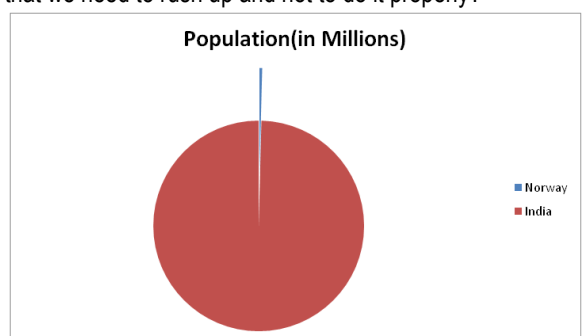
Now let us see an example of how these reforms are affecting the industries. Initially, Hyundai car company was planning to release hybrids cars such as Hyundai Ioniq and many hybrid varieties of Creta by 2016. But due to the increase in tax imposition of hybrid cars, Hyundai had cancelled the launch of those cars and their further plans to sell hybrid cars in India and move towards bringing electric cars into the Indian market. Now changing from hybrid to electric cars is not an easy change for companies as well as they have to change their method of building the cars which is not an easy task. Moreover Hyundai would have to face the loss because of the dip in the sales of hybrid cars. Now Hyundai is planning to bring Hyundai Kona, an electric car which is under development.

Another notable fact is that in 2017, Honda was able to sell only one unit of the Accord in April, and none in May. Toyota sold just 113 units of the Camry in April and in May just 119. So it is easily understood that the hybrid variants of this car would have sold only in single digits. So, with increase in taxes it is obvious that the sales will go even lower. The consequence of this could be notably seen in the price hike of BMW i8 and Volvo XC 90. While the price of Volvo XC 90 increased by 17 lakhs, the price of BMW i8 has increased by a whopping 43 lakhs. Will people be able to afford such drastic increase in prices?

While electric cars can be used as an alternative for cars with IC engines which pollute, we must understand the fact that the means of using an electric car is not similar to that of conventional cars. Though people will say that the major difference coming out of this change would be the transformation in the usage of different means of energy source for the car, we feel that the major change is educating the people of this change and making them

aware of this. While the way of driving a car might be pretty much the same, the way of handling the car and maintaining it is entirely different. People have got used to putting gas nozzle in gasoline-fueled cars so they know how to do it and know the problems related to it and will be able to manage it. Though the concept of electric cars has been for a long time, it has been decided to be brought into commercial market only recently. So, asking people to get used to recharging battery fueled cells immediately is not possible. All people are asking is a slow and steady transition from conventional cars to electric cars.

Now to understand the pace at which the Indian Government's transition to electric cars, let us compare our transition to that of Norway, a country which is also aiming to become all electric by 2025. But Norway has been concentrating on zero emissions and the use of electric cars since the 1990s and already 40 percent of its vehicles are electric, while India is planning to do it by 2030 by starting in 2016. We can clearly see that Norway has taken almost 35 years to become fully electric while India is planning to do it in just 14 years. Another notable fact about this is that Norway has only a population of approximately 5.3 million people while India has a population of about 1.3 billion people. This clearly shows that the Indian Government is hasty about this. While we might say that the Indian Government is trying to catch up with the development of other countries, is it necessary that we need to rush up and not to do it properly?



(The above pie charts clearly summarize the major challenge the Indian Government will face in these following years while trying to establish EVs.)

In 1990s, Norway already had two of their local companies Think and Buddy to produce electric cars and when these companies became bankrupt, cars such as Nissan Leaf and Tesla Model S were launched to meet the growing needs of the electric car users. Moreover, Norwegian Government had subsidized the taxes, provided free parking, built more charging stations for electric cars while they were introduced. If so much was needed to promote and make the citizens use electric vehicles in a small country like Norway, how is it possible for Indian Government to impose a law to force Indians to use electric cars?. Now let us talk about autonomous cars which are still a dream come true for Indian citizens. Cars without drivers are a good idea to decrease the workload of driving cars for many people. But this August, the Indian transport and highways minister NitinGadkari announced that autonomous cars are banned in India as their establishment would take away the jobs of drivers across the country. Additionally, Uber CEO Travis Kalanick and Google CEO SundarPichai stated that even if the autonomous cars are not banned in India, establishing autonomous cars in India is a distant dream because of haphazard roads and chaotic traffic. We feel that autonomous cars should be brought into India as they follow all the traffic rules like being under the speed limit, following the traffic signals, etc which a lot of Indians don't follow. Though the Indian transport and highways minister NitinGadkari stated that the employment is the major problem behind this, we feel that it is mainly because of the chaotic traffic and poor condition of the roads. If this is the main reason behind the ban of autonomous cars, then it is not good as it is an indication that the Indian Government is not willing to take no measures to improve the road conditions nor is it going to impose stricter laws to control the traffic in India. When we think if the conditions of road and traffic are improved, and if autonomous cars are used, then it will help in the control of road accidents and the traffic will move in a more systematic manner.

Conclusion

Every law reforms which are being made by the Indian Government are a direct indicator of the fact that the

Indian Government is not going to stay stagnant in the matter of development and the care for our environment. While at certain points it seems as if the Indian Government is trying too much in a drastic rate, but all that Indian Government is doing is trying to keep up with the pace of other major countries in terms of development. We feel that the Indian Government is keeping its faith in its fellow citizens. The pricing of the Hybrid cars is one of the concerns for us as it is unfair to hike the prices by such a huge margin while they are useful for us in steady transition from conventional cars to electric cars. Additionally the prices of the electric cars should also receive more subsidies like Norwegian Government gave many subsidies like no tax on EVs, no parking fee and many more benefits. If these kind of subsidies are not provided to the Indian citizens, we see only slim chances of Indian citizens accepting these changes. During these transition, many people will not be able to afford these cars at these prices, so people will become more reliant on the public services. So mass production of EVs at a rapid rate is necessary to meet the growing needs of the citizens to support them. Another idea might be that these changes must be first implemented in smaller cities and towns where the population is lesser to experiment these changes and then if these changes seem feasible, then it should be implemented for major metropolitan cities. During the production of these EVs, major foreign electric car companies like TESLA would be establishing their EVs with the help of Indian car companies so this will open many job opportunities for people working in these fields. We hope that these changes which the Indian Government is trying to implement brings development and prosperity to our nation.

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BLUE JAY AND BODY ARTIST: UNIFICATION OF ART AND LIFE IN DELILLO'S THE BODY ARTIST

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Abstract

This paper analyses the process of attaining ideal self of a woman in her life. A woman undergoes multifaceted attitudinal changes within her to reach her desired satisfaction and identity. The need for the change must be felt intensively. Here, this paper aims at bringing such immediate change within a highly suffocated woman to transpire as a powerful artist with her observation in the forms of nature surrounding her environment. Such a transition to a body artist relieves her from the societal clutches of an ordinary woman. Woman understands her own values at times of emergency and in a helpless condition. The empowerment of the protagonist as a successful Body Artist and the identification of her strength and reality by the process of imitations are analyzed with the ideal self-theory of Roger.

Keywords: *Body Artist, ideal-self, empowerment, self-exploration, self-learning, self-analysis, Blue Jays, emergence, Roger's theory.*

"The good life is a process, not a state of being. It is a direction not a destination"

(Rogers, 1967, p. 187).

The aim of this paper is to analyze the protagonist of the novella *The Body Artist*, Lauren Hartke. Her venture of discovering her strength and stamina through self-examination and self-learning is analyzed through Roger's theory of self. Carl Rogers (1902-1987) was a humanistic psychologist who strongly believes that for a person to "grow", they need an environment that provides them with genuineness (openness and self-disclosure), acceptance (being seen with unconditional positive regard), and empathy (being listened to and understood). Healthy relationships and good personality will not develop without an environment, much like a tree will not grow without sunlight and water.

There have been many stories and histories behind every success. All success is countable. At the same time, the success of a woman is recognized and credited throughout all nations. Woman as a single person accomplishes the entire community. All nations tried to empower women. Women Empowerment has been highly discussed at international forums. Many factors determine the strategy of empowerment. The most familiar, realistic strategy that empowers woman to greater heights is self-learning. Such realistic self-exploration is possible only with the learning by imitation of nature and the surroundings. Human is fond of imitation. Learning from nature has been a continuous process since the evolution

of man. Here also Lauren learns and relearns her life from its breath and soul through Blue Jay and the Sea.

Numerous traditions and customs suppress women. It has become customary for women to think inferior and unprotected. Many women consider 'Family' as a highly protected place to live happily. Lauren is one such character who believes that her world is her husband. She begins her married life with all hopes. Unexpectedly, the sudden demise of her husband deserted her life. The rebirth and the renewal of Lauren as a Body Artist undergo much suffering. The story begins at the trauma of a wife over her lost husband who commits suicide. The isolated wife Lauren experiences a height of mental disorder. At the same time, she tries to overcome it through physical and mental exercises. This article analyses the process of restoring Lauren's Self. It is a story of personal apocalypse. Lauren is completely shattered on hearing the news of her husband's death. The obituary states that the decline of Rey's career as a filmmaker makes him to end his life.

The Body Artist is a hallucinatory story of a performance artist Lauren Hartke after the death of her husband. It is about marriage, bereavement and absence, and of a set of odd coincidences. The story begins as Lauren prepares breakfast for her husband, Rey Robles. They are enjoying their toast, coffee and figs, but seemed to have a strange conversation. The couple rented an old house, near the coast for six months. They felt everything as fresh and new. Though he is an aged person, Lauren loves him a lot. She has just started to experience his

relationship. She even could not get her space to express all her feelings and emotions with Rey. After breakfast, he drives to his ex-wife's apartment in Manhattan and shoots himself in the head. The remaining part of the story deals with Lauren's attempts to understand the reality of her destiny that she has been left alone by her husband. His sudden death exploits her emotional stability. A bereaved Lauren remains alone in the house against the advice of her friends and relatives. She becomes disconnected from the temporal world and from her own body, experiencing frequent and inexplicable psychological changes. Lauren could not rebuild herself after the loss of Rey. It is indeed a troubling task to get her self back accepting the realities of Rey's death and live forward. After her husband's death, Lauren needs to reconstruct her life, and is supposed to lead her life by herself. Lauren has been psychologically not yet ready to understand and accept it. The novel clearly expresses her state of loneliness after the death of Rey. The following lines explain her feelings thus:

It was best in the dead times. It emptied her mind and made her feel the deep silence of other places, the mystery of seeing over the world to a place stripped of everything but a road that approaches and recedes, both realities occurring at once, and the numbers changed in the dig display with an odd and hollow urgency, the seconds, advancing toward the minute, the minutes climbing hour ward, and she sat and watched, waiting for a car to take fleeting shape on the roadway.(38)

She finds comfort of the internet, watches the fixed camera at the Finnish street in the middle of the night concentrating the cars entering and leaving Kotka, or the empty road in the dead times. In this delusional state, she is unaware of the boundaries of herself. The novel details several traits of the woman. First, she tends to forget things. She prepares a bowl of cereal and carries it to the table, forgetting to bring the spoon; she turns on the radio to hear the weather report, but then forgets to listen to it; she walks across the kitchen and is forgotten by the time she reaches the other side, what prompted the trip. She intends to read a newspaper, but after reading some paragraphs, creates new stories and situation for the people and the events.

The Body Artist encounters a different aspect of humanity, the very brutal truth of experiencing death, not the fear of it. The blurb says a quote of the Evening Standard, which matches Lauren's state of living, A masterly portrait of the impact of death on those who live. Rey Roble's self-inflicted gunshot followed by an obituary

detailing his life history disconnected Lauren from this world. She could never digest the truth that her husband is no more. She tries to associate his presence with the things around her and the collected memories of their conversations. Her isolation and longing over the loss of Rey gets figuration in the form of Mr. Tuttle, almost an imaginary person. Over a period, Lauren explores the physical and the mental frame of Tuttle, and especially the voice suitable to Rey. She identifies him to be her late husband and so associates whatever he mutters to be the fragments of conversation between Rey and herself. Lauren discovers this strange man in an unused room on the empty third floor of her house. This anonymous man is named as Mr. Tuttle after her high school science teacher. Tuttle has always been mysterious in his age, his language and his appearance. He muddles past and future tense as, "Coming and going I am leaving. I will go and come. Leaving has come to me. We all, shall all, will all be left. Because I am here and where. And I will go or not or never." (78-79). This ageless man is unclear about his origins, he articulates in fragments the past conversations between Lauren and Rey before his death.

When Lauren is alone in the rented apartment, she assumes herself to be engaged with a feeble voice. Gradually she developed that voice and figured it associating her lost memories about Rey. She started believing that Rey is living with her in the form of her creation named by her as Mr. Tuttle. She amused herself by thinking he'd come from cyberspace, a man who'd emerged from her computer screen in the dead of night (45). It became a strange feel and a mysterious task for Lauren to relieve herself from the falsely created bonds with Tuttle.

Lauren used to spend her leisure with other forms of nature include sea sight, chopping woods in the forest and feeding Blue Jays and sparrows. She even wondered at the transparency of water and its turning to opaqueness in seconds. The novel also describes her affection to the natural world and in specific to the Blue Jay's world. It has become her customary habit to feed the Blue Jays. The **Blue Jay** (*Cyanocitta cristata*) is a passerine bird in the family Corvidae, native to North America. It is resident through most of eastern and central United States. It is predominantly blue with a white chest and underparts, and a blue crest. It has a black, U-shaped collar around its neck and a black border behind the crest. She has been deeply absorbed with the mutterings of Blue Jays. Tuttle's mutterings the invented character of Lauren is a replica of Blue Jays. Just as the birds, how they discover their own

world, Lauren discovers her strength as a performance artist. This habit unconsciously tunes her mind towards continuing her performance as a Body Artist. Her aspiration towards birds and her admiration towards the sea build her confidence.

The Body Artist registers Lauren's world of Blue Jays and sparrows. She keenly observes each single move of the Blue Jays. Lauren starts the process of realization unintentionally. The realization of one's true intellectual and emotional potential is the ideal self. Rogers' new personality development centers on one's self-concept, or one's opinion of oneself. By self he means the perceptions individuals have of themselves and of their relationships to other people and to various aspects of life. Roger's theory assumes that individuals are engaged in the process of fulfilling their potential or the actualization of their true self. He argued that people have a need for positive regard or approval, warmth, love, respect and affection from others. People will reach their potential only when their environment is conducive to their growth. She develops her swiftness and fastness of action and mind through the rapidity of birds. She also notices their plight for survival. She is mesmerized at the scene of sparrows at the feeder, "The sparrows were at the feeder, wing-beating, fighting for space on the curved perches" (5). Her admiration towards Blue Jay is described in the text as follows, "She saw a blue jay perched atop the feeder. She stopped dead and held her breath. It stood large and polished and looked royally remote from the other birds busy feeding and she could nearly believe she'd never seen a Jay before. It stood enormous, looking in at her, seeing whatever it saw" (19). Her observation continues,

She watched it, black-barred across the wings and tail, and she thought she'd somehow only now learned how to look. She'd never seen a thing so clearly and it was not simply because the jay was posted where it was, close enough for her to note the details of cresting and color. There was also a clean shock of its appearance among those eyes, a kind of smaller brownish birds, its mineral blue and muted blue and broad dark neckband. She tried to work past the details of the bird itself, nest thief and skilled mimic, to the fixed interest in those eyes, a kind of inquisitive chill that felt a little like a challenge. (20)

Blue Jay has changed her attitude to a great level of understanding reality. Her alacrity is improvised, she felt the swiftness too. She confesses that it made her day, her week and everything. The following quote explains it clearly,

When birds look into houses, what impossible worlds they see. Think. What a shedding of every knowable surface and process. She wanted to believe the bird was seeing her, a woman to believe the bird was seeing her, a woman with a teacup in her hand, and never mind the folding back of day and night, the apparition of a space set off from time. She looked and took a careful breath. She was alert to the clarity of the moment but knew it was ending already. She felt it in the blue jay. (20)

However, the confused state of Lauren gives no space to think of nature in her usual way. She was afraid sometimes as follows: "the world was lost inside her. At night, the sky was very near, sprawled in star smoke and gamma cataclysms, but she didn't see it the way she used to, as soul extension, a dumb guttural wonder, a thing that lived outside language in the oldest part of her" (36). But she could not see the bird less mornings. She feels as, "Stillness hung about the feeders, such emptiness, arresting in its depth" (85). Blue Jay has become part of her life.

After having deeper analysis, Lauren understands the concept Tuttle as a passing time and the text reads it as, "It was just a passing thing, a story she told herself, or screened, forgetably (83). She is able to confirm that it isn't true because it can't be true. Rey is not alive in this man's consciousness or in his palpable verb tense, his walking talking continuum. (97). When at last Tuttle too leaves from her consciousness, she understands clearly that she is alone in the home. Lauren started concentrating on the crucial body shapes and movements. She commits herself literally towards performing the art of a body artist. She cuts her hair and sheds her skin, obsessively exfoliating and scraping and pumicing, making herself raw to the world relearning everything. She takes much effort to do the snake shapes and flower bends of yoga. Her artistry consists in the assumption of poses. Lauren wishes to fashion a performance piece. Lauren is seen rehearsing, doing her bodywork, aerobic and stretching techniques and shifting her shapes. She is part actress, part mime, part flesh-and-bone artwork. With her body, Lauren channels other people, real or invented, young or old, male or female. Lauren is of the stand, "I sense, therefore I am." Her performances mesmerized everyone and are highly applauded. Still, even after accepting the real facts about Rey's death and her applauded performances, she feels some emptiness. And this time it is nature's turn to soothe her permanently as the last lines of the novel reads, "she

wanted to feel the sea tang on her face and the flow of time in her body, to tell her who she was." (132)

Roger believed that every person can achieve their goals, wishes and desires in life after the process of self actualization. This was one of Carl Rogers most important contributions to psychology and for a person to reach their potential a number of factors must be satisfied. When Lauren performs Rey through her art, the exact moment of her performance restored Rey and explained her love and longing for Rey, which is best explained in the following lines;

This is how she feels them, in the silvered heart of the half second it takes to edge around the door-post, with hands that touch and rub and mouths that open slowly. His cock is rising in her slack pink fist. Their mouths ajar of flesh, and for whispers of was and is, and their eyes come open into the soul of each other. (123)

Lauren is highly confident now to undergo any sufferings in this world. Her identity as a body artist empowers her from her longings and loneliness. It is the power of art which transformed an emotional and sentimental Lauren to a performance artist. Not only Lauren renews herself and her determination in life, but also she is economically and socially independent to march forward. The whole novel centers on the mediated and enlightened art performance of Lauren. It is a performance with no words but communicated successfully the intention of Lauren as Body Artist.

Roger's humanistic approach states that the self is composed of concepts unique to one's self. The self-concept includes three components: Self worth, Self image and Ideal self. Here in this novel, Lauren was able to identify and recognize the three components. She possessed her esteem "self worth" as what she had learnt in her early childhood related to Yoga. Self-image includes the influence of one's body image on inner personality. At a simple level, we might perceive ourselves as a good or bad person, beautiful or ugly. Self-image has an effect on how a person thinks, feels and behaves in the world. Lauren was able to visualize her self image as an artist. Ideal self is referred to a person's determined ambition in

life. Performing the art is to show not only how talented Lauren is, but also to show her love for her husband. She tried many poses and the culminating pose is her husband.

Unconditional positive regard is an element acted as a therapy what the humanist accept to the binding force behind a person to achieve ideal self or self actualization. Such a positive regard accepts the person as how that person is. In this book Lauren is exposed to the world of Blue Jay and Sea. The two forms of nature teach her the nuances of life and not find fault with her. Without the Blue Jay and the Sea, Lauren could never have thought of either her self image or her self esteem. As long as nature is her resort, she discovers more powers within her. The word sea, reinforced the idea of solitude, but suggested a vigorous release as well, a means of escape from the book-walled limits of the self (49). Lauren accesses new realities in the wild and the wide world via her body transformations. Lauren's body is both the medium and the subject of her art. It symbolizes the insistent inseparability of art and life at the moment of her performance. Blue Jay and the Sea indirectly teach Lauren by accepting and understanding her feeling to conjoin her art and life as a successful Body Artist.

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“ஆரம்பப்பிரிவு மாணவர்களின் மொழித்திறன் விருத்தியில் ஆசிரியரின் வகிபாகம்”

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அறிமுகம்

இன்றைய காலகட்டத்தில் கல்வித் துறையிலுள்ளோர் அனைவருக்கும் ஆய்வானது கல்விச் செயற்பாட்டை வினைத்திறனாக்குவதற்கு இன்றியமையாததாக உள்ளது. இதற்கமைய மண்முனை வடக்குப்பிரதேச செயலகப்பிரிவிற்குட்பட்ட தெரிவு செய்யப்பட்ட பாடசாலையில் ஆரம்பப்பிரிவு மாணவர்களது மொழித்திறனானது பூரண விருத்தி பெறாமல் உள்ளமை பாரிய பிரச்சினையாக உள்ளது. இப்பிரச்சினைக்கான தீர்வுகளைப் பெறும் வகையில் ஆசிரியரின் பங்களிப்புகள் அமைந்துள்ளன. எனவே இத்தகைய பிரச்சினையை மையமாகக் கொண்டு மண்முனை வடக்கு பிரதேசப்பிரிவில் 05 பாடசாலைகள் தெரிவு செய்யப்பட்டு ஆய்விற்கு உட்படுத்தப்பட்டுள்ளன.

ஆய்வுத் தலைப்பின்படி இவ்வாய்வானது கல்வி தொடர்பான பிரச்சினைகளை ஆய்வு செய்கின்றது. ஒரு பிள்ளை தனது பாடசாலைக் கல்வியில் சிறந்த கற்றலை மேற்கொள்வதற்கும் கல்வியினை சிறப்பாக முன்னெடுத்துச் செல்வதற்கும் மொழித்திறன் என்பது அவசியமான ஒன்றாகும். அந்த வகையில் மொழித்திறன் என்கின்ற போது வாசிப்புத்திறன், எழுத்தத்திறன், பேச்சுத்திறன், கிரகித்தல் திறன், என்பவற்றை ஒன்றிணைத்து அதனை மொழித்திறன் என்று கூறப்படுகின்றது. இந்த மொழித்திறனை ஆரம்பக்கல்வியிலே பிள்ளையானது சிறந்த முறையில் வளர்த்துக் கொள்ளும் போதே பிள்ளையின் தொடர்கல்விக்கான கற்றல் செயற்பாடுகளை திறம்பட முன்னெடுத்துச் செல்ல முடியும். மொழித்திறனை விருத்தி செய்வதற்கு ஆசிரியர்களின் பங்கானது மிக முக்கியமானதாகும். ஆசிரியர்களின் கற்பித்தல் செயற்பாடுகள் மாணவர்களின் மொழித்திறனை விருத்தி செய்து கொள்வதற்கு மிகவும் முக்கியமுடையதாக விளங்குகின்றது. எனவே இவ்வாய்வானது “ஆரம்பப்பிரிவு மாணவர்களின் மொழித்திறன் விருத்தியில் ஆசிரியரின் வகிபாகம்” என்கின்ற தலைப்பைக் கொண்டு அமையப்பெற்றுள்ளது.

ஆய்வுப்பின்னணி

இப்பாடசாலைகள் தெரிவு செய்யப்பட்ட இப்பிரதேச மக்களிடையே காணப்படும் வறுமையான குடும்ப குழல், போதிய வளப்பற்றாக்குறை,

வருமானமின்மை, போதிய கல்வியறிவின்மை, வேலைப்பளு போன்றவற்றைப் பிரதிபலிக்கின்றன. இத்தகைய பின்னணி ஆரம்பப்பிரிவு மாணவர்களிடையே மொழித்திறன் விருத்திக்கு தடையாக அமைந்துள்ளது என்பது இனங்காணப்பட்டுள்ளது. மேலும் இப்பிரதேச மக்களது குடும்ப குழ்நிலையை நோக்குகின்றபோது பெரும்பாலான பெற்றோர்கள் கல்வியறிவு குறைந்தவர்களாகவும் காணப்படுவதோடும் பின்னடைந்த பொருளாதார நிலை கொண்டவர்களாகவும் காணப்படுகின்றமை பிள்ளையின் கற்றல் நடவடிக்கைகளைப் பாதிப்பதாக அமைவதை அவதானிக்கக்கூடியதாக இருந்தது. மகிழ்ச்சிகரமான குடும்பச் சூழல் பிள்ளையின் கல்விக்கு அடித்தளமாகின்றது.

குடும்பத்தில் காணப்படும் பல்வேறுபட்ட பிரச்சினைகள் பிள்ளைகளின் கற்றல் செயற்பாடுகளில் பெரிதும் தாக்கத்தை ஏற்படுத்துகின்றது எனலாம். மேலும் இப்பாடசாலைகளை அவதானித்த போது பௌதீக உட்கட்டமைப்பு வசதி குறைவு, வளப்பற்றாக்குறை, தனியார் வேறுபாடுகளைக் கண்டறிந்து கொள்ளாத ஆசிரியர்கள் பாடசாலைக்கும் சமூகத்துக்கும் இடையிலான தொடர்பின்மை, ஆசிரியர்களுக்கும் பிள்ளைகளின் பெற்றோர்களுக்குமான தொடர்பு குறைவு, மாணவர்களின் இடைவிலகல், மாணவர் வரவுக் குறைவு, கற்றலில் ஆர்வமில்லாத மாணவர்கள் போன்ற காரணங்கள் குறிப்பாக ஆரம்பப்பிரிவு மாணவர்களின் கற்றலில் பின்னடைவை ஏற்படுத்துகின்றது. குறிப்பாக அவர்களின் மொழித்திறனில் தாக்கத்தினை ஏற்படுத்துகின்றது என்பது தெரிய வந்துள்ளது. எனவே தெரிவு செய்யப்பட்ட பிரதேசத்தில் காணப்படும் இவ்வாறான பின்னணிகள்காணப்படுவதால் அதற்கான தீர்வுகளைப் பெற்றுக் கொள்ளும் முகமாகவும் இப்பிரதேசத்திலுள்ள ஆரம்ப பிரிவு மாணவர்களின் மொழித்திறனை விருத்தி செய்யும் முகமாகவும், தேசிய மற்றும் பாடசாலையின் இலக்குகளை அடையும் முகமாகவும் இத்தலைப்பு தெரிவு செய்யப்பட்டு ஆய்வு மேற்கொள்ளப்பட்டுள்ளது.

ஆய்வுப்பிரச்சினை

ஆய்வுக்காக தெரிவு செய்யப்பட்ட பாடசாலைகளில் இனங்கண்டு கொண்ட

பிரச்சினையாக ஆரம்பப்பிரிவு மாணவர்களின் மொழித்திறன் விருத்தியானது குறைந்த மட்டத்தில் காணப்படுகின்றது. என்பதனை மையமாக வைத்து இவ்வாய்வு ஆராய்கின்றது. அந்த வகையில் ஆரம்பப்பிரிவு மாணவர்களின் மொழித்திறன் குறைபாட்டினால் கற்றலில் பல்வேறு பிரச்சினைகளை எதிர் கொள்கின்றனர். அதனால் அவர்களின் கற்றலில் பின்னடைவையே ஏற்படுத்துகின்றது. இந்த மொழித்திறன் குறைபாட்டினால் எழுத்துக்களை சரியாக இனங்கண்டு கொள்ளாமை, வாசிப்பு குறைபாடு, கிரகித்தல் இன்மை, சரியான முறையில் பேசக்கற்றுக் கொள்ளாத நிலை போன்ற பிரச்சினைகள் மொழித்திறன் குறைபாட்டினால் மாணவர்களிடத்தில் ஏற்படுகின்றது. ஆசிரியரின் கற்பித்தல் செயற்பாடுகள், நுட்பங்கள் போன்றவை மாணவர்களின் மொழித்திறன் விருத்திக்குப் போதுமானதாக அமையவில்லை. ஆசிரியர்கள் தனியாள் வேறுபாடுகளை கண்டறிந்து கற்பித்தலை மேற்கொள்வதில் சிரமங்களை எதிர்கொள்கின்றனர். அதுமட்டுமன்றி பாடசாலையில் காணப்படும் வளங்களின் பற்றாக்குறை என்பனவும் ஆய்வுப் பிரச்சினையாகக் காணப்படுகின்றது.

பிள்ளைகளின் கற்றலில் பெற்றோரின் பங்களிப்பானது குறைவானதாகக் காணப்படுகின்றது. அதனூடு பிள்ளையின் கல்வியை உயர்த்துதல் பெற்றோரின் அக்கறையின்மை, அடுத்து பெற்றோர்களின் வேலைப்பழு என்பன பிள்ளையின் கற்றலில் தாக்கத்தை ஏற்படுத்தும் பிரச்சினையாக காணப்படுகின்றது. பெற்றோர்களுக்கும் ஆசிரியர்களுக்கும் இடையேயான தொடர்பு குறைவானதாகவே காணப்படுகின்றது. இவ்வாறாக பல்வேறு காரணிகளை ஆய்விலே காணப்படும் பிரச்சினைகளாக இனங்காணலாம். இவ்வாறான பிரச்சினைக்குத் தீர்வு காண்பதை அடிப்படையாக இவ்வாய்வு கொண்டுள்ளது.

ஆய்வின் நோக்கம்

பொது நோக்கம்

மண்முனை வடக்குப்பிரதேச செயலகப்பிரிவிருட்பட்ட தெரிவு செய்யப்பட்ட பாடசாலைகளில் ஆரம்பப்பிரிவு மாணவர்களின் மொழித்திறன் விருத்திக்கு ஆசிரியரின் பங்களிப்பு எவ்வாறானது என்பதனை அறிதல்.

சிறப்பு நோக்கங்கள்

1. ஆரம்பப்பிரிவு மாணவர்களின் மொழித்திறன் ஆற்றல்களின் நிலையினை இனங்காணல்.
2. மொழித்திறன் ஆற்றல்களில் ஏற்படும் இடர்பாடுகளையும் அவற்றுக்கான காரணங்களையும் கண்டறிதல்.
3. ஆரம்பப்பிரிவு மாணவர்களின் மொழித்திறன் விருத்தியில் ஆசிரியரின் கற்பித்தல் செயற்பாட்டின் பங்களிப்பினை கண்டறிதல்.
4. மொழித்திறன் விருத்தியில் பெற்றோரின் பங்களிப்பினை கண்டறிதல்.

ஆய்விற்கான நியாயம்

மனித வாழ்வுக்கு கல்வி என்பது இன்றியமையாத ஒன்று. இக்கல்வியை வளர்ப்பதற்கு மொழித்திறன் அவசியமானதும், முக்கியத்துவம் வாய்ந்த ஒன்றாகவும் காணப்படுகின்றது. அதாவது மொழித்திறன் வளர்ச்சியடைந்து செல்லும் போதே கல்வியும் வளர்ச்சியடைந்து செல்கின்றது. மண்முனை வடக்குப்பிரதேசத்தின் எதிர்காலத்தில் ஆரம்பப்பிரிவு மாணவர்களின் கல்வியை மேம்படுத்துவதுடன் அங்குள்ள மக்களைக் கல்வியில் உயர்ந்தவர்களாக்கவும் ஆய்வாளனால் முடிந்த உதவியை குறிப்பிட்ட அதிகாரிகளிடமிருந்து பெற்றுக் கொடுப்பதற்காகவும் இவ்வாய்வு முன்னெடுக்கப்பட்டுள்ளது. மேலும் இப்பிரதேச பாடசாலைகளில் மாணவர் சார்பாக எழுத்தறிவின்மை, வாசிப்புத்திறன் குறைவாகக் காணப்படல் பாடங்களை செவிசாய்க்கும் திறன் குறைவு, பேச்சுத் திறனில் சிக்கல்கள் போன்ற மொழித்திறன் சார்பான பிரச்சினைகள் பல்வேறு காரணங்களின் நிமிர்த்தம் ஏற்படுகின்றன. அதாவது கற்றலில் இடர்பாடு, கற்றலில் ஆர்வமின்மை, மாணவர் வரவுக் குறைவு, நுண்மதி குறைவாகக் காணப்படல், கற்றல் பின்னடைவு போன்ற காரணங்களைக் கூறக் கூடியதாக உள்ளது.

இவ்வாறான கல்விப் பிரச்சினைகளைத் தீர்த்து நவீன காலத்துக்கு பொருத்தமான கல்வி கற்ற நற்பிரஜைகளை உருவாக்கவும் ஏனைய பாடசாலை மாணவர்களைப் போல் இக்குறிப்பிட்ட பாடசாலைகளில் கல்வி பயிலும் மாணவர்கள் எழுத்தத்திறன், வாசிப்புத்திறன், பேச்சுத்திறன், கேட்டல்திறன் போன்ற மொழித்திறன் விருத்தியை அதிகரிக்கும் நோக்கிலும் ஆசிரியரின் பங்களிப்பினை உறுதிப்படுத்தி மாணவர்களின் இணைபாடவிதானச் செயற்பாட்டை ஊக்குவித்து குறிப்பிட்ட அதிகாரிகளின் உதவியுடன் மாணவர்களின் கல்வித் தரத்தை உயர்த்தி இப்பிரதேசத்தில் கல்வி கற்ற நற் சமூகத்தை உருவாக்குவதே இவ்வாய்வின் பிரதான செயற்பாடாகும். அதுமட்டுமன்றி இப்பிரதேச பாடசாலையில் கல்வி கற்கும் ஆரம்பப்பிரிவு மாணவர்கள் தரம் 05 புலமைப்பரிசில் பரிட்சையில் சித்தியடையும் வீதமானது ஏனைய பாடசாலைகளுடன் ஒப்பிடும் போது குறைவானதாகவே காணப்படுகின்றது. இதற்குக் காரணம் மாணவர்களிடத்தில் மொழித்திறன் விருத்தி செய்யப்படாத நிலைமையே என்று கூறமுடியும். அதாவது ஒரு மாணவன் பரிட்சை ஒன்றினை எழுதுவதற்கு அவசியமான ஒன்றாக மொழித்திறன் காணப்படுகின்றது.

அந்த வகையில் அவர்கள் வினாவிற்கு விடையளிப்பதற்கு வாசிப்புத்திறன் அவசியம். அதனூடன் எழுத்துத் திறன் காணப்படும் போதுதான் வினாவிற்கான விடையினை சரியான முறையில் எழுதுவான். இவை அனைத்துத்திறனும் மாணவரிடத்தில் இல்லையானால் அவன் பரிட்சையில் சித்தியடையும் வீதமானது குறைவாகவே இருக்கும். இதுவே இப்பாடசாலை மாணவர்களின் புலமைப்

பரிசில் பரிட்சை சித்தியடையும் வீதம் குறைவிற்குக் காரணமாகும். இவ்வாறான பிரச்சினையைத் தீர்த்து மாணவனை பரிட்சைக்கு தயார்படுத்துவதற்கு அவனுக்கு சிறந்த வகையில் கல்வியினைப் புகட்டுவதில் ஆசிரியரின் கற்பித்தல் செயற்பாடானது மிகவும் முக்கியமானதொன்றாகும். அந்த வகையில் ஆரம்பப்பிரிவு மாணவர்களின் மொழித்திறனை விருத்தி செய்யும் செயற்பாடுகளை மாணவனின் தனியாளவேறுபாடுகளுக்கு அமைய முன்னெடுக்க வேண்டும்.

தெரிவு செய்யப்பட்ட பாடசாலைகளின் கல்வித் தரத்தை உயர்த்துவதற்கும், ஆரம்பப்பிரிவு மாணவர்களின் கற்றல் ஆர்வத்தை மென்மேலும் உயர்த்தவும், அவர்களை கல்வி கற்ற சமூகத்தில் உள்ளெடுத்துச் செல்வதற்கும் இவ்வாய்வின் பிரதான செயற்பாடாகின்றது. எனவே மேலே குறிப்பிட்ட நியாயங்களை அடிப்படையாகக் கொண்டு இவ்வாய்வானது ஆய்வாளனால் முன்னெடுக்கப்பட்டுள்ளது.

அருஞ்சொற்கள்

ஆரம்பப்பிரிவு மாணவர்கள், மொழித்திறன் விருத்தி, ஆசிரியரின் பங்களிப்பு

இலக்கிய மீளாய்வு

விடு கட்டுவதற்கு அத்திவாரம் சரியான முறையில் பலமாக அமையவேண்டும். அதுபோலவே ஆரம்பப்பாடசாலை மாணவர்களின் வளர்ச்சியும் விருத்தியும் சரியான முறையில் அமைய வேண்டியது மிக முக்கியமானது. எமது நாட்டைப் பொறுத்த வரையில் (5-10 வயது) முன்பள்ளிக்குச் சென்ற குழந்தைகள்ஜந்து வயதுக்குப் பின்னர் ஆரம்பப் பாடசாலைக்குள் நுளைகின்றனர். இவர்கள் உள்ளத்திலும் உடலிலும் சிறியவர்களாகக் காணப்படுவதால் இவர்களுடன் உரையாடுவதும் பழகுவதும் மென்மையானதாகக் காணப்பட வேண்டும். அப்போதே பிள்ளை அச்சமடையாமல் கல்வி கற்க முன்வரும். (சிவநடேஸ். 2006).

மனிதனது சிந்தனை விருத்தியின் காரணமாக அவன் பெற்றுக் கொண்ட வரப்பிரசாதங்களுள் ஒன்றாக மொழியைக் குறிப்பிடலாம். மனிதனது எண்ணங்களுக்கு ஒலி வடிவம் வழங்கப்பட்டு வெளிப்படுத்தப்பட்ட போது அது மொழியாகப் பரிணமித்தது. எனவே எமது கருத்தாடல்களுக்கும், சமூக ஊடாட்டத்திற்கும், எண்ணங்களின் வெளிப்பாட்டிற்கும் ஊடகமாய் அமைவது மொழியாகும். இதனாலேயே மனிதன் பெற்ற பெரும் பேறுகளுள் மொழியும் ஒன்று எனக் கூறப்படுகின்றது. மொழி தனிமனித வாழ்வோடு நெருங்கிய தொடர்புடையது. ஆதலால் மனிதன் தன்னைத் தானே புரிந்து கொள்வதற்கு மொழியைப் புரிந்து கொள்ள வேண்டுமென்று எண்ணினான். (சுசீந்திரராசா. 1999). குழந்தையின் எண்ணக்கரு வளர்ச்சி மொழியினாலேயே தீர்மானிக்கப்படுகின்றது. மொழி வளம் இல்லையேல் சிந்தனை வளம் இருக்காது. தாய்மொழி வழியாக அந்தவளம் வரும் பொழுது

அது பண்பாட்டுப்புலத்தையும் ஆளுமை உறுதிப்பாட்டையும் வழங்குகின்றது. (சின்னத்தம்பி. 1993)

பாடசாலைக் கல்வியோடு தொடர்பான கல்விச் செயற்பாடுகள் யாவற்றிலும் ஆசிரியர் முக்கிய பங்குதாரராக விளங்குகிறார். “ஒரு நாட்டினுடைய தலையெழுத்து வகுப்பறைகளில் வடிவமைக்கப்படுகின்றது” என்பது உண்மையானால் அதனை வடிவமைப்பதில் முக்கிய பங்குதாரராக ஆசிரியரே விளங்குகின்றார். இன்று ஆசிரியருடைய பொறுப்பு பாடத்துறை பொறுத்து கூர்மையாகக் காணப்பட்டாலும் தனியே பாட அறிவினை மட்டும் வழங்குவவராக அவர் திகழவில்லை. ஒரு ஆசிரியர் மாணவர்களின் உள்ளார்ந்த திறன்களை இணங்காண்பவராக அவை வெளிப்பட உதவுவவராக விஞ்ஞான ரீதியான அறிவு ஆராயும் மனப்பாங்கு நல்ல நாட்டங்கள் என்பவற்றை ஏற்படுத்துவவராக அல்லது அவற்றின் உருவாக்கத்தில் குறிப்பிடத்தக்களவு செல்வாக்குச் செலுத்துபவராகத் திகழ்கின்றார். இதனடிப்படையில் ஒரு ஆசிரியர் சில பொதுவான பண்புகள் தகைமைகள் சில விடே திறன்களும் உள்ளவராக இருத்தல் அவசியம். (அனு'யா. 2008). கற்றலில் ஈடுபடுவதற்கு உதவுபவரை நாம் ஆசிரியர் என அழைக்கப்படுகின்றோம். அதே போன்று மாணவர்களுக்கு பல்வேறு தகவல்களை கருத்துக்களை திறன்களை நுட்பங்களை முறையான ஒரு வழியில் எனவும் இதில் ஈடுபடுவோரை ஆசிரியர் எனவும் அழைப்பதுண்டு. (பார்த்தீபன். 2005).

ஆய்வு முறையியல்

ஆரம்பப்பிரிவு மாணவர்களின் மொழித்திறன் விருத்தியில் ஆசிரியரின் பங்குமண்முனை வடக்குப் பிரதேச செயலாளர் பிரிவிற்குட்பட்ட பாடசாலைகளில் ஆரம்பப்பிரிவு மாணவர்களை அடிப்படையாகக் கொண்ட இவ் ஆய்வானது அளவு ரிதியாகவும் பண்பு ரீதியாகவும் மேற்கொள்ளப்பட்டுள்ளது. ஆய்விற்காக தெரிவு செய்யப்பட்ட பாடசாலைகளில் மாணவர்கள்எவ்வாறான மொழித்திறன் விருத்திக் குறைபாடுகளுடன் காணப்படுகின்றனர் என்பதனை அறிந்து அதற்கான ஆசிரியரின் பங்களிப்பு எவ்வாறாகக் காணப்படுகின்றது என்பதனை அறிவதுடன் இவற்றை அடிப்படையாகக் கொண்டு மாணவர்களது மொழித்திறனை மேம்படுத்தி ஆசிரியரின் பங்களிப்பினை சிறப்பாக ஏற்படுத்தும் நோக்குடன் இவ்வாய்வு ஆய்வாளனால் மேற்கொள்ளப்படுகின்றது.

khjpupj;njupT

மண்முனை வடக்குப் பிரதேச செயலகப்பிரிவிற்குட்பட்ட 40 பாடசாலைகளில் இருந்து இலகு எழுமாற்று மாதிரி அடிப்படையில் ஆய்வாளனால் 05 பாடசாலைகள் தெரிவு செய்யப்பட்டுள்ளன.

அட்டவணை 3.3 மண்முனை வடக்குப் பிரதேச மாதிரிக்காக தெரிவு செய்யப்பட்ட பாடசாலைகள். சபைக்குட்பட்ட பாடசாலைகளில் ஆய்வாளனால்

பாடசாலைகள்	வகை	ஆரம்பபிரிவு மாணவர்கள்		ஆசிரியர்கள்	
		தொகை	மாதிரி	தொகை	மாதிரி
மட்.:கோட்டைமுனை கனி'ட வித்தியாலயம்.	III	782	35	29	18
மட்.:அருணோதயா வித்தியாலயம்.	III	245	22	14	09
மட்.:மட்டிக்கழிதமிழ் வித்தியாலயம்.	III	36	10	07	06
மட்.:கருவேப்பங்கேனி விபுலானந்தா வித்தியாலயம்.	1C	125	18	11	07
மட்.:ஆணைப்பந்தி மகாவித்தியாலயம்.	1C	144	15	10	05

அந்த வகையில் மண்முனை வடக்குப் பிரதேசத்தில் எனது ஆய்விற்கு 05 பாடசாலைகள் தெரிவு செய்யப்பட்டன. அதில் இரண்டு பாடசாலைகள்1ஊ பாடசாலைகளும் மூன்று வுலந ஐஐஐ பாடசாலைகளும் தெரிவு செய்யப்பட்டன. அதில் மட்.: கோட்டைமுனை கனி'ட வித்தியாலயம், மட்.:அருணோதயா வித்தியாலயம், மட்.: மட்டிக்கழி தமிழ் வித்தியாலயம், மட்.:கருவேப்பங்கேனி விபுலானந்தா வித்தியாலயம், மட்.:ஆணைப்பந்தி மகா வித்தியாலயம் போன்ற பாடசாலைகள் எனது ஆய்விற்காக தெரிவு செய்யப்பட்ட பாடசாலைகள் ஆகும். இப்பாடசாலைகளில் இருந்து மொத்தமாக 05 பாடசாலையிலிருந்து 05 அதிபர்களும், 45 ஆசிரியர்களும், மாணவர்கள் 5:1 என்ற மாதிரித் தெரிவின் அடிப்படையில் 100 மாணவர்களும், 66 பெற்றோர்களும்மாதிரிக்காக தெரிவு செய்யப்பட்டனர். இவர்களுள் ஆசிரியர், மாணவர், பெற்றோர் போன்றோருக்கு தரவுகளைப் பெற்றுக் கொள்வதற்காக வினாக்கொத்தானது கொடுக்கப்பட்டது. இதில் 05 அதிபர்களிடமிருந்தும் ஆய்விற்காக தரவுகளைப் பெறுவதற்கு நேர்காணல் இடம்பெற்றது.

ஆய்வுக்கருவிகள்

ஓர் ஆய்வின் போது தெரிவு செய்யப்பட்ட பிரச்சினைகளை இனங்கண்டு அதற்குத் தேவையான தரவுகளைப்பெற பல ஆய்வுக்கருவிகள் பயன்படுத்தப்படுகின்றன. எனவே இவ்ஆய்வின் வெற்றிகரமாக மேற்கொள்ள ஆய்வாளனால் பின்வரும் ஆய்வுக்கருவிகள் ஊடாக தரவுகள் சேகரிக்கப்பட்டன.

1. வினாக்கொத்து முறை.
2. நேர்முகங் காணல்.

வினாக்கொத்து

இவ் ஆய்வில் வினாக்கொத்தினூடாக பெறப்படும் தரவுகள் அளவு ரீதியாகவும், பண்பு ரீதியாகவும் அமைந்து காணப்படுகின்றது. அந்த வகையில் ஆய்விற்குத் தேவையான தகவல்களைப் பெறும் நோக்கில் இலகு எழுமாற்று மாதிரி மூலம்

ஆரம்பப்பிரிவு ஆசிரியர்களிடமும், மாணவர்களிடமும், பெற்றோர்களிடமும் வினாக்கொத்துக்கள் வழங்கப்பட்டன. ஆய்வின் நோக்கங்களை அடிப்படையாகக் கொண்டே வினாக்கள் தயாரிக்கப்பட்டுள்ளன.

நேர்முகங்காணல்

நேர்முகங் காணல் மூலம் தேவைக்கு மேலதிகமாக தகவல்களைப் பெற்றுக் கொள்ள முடியும். தகவலாளியின் அனுபவங்கள், உணர்வு பூர்வமான கருத்துக்கள் என்பன வெளிப்படும். வினாக்கொத்தில் மட்டுப்படுத்தப்பட்ட வினாக்களுக்கான விடை அவதானத்தின் போது கிடைக்கும். அந்த வகையில் தெரிவு செய்யப்பட்ட பாடசாலைகளின் ஆசிரியர்கள், அதிபர்கள் மற்றும் மாணவர்களிடமும் ஆய்வாளனால் நேர்காணலானது இடம் பெற்றுள்ளது. இவ்வாய்விற்கான நேர்முகங் காணலானது தெரிவு செய்யப்பட்ட 05 பாடசாலைகளினதும் அதிபர்களிடம் மேற்கொள்ளப்பட்டது.

juTfsdp; gFg;gha;T

ஆய்வொன்றிற்கு தரவுகளின் பகுப்பாய்வானது இன்றியமையாத ஒன்றாகும். தரவின் பகுப்பாய்வானது அனைத்து குடித்தொகையினையும் பிரதிநிதித்துவப்படுத்தும் வகையில் தெரிவு செய்யப்பட்ட மாதிரியில் இருந்து பெற்றுக் கொண்ட தரவுகளை முதலில் நோக்கங்களுக்கு ஏற்ப ஒழுங்குபடுத்தி அவற்றைப் பின்பு தேவைக்கேட்ப வினாக்களை அமைத்து அளவு ரீதியாகவும் நேர்காணல் மூலமாகவும் பகுப்பாய்வு செய்யப்பட்டுள்ளது. இவ்வாறான முறையில் புள்ளிவிபரங்களை பகுப்பாய்வு செய்யும் போது தரவுகளின் நம்பகத்தன்மைக்கு ஏற்ப ஆய்விற்கான முடிவினைப் பெற்றுக் கொண்டாலும் அதற்கான சிறந்த முடிவினைப் பெற முடியாது. இதனால் பகுப்பாய்வு என்பது சிறப்பான முறையிலும் ஆய்வாளரின் அறிவு பூர்வமான செயற்பாடுகளிலும் தான் தங்கியுள்ளது. ஆய்வின் வெற்றி அதன் ஏனைய படிக்களை விட தரவுகளைச் சேகரித்து பகுப்பாய்வு செய்வதிலேயே தங்கியுள்ளது. இதில்

தரவுகள்,தகவல்கள் அனைத்தும் அளவு ரீதியாகவும், பண்பு ரீதியாகவும் பகுப்பாய்வு செய்யப்பட்டு முடிவுகள் பெறப்பட்டுள்ளன. இவ்வாறாக தரவுகளின் பகுப்பாய்வானது இவ்வாய்வில் சிறப்பான முறையில் பகுப்பாய்வு செய்யப்பட்டுள்ளதை அவதானிக்க முடிகின்றது.

தரவு பகுப்பாய்வு வியாக்கியானமும் கலந்துரையடலும்

இவ் ஆய்வானது “மண்முனை வடக்கு பிரதேசத்தில் தெரிவு செய்யப்பட்ட பாடசாலைகளில் ஆரம்பப்பிரிவு மாணவர்களின் மொழித்திறன் விருத்தியில் ஆசிரியரின் வகிபாகம்” என்ற தலைப்பில் ஆய்வு செய்யப்பட்டது. அதாவது நோக்கங்கள் உருவாக்கப்பட்டு நான்கு ஆய்வு வினா பெறப்பட்டு அதன் அடிப்படையில் மாதிரிகள் தெரிவு செய்யப்பட்டு தரவுகள்சேகரிக்கப்பட்டு பகுப்பாய்வு செய்யப்பட்டுள்ளது. மேலும் அவை நிலை ஆய்வொன்றின் மூலம் உண்மைத்தன்மையினை பெறுவதற்கு நம்பகமும் ஆக்கபூர்வமான தரவுகளும் தகவல்களும் முதற்படியாக அமைகின்றன. மேலும் அளவு ரீதியான ஆய்வுத்திட்டத்தில் புள்ளி விபரவியலின்படி கேள்விகள்உருவாக்கப்பட்டு ஆய்வுடன் சம்பந்தப்பட்ட நபர்களாக ஆசிரியர்கள், மாணவர்கள், அதிபர்கள், பெற்றோர்கள் ஆகியோருக்கு வழங்கப்பட்டது. அதன் மூலம் பெறப்பட்ட தரவுகள் பகுப்பாக்கம் செய்யப்பட்டது. பின்னர் பகுப்பாக்கம்செய்யப்பட்ட தரவுகளை வரிபடங்களின் துணைகொண்டு அவற்றினைக் குறித்துக்காட்டப்பட்டுள்ளது.

அதன் மூலம் பகுப்பாய்வு செய்யப்பட்டு அவை மூலம் ஆய்வு முடிவுகள் உருவாக்கப்பட்டுள்ளது. அதற்கு தீர்வுகளும் ஆலோசனைகளும் முன்வைப்பதாக அமைகின்றது.இதனை மையமாகக் கொண்டுதான் ஆரம்பப்பிரிவு மாணவர்களின் மொழித்திறன் விருத்தியில் ஆசிரியரின் வகிபாகம் எவ்வாறானது என்பதனை ஆய்வு செய்யும் முகமாக புள்ளிவிபரவியல் உதவியோடு ஆய்வுக்கருவிகளாக வினாக்கொத்து, நேர்காணல் போன்றவற்றின் மூலம் நோக்கங்களை அடிப்படையாகக் கொண்டு தரவுகள் பெறப்பட்டு இவ்வத்தியாயத்தில் பகுப்பாய்வு செய்யப்பட்டுள்ளது. ஆகையுமே முக்கணநிறுபுதல் மூலம் பகுப்பாய்வு செய்து சலாகை வரைபடங்கள் மூலம் விளக்கப்பட்டுள்ளது. அதிபர், ஆசிரியர்கள், மாணவர்கள், பெற்றோர்கள் ஆகியோருக்கு வினாக்கொத்தும் முதற்பகுதி சுயவிபரங்களுடன் வினாக்கள் வினாவப்பட்டு அடுத்த பகுதியில் அளவு ரீதியாகவும், பண்பு ரீதியாகவும் வினாக்கள் வினாவப்பட்டு தரவுகள்பெறப்பட்டு பகுப்பாய்வு செய்யப்பட்டுள்ளது.

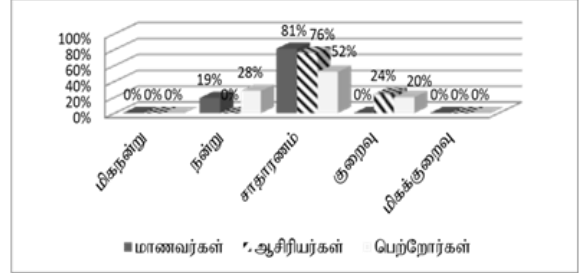
எனவே ஆய்வுக்கான மாதிரிகள் தெரிவுசெய்யப்பட்டு அம்மாதிரிகள் மூலம் பெறப்பட்ட தகவல்களின் அடிப்படையில் அவை ஒரு தொகுதிகளாக வகைப்படுத்தப்பட்டு முன்னுரிமையின் அடிப்படையில் காரணிகள் எவ்வாறான பங்களிப்பினை வழங்கியுள்ளது என்பது பற்றிய விளக்கத்தை

முன்வைப்பதாக காணப்படுகின்றன.

இவ்

தரப்பகுப்பாய்வு

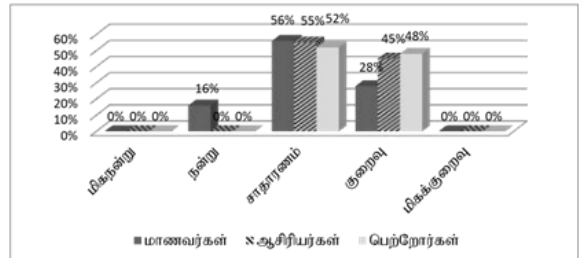
மாணவர்களின் மொழித்திறன் தொடர்பான ஆற்றல்களின் நிலை வாசிப்புத் திறன் ஆற்றல்களின் நிலை



உரு. 4.1 வாசித்தலில் மாணவர்களின் நிலை பற்றியது.

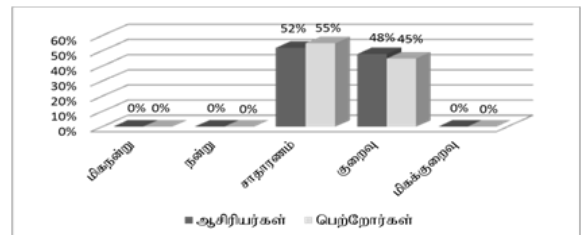
மேற்கூறியவற்றை தொகுத்து நோக்குமிடத்து மாணவர்களில் பெரும்பாலானோர் வாசிப்பு செயற்பாட்டில் சாதாரண நிலையிலேயே உள்ளனர் என்பதனை ஆசிரியர்கள், மாணவர்கள், பெற்றோர்களின் தரவுகளில் இருந்து அவதானிக்க முடிகின்றது.

எழுத்துத் திறன் ஆற்றல்களின் நிலை



உரு. 4.2எழுத்துத் திறனில் மாணவர்களின் நிலை.

இவற்றை தொகுத்து நோக்கும் போது மாணவர்கள் எழுத்துத் தேர்ச்சியில் சாதாரண நிலையிலே உள்ளனர் எனலாம். ஆனால் 16% மாணவர்கள் நன்று என்ற பதிலை தெரிவித்திருந்தனர். ஆனால் அதனை மறுத்து ஆசிரியர்கள், பெற்றோர்கள்,சாதாரண நிலை என்ற கருத்தையே தெரிவித்திருந்தனர் எனலாம்.



உரு 4.3மாணவர்கள் எழுதுவதில் ஆர்வம் காட்டும் நிலை.

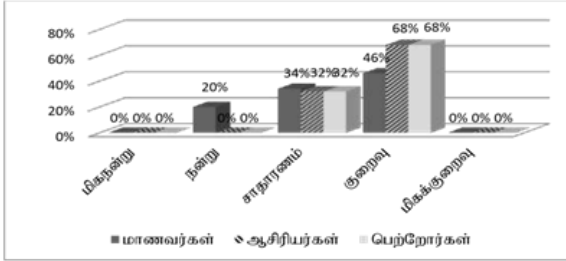
இவ்வரிப்படத்தின் மூலமாக மாணவர்கள் எழுதுவதில் ஆர்வம் காணப்படுகின்றது எனலாம்.

இதனை ஆசிரியர், பெற்றோர்களின் கருத்துக்களின் மூலமாக அறியமுடிகின்றது.

பேச்சுத்திறன் ஆற்றல்களின் நிலை

உரு 4.4 பேச்சுத்திறனில் மாணவரின் நிலை பற்றி ஆசிரியர், பெற்றோரிடம் கேட்டறிந்தவை. இதிலிருந்து ஆரம்பப்பிரிவு மாணவர்களிடத்தில் பேச்சுத்திறனில் விருத்தி அடைய வேண்டிய அதிகமாகக் காணப்படுகின்றது. ஏனெனில் ஆரம்பப்பிரிவு மாணவர்கள் சிறுவயதினர் ஆகையால் பேச்சுத்திறனில் குறைபாடுகளும் காணப்படுகின்றது.

கிரகித்தல் திறனில் மாணவர்களின் நிலை பற்றியது.

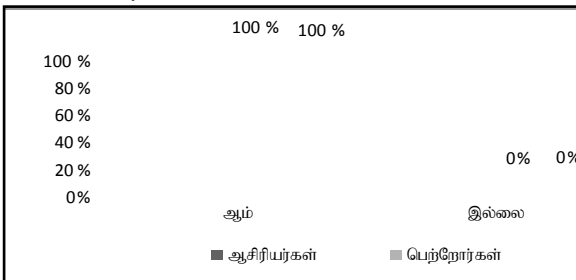


உரு. 4.5 மாணவர்கள்விடயங்களை கிரகித்துக் கொள்ளும் நிலை.

மேலே உள்ள உருவின் மூலமாக கிரகித்தல் திறன் பற்றி பார்க்கின்ற போது 68% ஆசிரியர்கள் கிரகித்தல் குறைவான நிலையில் உள்ளனர் எனத் தெரிவித்திருந்தனர். பாடம் ஒன்றை விளங்கிக் கொண்டு அவற்றை கற்பதற்கு கிரகித்தல் என்பது அவசியமான ஒன்று கிரகிக்கும் ஆற்றல் மாணவரிடத்தில் அமைகின்ற போதே விடயங்களை ஞாபகத்தில் வைத்திருக்கக் கூடியதாக இருக்கும் இது கற்றலில் மிக முக்கியமான ஒரு திறன் எனக் கூறமுடியும்.

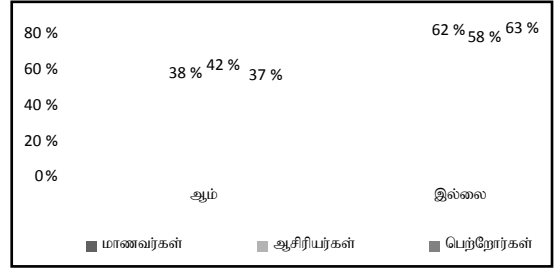
மொழித்திறனில் ஏற்படும் இடர்பாடுகளும் அவற்றுக்கான காரணங்களும்.

வாசிப்பில் ஏற்படும் இடர்பாடுகள்.



அந்த வகையில் ஆரம்பப்பிரிவு மாணவர்களிடையே வாசிப்பில் இடர்பாடுகளைக் கொண்டவர்களாகவே காணப்படுகின்றனர். அதாவது அவர்களின் திறன்கள் விருத்தி செய்யப்படுகின்ற நிலை ஆரம்பப்பிரிவில் காணப்படுவதால் அவர்கள் வாசிப்பில் சிரமங்களை எதிர்கொள்கின்றனர் எனலாம்

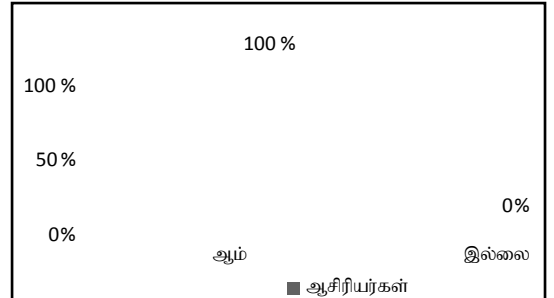
4.3.2 மாணவர்களின் பேச்சுத் திறனில் ஏற்படும் இடர்பாடுகள்.



உரு 4.7 பேச்சுத்திறன் இடர்பாடுகள்.

ஆரம்பப்பிரிவு மாணவர்கள் பேச்சுத்திறனில் இடர்படும் நிலையிலேயே இருப்பதாக ஆசிரியர், மாணவர்கள், பெற்றோர்கள் கூறியுள்ளனர்.

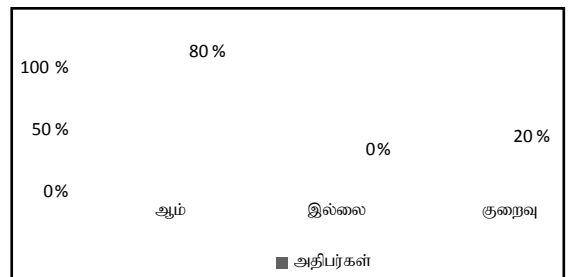
4.3.3 கிரகித்தல் திறனில் ஏற்படும் இடர்பாடுகள்.



உரு. 4.8 மாணவர்களின் கிரகித்தல் இடர்பாடுகள்.

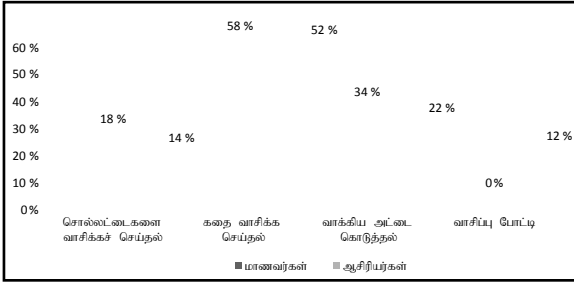
இதனை நோக்கும் போது ஆரம்பப்பிரிவு மாணவர்களிடையே கிரகித்தலில் இடர்படும் நிலையானது அதிகளவாகவே காணப்படுகின்றது.

ஆரம்பப்பிரிவு மாணவர்களின் மொழித்திறன் விருத்தியில் ஆசிரியரின் கற்பித்தலின் பங்களிப்பு.



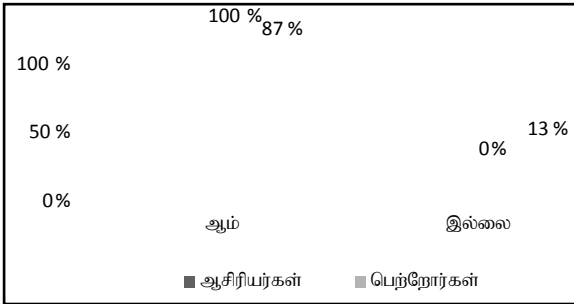
உரு.4.4 மொழித்திறன் விருத்தியாக்குவதற்கான கற்பித்தல் செயற்பாடு.

அந்த வகையில் அவர்கள் மேற்கொண்ட நடவடிக்கைகளாக கூறிய பதில்கள் போட்டிகள் நடத்தி பரிசுகள் வழங்குதல், பெற்றோரிடம் ஆலோசனை செய்தல், புதிய நுட்பங்களைப் பயன்படுத்தி கற்பித்தல் போன்ற செயற்பாடுகள் மேற்கொள்ளப்படுவதாக 05 பாடசாலை ஆசிரியர்களும் தெரிவித்தனர். இதனை பின்வரும் வரிபடத்தின் மூலமாகக் காட்டலாம்.



உரு. 4.10 வாசிப்பினை மேம்படுத்துவதற்கான நடவடிக்கைகள்.

மேற்கூறியவற்றை தொகுத்து நோக்கும் போது அதிகளவான ஆசிரியர்களின் கற்பித்தல் செயற்பாடானது கதைப்புத்தகங்களை வாசிக்கச் செய்தல், சொல்லட்டைகளை வழங்குதல், வாக்கிய அட்டைகளைக் கொடுத்து வாசிக்கச் செய்தல் என்ற செயற்பாடுகளை முன்னெடுத்து வருகின்றனர் எனலாம். வாசிப்பானது மனிதனை பூரணப்படுத்தும் என்ற கருத்துக்கமைய மாணவர்களின் வாசிப்புத்திறனை விருத்தி செய்யும் வகையில் ஆசிரியர்கள் தமது கற்பித்தலில் பல்வேறு செயற்பாடுகளை முன்னெடுத்து வருகின்றனர்.

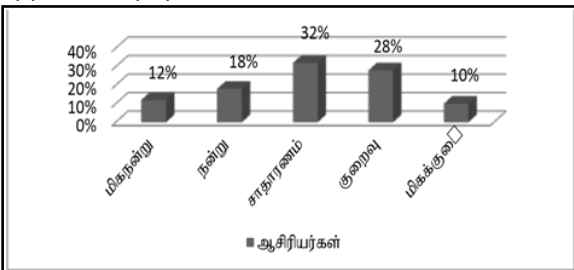


உரு. 4.11 பேச்சுத்திறனை விருத்தியாக்குவதற்கான நடவடிக்கைகள்.

இதன் மூலமாக ஆரம்பப்பிரிவு மாணவர்களின் பேச்சுத்திறனை முயற்சிகள் ஆசிரியர்களால் பெரும்பாலும் மேற்கொள்ளப்பட்டு வருகின்றன எனக்கூறக்கூடியதாகவுள்ளது.

மொழித்திறன் விருத்தியில் பெற்றோரின் பங்களிப்பு.

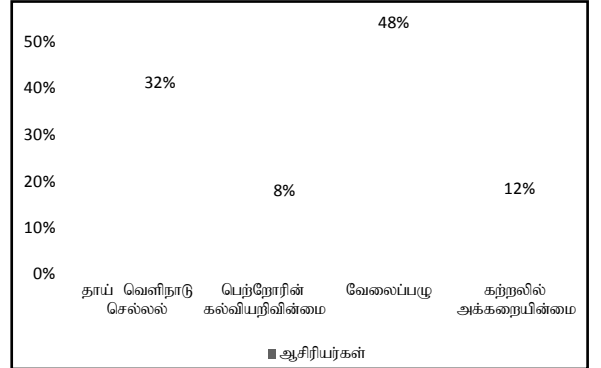
கற்றலில் பெற்றோரின் பங்களிப்பு.



உரு. 4.12 கற்றலில் பெற்றோரின் பங்களிப்பு.

மேலே உள்ள உருவின் மூலமாக மாணவர்களின் கற்றலில் பெற்றோரின் பங்களிப்பு

குறைவான நிலையிலேயே காணப்படுகின்றது என்று ஆசிரியர்களால் கூறப்படுகின்றது.



உரு. 4.13 பெற்றோரின் பங்களிப்பு குறைவதற்கான காரணங்கள்.

இதனை நோக்கும் போது ஆரம்பப்பிரிவு மாணவர்களின் கற்றலில் பெற்றோரின் பங்களிப்பானது குறைவடைவதற்கான காரணங்களாக தாய் வெளிநாடு செல்லல், பெற்றோரின் கல்வியறிவின்மை, வேலைப்பழு, அக்கறையின்மை என்பன காணப்படுகின்றன.

முடிவுகளும் விதந்துரைப்புக்களும்

“மண்முனை வடக்கு பிரதேசத்திலுள்ள தெரிவு செய்யப்பட்ட பாடசாலைகளில் ஆரம்பப்பிரிவு மாணவர்களின் மொழித்திறன் விருத்தியில் ஆசிரியரின் வகிபாகம்”. என்ற ஆய்வுப் பிரச்சினையோடு தொடர்புடைய விடயங்கள் தெளிவுபடுத்தப்பட்டு இப்பிரச்சினையை எவ்வாறு தர்க்கலாம் அல்லது இதற்கான முடிவுகள் விதந்துரைப்புகள்எவ்வாறு அமையும் என்பதே இவ் அத்தியாயத்தில் கூறப்பட்டுள்ளது. அந்த வகையில் நான்கு சிறப்பு நோக்கங்களுக்கமைய உருவாக்கப்பட்ட ஆய்வு வினாக்களைக் கொண்ட வினாக்கொத்து, நேர்காணல் போன்றவை மூலம் சேகரிக்கப்பட்ட தரவுகளின் பகுப்பாய்வின் மூலம் கண்டறியப்பட்ட பிரச்சினைகளுக்கு ஏற்ப முடிவுகளும் விதந்துரைப்புகளும் முன்மொழியப்படுகின்றன.

மொழித்திறன் ஆற்றல்கள் தொடர்பான மாணவர்களின் நிலை.

ஆய்விற்கான முதலாவது நோக்கத்திற்கு அமைவாக பல்வேறு பிரிப்புகளின் கீழ் வினாக்கள் வினாவப்பட்டு பின்வரும் முடிவுகள்பிரச்சினைக்கான தீர்வாகப் பெற்றுக்கொள்ளப்பட்டன.

வாசிப்பு திறன் ஆற்றலின் நிலை

1. ஆரம்பப்பிரிவு மாணவர்களிடத்தில் வாசிப்பு திறனானது சாதாரண நிலையிலே காணப்படுகின்றது.
2. லகர, லகர, முகரங்களின் ஒலி வேறுபாட்டிற்கமைய வாசிப்பதில் மாணவர்களின் நிலையானது குறைவானதாக உள்ளது.

3. நீண்ட, குறுகிய ஓசையுடைய எழுத்துகளை அனுசரித்து வாசிப்பதில் சாதாரண நிலையில் உள்ளனர். விதந்துரைப்புகள்.

மொழிக்கல்வியில் வாசிப்பு ஒரு முக்கிய உறுப்பாகும். விசேடமாக ஆரம்பப் பாடசாலையில் வாசிப்பு ஒரு அடிப்படைக்கருவியாக அமைந்த பாடமாகும். முதல் ஆண்டில் பெறவேண்டிய மிக முக்கிய விடயமாக வாசிப்பே காணப்படுகின்றது. பிள்ளைகள் தங்களிடத்தில் வாசிப்பை விருத்தியாக்குவதற்கு வாசிப்பின் சில நுட்பங்களைத் தெரிந்திருத்தல் வேண்டும். சிறந்ததொரு வாசிப்பு பணியை பிள்ளைகளிடத்தில் ஏற்படுத்த புலக்காட்சித் திறன்களுடன் கூடிய அனுபவங்கள் தேவையாகும்.

அந்த வகையில் பிள்ளை ஒவ்வொரு எழுத்தையும் காட்சியமைப்புடன் பிரித்தறியக் கூடிய ஆற்றலைப் பெற்றிருக்க வேண்டும். வாசிப்புக்கு அடிப்படையாக அமைவது எழுத்துக்களை இனங்காணும் திறனாகும். ஒலிகளை வேறுபடுத்தும் பயிற்சி மற்றும் ஒலிசார்ந்த உட்படிமங்களை உருவாக்கிக் கொள்ளும் பயிற்சி முதலியவற்றை சிறாரிடம் வளர்த்தெடுத்தல் வாசிப்புத் திறனை வளர்ப்பதற்கு அடிப்படையாகும். வாசிப்பின் போது மிக முக்கியமானது நீண்டு ஒலிக்கும் சொற்கள், குறுகிய ஓசையுடைய எழுத்துக்களுக்கமைய வாசித்தல் வேண்டும். வாசிப்பில் சமகால வளர்ச்சி வளர்ந்து வருகின்றது. ஒலி வேறுபாடுகளையும், ஒலி வேறுபாடுகளின் போது கருத்து வேறுபாடுகளின் போது கருத்து வேறுபாடுகளையும் கண்டறிவதற்கான பயிற்சிகளை ஆசிரியர்கள் வழங்க வேண்டும். இந்நிலையில் வாசிப்பின் முக்கியத்துவம் மேலும் வலுவடையத் தொடங்குகின்றது. ஆகவே ஆரம்பப்பிரிவில்ருந்தே நிலையிலிருந்தே சிறார்கள் வாசிப்பில் தீவிர கவனம் செலுத்த வேண்டியது ஆரம்பப்பிரிவு ஆசிரியர்களின் கடமையாக காணப்படுகின்றது.

எழுத்துத் திறன் ஆற்றலின் நிலை

1. எழுத்துத் திறனில் ஆரம்பப்பிரிவு மாணவர்கள் சாதாரண நிலையிலே உள்ளனர்.
2. குறித்த நேரத்தில் பாடவிடயங்களை எழுதி முடிப்பதற்கு சிரமப்படுகின்ற நிலை அதிகமாகக் காணப்படுகின்றது. விதந்துரைப்புகள்.

எழுத்தறிவு அபிவிருத்திக்கு அத்தியாவசியமான அடித்தளமாகும். மொழிக்குரிய சிறப்புகளெல்லாம் காரணம் அதற்கு அமைந்த எழுத்து வடிவமாகும். எழுத்து பற்றிய புலக்காட்சி மற்றும் எழுத்துணர்வு உந்தல் ஆகியவை ஆரம்பநிலைகளில் மகிழ்ச்சியுடனும் உள்ளாணர்வுடனும் வளர்க்கப்பட வேண்டும். எழுத்தறிவு மட்டம் குறைவடைந்து அதன் காரணமாக கல்வியறிவு குறைவடைந்த சமூகத்தில் அபிவிருத்தி அடைவது சிரமமாகும். இதனால் மாணவர்களிடத்தில் எழுத்துத் திறன் ஆற்றலானது சிறப்படைய வேண்டும்.

அந்த வகையில் மாணவர்களிடத்தில் எழுத்துத் திறனில் விருத்தியடைவதற்கு முதலில் எழுத்துக்களை இனங்காணப்பழக வேண்டும். எழுத்து

அடல்களை சிதரவிட்டு அவற்றிலிருந்து ஆக்கும் பயிற்சி, சொல்லடல்களை சிதரவிட்டு அவற்றிலிருந்து வசனங்களை ஆக்கும் பயிற்சிகளை வகுப்பறையில் ஆசிரியர் மேற்கொள்ள வேண்டும்.பின்னர் மீண்டும் மீண்டும் எழுதிப்பழக வேண்டும். அதுமட்டுமன்றி மாணவர்கள் எழுதுவதற்கு ஆயத்தமான நிலையில் காணப்பட்டாலும் அதனை குறிப்பிட்ட நேரத்தில் எழுதுவதற்கான பயிற்சிகளைப் பெறுதல் வேண்டும். இதன் போதுதான் கற்றலில் விருத்தியடைய முடியும். அந்த வகையில் இவ்வாறான பயிற்சிகளை மாணவர்களிடத்தில் வழங்கி எழுத்துத் திறனில் மாணவர்களின் ஆற்றலை விருத்தி செய்யும் கடமை ஆசிரியர்களுடையதாகும்.

பேச்சுத்திறன் ஆற்றலின் நிலை

1. ஆரம்பப்பிரிவு மாணவர்கள் பேச்சுத் திறனில் விருத்தியடைய வேண்டிய நிலை அதிகமாகக் காணப்படுகின்றது.
2. மாணவர்களிடத்தில் சமூகப்பேச்சு வழக்குச் சொற்கள் அவர்களது பேச்சுத்திறன் தாக்கம் காணப்படுகின்றது. விதந்துரைப்புகள்.

தெரிந்தவற்றிலிருந்து தெரியாதவற்றை நோக்கி நகர்ந்து செல்வதற்கும் ஆரம்பத்தில் பேச்சு மொழியே நுழைவாயிலமைத்துக் கொடுக்கின்றது. சிறாரின் உசாவல் விருப்பக்குரிய பொருத்தமான கருவியாகவும் பேச்சுத்திறன் அமைகிறது. சிறாரின் ஆரம்பகால அறிவுத்திரட்டலும் அனுபவத் திரட்டல்களும் பேச்சுத் திறனை தளமாகக் கொண்டே கடடியெழுப்பப்படுகின்றன. தாய் மொழியே சிந்தனைக்குரிய வலுவான அடித்தளத்தை அமைக்கின்றது. பேச்சு மொழியைக் கற்பதுடன் சமந்தரமாக உச்சரிப்பும் அளிக்கை நடையும் உருவாக்கப்படுகின்றது. உட்படிமங்களை உருவாக்கிக் கொள்வதற்கும் பேச்சு மொழியே ஆரம்பநிலைத் தளமிடுகின்றது. வேலை வாய்ப்புச் சந்தையாக உள்ள இவ்வுலகத்தில் பேச்சுத்திறன் இன்றியமையாததாக உள்ளது. அந்த வகையில் மாணவர்கள் தங்களிடம் காணப்படும் பேச்சுத்திறனை விருத்தி செய்யப்பழக வேண்டும்.

ஒரு பிள்ளை வாழுகின்ற சூழலின் பழக்கவழக்கங்கள். அந்த பிள்ளையின் ஒவ்வொரு செயற்பாட்டிலும் தாக்கம் செலுத்துவது யாராவந்த பிள்ளையின் ஒவ்வொரு செயற்பாட்டிலும் தாக்கம் செலுத்துவது யாராவும் மறுக்க முடியாத ஒன்றாகும். அந்த வகையில் பிள்ளையின் பேச்சில் சமூகவழக்குச் சொற்களின் தாக்கமானது அதிகமாகக் காணப்படும். பிள்ளைகள் பேச்சு மொழியில் இருந்து நியம மொழியினைக் கற்றுக் கொள்வதன் மூலமாக சிறந்த பேச்சுத்திறனை அவர்களிடத்தில் வளர்த்துக்கொள்ள முடியும். இதற்கு பாடசாலையில் தமது வகுப்பறையில் உள்ள சகபாடிகளுடன் பேசுவதன் மூலமாக பேச்சில் காணப்படும் குறைகளைத் தவிர்த்துக் கொள்ளலாம். இதற்கு ஆசிரியர்கள் பிள்ளைகளை பாத்திரமேற்று நடிக்கச் செய்தல், குழச் செயற்பாடுகளில் ஈடுபடச் செய்தல். இதன் மூலமாக

மாணவர்களிடத்தில் சிறந்த பேச்சுத் தொனி ஏற்படும் எனலாம்.

கிரகித்தல் திறன் ஆற்றலின் நிலை

1. மாணவர்களிடத்தில் கற்பிக்கின்ற பாடவியத்தை கிரகித்துக் கொள்ளும் நிலை மிகவும் மிகவும் குறைவானதாகவே காணப்படுகின்றது. விதந்துரைப்புகள்.

கிரகித்தல் என்பது பேசப்படுபவற்றை புரிந்து கொள்வது எல்லாத் திறன்களுக்கும் அடிப்படையான மொழித்திறனாக கிரகித்தல் திறனானது காணப்படுகின்றது. வீட்டுச் சூழலில் பிள்ளைகளின் செவிமடுத்தல் நிகழ பல சந்தர்ப்பங்கள் உண்டு. இவற்றை அவர்கள் சரியான முறையில் பயன்படுத்துவதன் மூலமாக சிறப்பாக விருத்தி செய்ய முடியும். வாசித்த விடயம், எழுதிய விடயம், ஆசிரியர் கற்பித்த விடயங்கள் என்பவற்றை மீண்டும் மீண்டும் ஞாபகப்படுத்தும் வழிகளை மாணவர்கள் கையாள வேண்டும்.

ஒரு விடயத்தை சரியான இலகுவான ஒரு வடிவத்தில் உள்வாங்குகின்ற போதுதான் அவ்விடயமானது இலகுவாக மனதில் பதியக் கூடியதாக இருக்கும். இதன் மூலமாக மாணவர்கள் தங்களது கிரகித்தல் திறனை விருத்தியாக்கிக் கொள்ளலாம். இதுமட்டுமன்றி தான் கற்ற விடயங்களை ஞாபகப்படுத்தும் வகையில் ஆசிரியர்கள் தமது கற்பித்தல் செயற்பாடுகளை பிள்ளைகளின் செவிமடுத்தல் திறனை விருத்தியாக்கும் வகையில் அதற்கான பயிற்சிகளை வழங்குகின்ற போது அவர்களின் கற்றலை ஞாபகத்தில் வைத்துக்கொள்ள முடியும் எனலாம். இதுமட்டுமன்றி அவ்வாறான செயற்பாடுகளின் மூலமாகவும் மாணவர்களின் கிரகித்தல் திறனானது எவ்வாறான நிலையில் உள்ளது என்பதை ஆசிரியர்கள் அறிந்து கொள்ள முடியும்.

மாணவர்களின் மொழித்திறனில் ஏற்படும் இடர்பாடுகளும் அதற்கான காரணங்களும்

ஆய்விற்கான இரண்டாவது நோக்கத்திற்கு அமைவாக பல்வேறு பிரிப்புகளின் கீழ் வினாக்கள் வினாவப்பட்டு பின்வரும் முடிவுகள் பிரச்சினைக்கான தீர்வாகப் பெற்றுக்கொள்ளப்பட்டன.

வாசிப்பில் ஏற்படும் இடர்பாடுகள்

1. மாணவர்கள் மொழித்திறனான வாசிப்புத் திறனில் இடர்படுகின்றனர்.
2. ஒலி வேறுபாடுகளை அனுசரித்து வாசிப்பதில் இடர்படுகின்றனர்.

விதந்துரைப்புகள்

மாணவர்கள் வாசிக்கும் போது பல்வேறு பிரச்சினைகளை எதிர் கொள்கின்றனர். பல்வேறு விடயங்களை கற்க வேண்டிய தேவை மாணவர்களிடத்தில் காணப்படுகின்றது. அந்த வகையில் ஆரம்பப்பிரிவில் இருந்தே மாணவர்கள் வாசிக்கும் திறன்களை தம்மிடையே வளர்த்துக் கொள்கின்ற போதே அதில் ஏற்படும் இடர்களை

தவிர்த்துக் கொள்ள முடியும். ஆசிரியர்களும் பெற்றோரும் பிள்ளைகள் வாசிப்பின் போது எவ்வாறான இடர்பாடுகளை எதிர் நோக்குகின்றனர் என்பதனை அறிந்து அதற்கான பயிற்சிகளை அவர்களுக்கு வழங்குகின்ற போதும் கதைகளை வாசிக்கச் செய்தல், பத்திரிகைகளின் விளம்பரங்களை வாசிக்கச் செய்தல் போன்ற வழிகளைக் கையாலும் போது பிள்ளை வாசிப்பில் இடர்பாட்டை தவிர்த்துக் கொள்ளும் எனலாம்.

ஆரம்பப்பிரிவு ஆசிரியர்கள் பிள்ளைகளுக்கு லகர, எகர, முகரங்களின் வேறுபாட்டை அறிவதற்கான பயிற்சிகளையும் அவற்றை வேறுபடுத்தி அறிவதற்கான வழிமுறைகளையும் சரியான முறையில் சொல்லிக் கொடுப்பதன் மூலமாக அவர்கள் சொற்களின் ஒலி வேறுபாட்டை அனுசரித்து வாசிக்க கற்றுக்கொள்வார்கள். ஆரம்பப்பிரிவு ஆசிரியர்கள் வாசிப்பில் இடர்படும் மாணவர்களை இனங்கண்டு அவர்களுக்கான மேலதிக வகுப்புகளை நடாத்துதல், பிள்ளைகளின் பெற்றோர்களுக்கு பிள்ளையின் வாசிப்புத்திறனை விருத்தி செய்வதற்குரிய ஆலோசனைகளை வழங்குவதன் மூலமாகவும் பிள்ளையின் வாசிப்புத்திறனில் இடர்பாடுகளை நீக்குவதன் மூலமாக தங்களது வாசிப்புத்திறனை மேலும் விருத்தியாக்கிக் கொள்ள முடியும்.

எழுதுவதில் ஏற்படும் இடர்கள்

1. மாணவர்கள் எழுதும் போது எழுத்துப் பிழையிட்டு எழுதுகின்றனர்.
2. எழுத்துக்களை உறுப்பமைய எழுதுவதில் மாணவர்களிடத்தில் சிரமங்கள் காணப்படுகின்றது. விதந்துரைப்புகள்.

ஆரம்பப்பிரிவு மாணவர்களிடத்தில் எழுத்துத்திறனில் இடர்பாடுகள் காணப்படுகின்றன. ஏனெனில் அவர்கள் எழுதுவதற்காக இவ்வகுப்புகளிலே ஆயத்தப்படுகின்ற நிலையானது காணப்படுகின்றது. அதனால் அவர்களிடத்தில் எழுதும் போது இடர்பாடுகளை காணக்கூடியதாக உள்ளது. எழுத்துக்களை உறுப்பமைய எழுதாமை, குறியீடுகளை அனுசரித்து எழுதாமை, நேரத்துக்கு எழுதாமை, எழுத்துக்களை சரியாக எழுதாது எழுத்துப் பிழையிட்டு எழுதுதல் போன்ற இடர்களை ஆரம்பப்பிரிவு மாணவர்கள் எதிர்கொள்கின்றனர். எளிமையான பயிற்சியில் இருந்து சிறிது சிக்கலான பயிற்சிகளை மாணவர்கள் மகிழ்ச்சியுடன் நகர்ந்து செல்லும் வகையில் எழுத்துப் பயிற்சிகளை ஆசிரியர் திட்டமிடல் வேண்டும்.

எனவே இவ்வாறான இடர்பாடுகளைத் தடுக்கும் வகையில் இப்பருவத்திலேயே பிள்ளைகள் சரியான முறையில் எழுதுவதற்கு கற்றுக்கொள்ள வேண்டியுள்ளது. இதற்கு வகுப்பறையில் ஆசிரியரின் கற்பித்தலானது மாணவரின் எழுத்தாற்றலைக் கருத்தில் கொண்டு இருத்தல் வேண்டும். புத்தகத்தில் உள்ள பந்தியொன்றை பார்த்து எழுத வைத்தல் இதன் மூலமாக பிள்ளை தனது எழுத்துக்களை உறுப்பமைய எழுதுவதற்கு கற்றுக்கொள்ளும்.

அதுமட்டுமன்றி எழுத்தட்டைகளைக் கொடுத்து அவற்றினை சொற்களாக்கும் பயிற்சிகளை ஆசிரியர்கள் வழங்குவதன் மூலமாக மாணவர்களின் எழுத்துத் திறனை விருத்தியாக்கிக் கொள்ளமுடியும். இவ்வாறான செயற்பாடுகளை ஆரம்பப்பிரிவு ஆசிரியர்கள் முன்னெடுக்கின்ற போது மாணவர்களின் மொழித்திறனை எழுத்துத்திறனை மேம்படுத்த முடியும்.

பேச்சு திறனில் ஏற்படும் இடர்கள்

1. பேச்சில் சரியான தொனிப்பிரயோகம் இன்மையால் மாணவர்கள் இடர்படுகின்ற நிலை காணப்படுகின்றது.

விதந்துரைப்புகள்

இன்றைய உலகமயமாக்கலின் விளைவாக மனிதர்களுக்கிடையே போட்டித் தன்மையானது அதிகரித்துக் காணப்படுகின்றது எனலாம். அந்த வகையில் அதற்கமைய எமது செயற்பாடுகளை முன்னோக்கி கொண்டு செல்வதற்கும் பல்வேறு பிரச்சினைகளை எதிர்கொள்வதற்கும் பேச்சுத்திறனானது மிகவும் முக்கியமான ஒன்றாகும். அந்த வகையில் ஆரம்பப்பிரிவு மாணவர்களிடத்தில் காணப்படும் பேச்சாற்றலை பார்க்கின்ற போது அவர்களிடத்தில் பேச்சில் சரியான தொனிப்பிரயோகமின்மை காணப்படுகின்றது. இதனை இல்லாமல் செய்து சரியான தொனியின் மூலமாக மாணவர்கள் தங்களது பேச்சாற்றலை வளர்த்துக் கொள்வதற்கு வகுப்பறையில் ஆசிரியர்களின் செயற்பாடுகள் இன்றியமையாத ஒன்றாகும்.

அந்த வகையில் மாணவர்கள் இன்றைய சூழலில் தமது பேச்சுத்திறனை விருத்தி செய்ய வேண்டிய தேவை காணப்படுகின்றது. முதலில் ஆசிரியர்கள் பிள்ளைகளிடத்தில் வாசிப்புத்திறனை விருத்தி செய்கின்ற போது அவர்களிடத்தில் பேச்சுத்திறனையும் விருத்தியாக்கிக் கொள்ள முடியும். அதுமட்டுமன்றி மாணவர்களுடன் இணைந்து தொடர்புடல் பயிற்சிகளில் ஈடுபடல் வேண்டும். பொருத்தமான மொழி உள்ளீடுகளை தொடர்ச்சியாக வழங்க வேண்டும். பிள்ளைகளை விளையாட்டுக்களில் ஈடுபடச்செய்தல், கலந்துரையாடல்களில் ஈடுபடச்செய்தல், சிறு விடயங்களை பேச்சுச்செய்தல், கதை கூறவைத்தல் போன்ற விடயங்களினை ஆரம்பப்பிரிவு ஆசிரியர்கள் கையாளுகின்ற போது பிள்ளைகளின் பேச்சுத்திறனை சிறப்பான முறையில் விருத்தியாக்கிக் கொள்ள முடியும்.

கிரகித்தலில் ஏற்படும் இடர்கள்

1. மாணவர்களிடத்தில் கிரகித்தல் திறன் விருத்தியின்மைக்கு அவர்களின் கவனக் குறைவானது காரணமாகக் காணப்படுகின்றது.

விதந்துரைப்புகள்

ஆரம்பப்பிரிவு மாணவர்களிடத்தில் கிரகித்துக் கொள்ளும் தன்மையானது இல்லை என்றே கூறலாம். அதாவது ஆசிரியர்கள் கூறுபவற்றை அவர்களால் கிரகித்துக் கொள்ள முடியாதவர்களாகக் காணப்படுகின்றனர். இதற்கு காரணம் கவனக்குறைவு

என்றே கூறமுடியும். அதாவது ஆரம்பப்பிரிவு மாணவர்கள் மனதினை ஒரு நிலைப்படுத்தி கற்பிப்பவற்றை கேட்டுக் கொள்ளமாட்டார்கள். இதனால் அவர்களிடத்தில் கிரகிப்பு என்பது இல்லை எனலாம்.

இவ்வாறான கிரகித்தலில் மாணவர்கள் இடர்படுகின்ற வேளையில் அவர்கள் 'பாடத்தில் கவனம் செலுத்துகின்ற வகையில் ஆசிரியரின் கற்பித்தல் செயற்பாடானது அமைய வேண்டும். கற்பிக்கின்ற விடயத்தை பிள்ளைகள் விளங்கிக் கொள்வதற்கு வகுப்பறையில் படங்களை தொங்கவிட்டு கற்பித்தலை மெற்கொள்ளலாம். அதுமட்டுமன்றி விளையாட்டுக்கள் மூலமான கற்பித்தலை மேற்கொள்வதன் மூலமாகவும் பிள்ளையின் கிரகித்தல் ஆற்றலை விருத்தியாக்கிக் கொள்ள முடியும். ஆரம்பப்பிரிவு மாணவர்களிடத்தில் கவனக் குறைவானது அதிகளவில் காணப்படும். ஏனெனில் அவர்கள் சிறுவயதிராகையால் அவர்களிடத்தில் விளையாட்டுத் தனமானது காணப்படுகின்ற பருவத்தினர் என்பதாகும். அதனால் அவர்களின் கவனத்தை சிதரவிடாத வகையில் வகுப்பறையினை கற்பதற்குரிய கவிந்நிலை உடையதாக மாற்றியமைக்க வேண்டியது ஆசிரியரின் கடமையாகும். கற்பிப்பது அவர்களின் மனதில் இலகுவாகப் பதியும் வகையில் அவர்களிடத்தில் சிறந்த புலக்காட்சியை ஏற்படுத்தும் வகையில்

ஆசிரியரின் கற்பித்தல் செயற்பாடானது அமைய வேண்டும். இதனை வகுப்பறையில் ஆசிரியரின் செயற்பாடு மட்டும் ஏற்படுத்தாது இதற்கு வீட்டுச் சூழலின் பங்களிப்பும் மிகவும் முக்கியமான ஒன்றாகும்.

அந்த வகையில் பிள்ளைகளிடத்தில் விடயங்களை செவிமடுத்துவதற்கு ஊக்கப்படுத்தல், அவற்றின் மூலமாக தமது செயற்பாடுகளை கிரகித்து அவற்றை ஞாபகத்தில் வைத்துக் கொள்வதற்கான பயிற்சிகளை ஆசிரியர்கள் வழங்குகின்ற போது மாணவர்களின் கிரகித்தல் திறனை விருத்தியாக்கிக் கொள்ள முடியும்.

ஆரம்பப்பிரிவு மாணவர்களின் மொழித்திறன் விருத்தியில் ஆசிரியரின் கற்பித்தல் செயற்பாட்டின் பங்களிப்பு

ஆய்விற்கான மூன்றாவது நோக்கத்திற்கு அமைவாக பல்வேறு பிரிப்புகளின் கீழ் வினாக்கள் வினாவப்பட்டு பின்வரும் முடிவுகள் 'பிரச்சினைக்கான தீர்வாகப் பெற்றுக்கொள்ளப்பட்டன.

மொழித்திறனை மேம்படுத்துவதற்கான செயற்பாடுகள்

1. மொழித்திறனுக்கான கற்பித்தல் செயற்பாடுகள் குறைவானதாகக் காணப்படுகின்றன.
2. மொழித்திறனை திறனை மேம்படுத்துவதற்கு பாடசாலையில் வளங்கள் போதுமானதாகக் இல்லை.
3. பேச்சுத்திறனை விருத்தி செய்வதற்கான நடவடிக்கைகள் போதுமானதாக இல்லை.

4. புதிய கற்பித்தல் முறைகளைப் பயன்படுத்தி கற்பிக்கும் நிலை குறைவாக உள்ளது.
5. துனியாள் வேறுபாட்டிற்கமைய கற்பித்தல் குறைவாக உள்ளது.

விதந்துரைப்புகள்

இன்றைய காலகட்டத்தில் கல்வியின் வளர்ச்சியானது துரிதமாக வளர்ந்து வருவதினை காணக்கூடியதாக உள்ளது எனலாம். மாணவர்களின் மொழித்திறனை விருத்தி செய்யும் வகையில் ஆசிரியர்களின் கற்பித்தல் செயற்பாடுகள் காணப்பட வேண்டும். மாணவர்களின் கற்பித்தலில் ஆசிரியர்களின் கற்பித்தல் செயற்பாடு மிகவும் பங்காற்றுகின்றது எனலாம். அந்த வகையில் ஆசிரியர்கள் புதிய நுட்பங்களைப் பயன்படுத்தி கற்பித்தலை மேற்கொள்ள வேண்டியவர்களாகக் காணப்படுகிறனர். அதுமட்டுமன்றி நடைமுறைகளுக்கேற்ப தங்களது செயற்பாடுகளை மாற்றிக் கொண்டு கற்பித்தலை முன்னெடுக்கின்ற தேவைப்பாடு ஆசிரியர்களுக் உண்டு. அதனோடு பிள்ளைகளின் துனியாள் வேறுபாடுகளைக் கருத்தில் கொண்டு கற்பித்தலை முன்னெடுக்கும் போதும் அவர்களுக்கேற்ற வகையில் கற்பித்தலைக் கொண்டு செல்லும் போது அவர்களை கற்பித்தலில் ஈடுபடுத்தக் கூடிய வாய்ப்புகள் கிடைக்கும் இதன் மூலமாக மொழித்திறனை விருத்தியாக்கிக் கொள்ள முடியும்.

ஆசிரியர்கள் தங்களது கற்பித்தலை சிறந்த முறையில் கொண்டு செல்வதற்கு பாடசாலையானது அதற்கான வளங்களைப் பெற்றுக் கொடுத்தல் வேண்டியது பாடசாலை அதிபர்களுடைய கடமையாகும். அதுமட்டுமன்றி புதிய கற்பித்தல் நுட்பங்களைப் பயன்படுத்தி கற்பிக்கின்ற தேவை ஆசிரியர்களிடம் காணப்படுகின்றது. அதனை முன்னெடுத்துச் செல்வதற்கு ஏற்ற வகையில் பாடசாலையில் வளங்களை சமனான முறையில் பங்கிடுகின்ற போது இவ்வாறான வளப்பற்றாக குறைவானது பாடசாலையில் காணப்படமாட்டாது. ஆகவே ஆசிரியர்கள் புதிய நுட்பங்களைக் கையாண்டு கற்பிப்பதன் மூலமாக பிள்ளைகளின் மொழித்திறனை விருத்தியாக்கிக் கொள்ள முடியும்.

மொழித்திறன் குறைபாட்டால் கற்பித்தலில் ஏற்படும் சிரமங்கள்.

1. ஆசிரியர்கள் திட்டமிட்டு வைத்துள்ள விடயங்களை குறித்த நேரத்தில் கற்பிப்பதில் அதிகமாக சிரமப்படுகின்றனர்.
2. மாணவர்களின் ஒத்துழைப்பானது மொழித்திறன் செயற்பாட்டில் குறைவானதாகவே உள்ளது.
3. மாணவர்களின் மொழித்திறன் குறைபாடு கற்றல், கற்பித்தலுக்கு தடையாகக் காணப்படுகின்றது. விதந்துரைப்புகள்.

ஆசிரியர் கற்பித்தல் செயற்பாடானது மிக முக்கியமான ஒன்றாகும். ஆசிரியர்களின் கற்பித்தல் செயற்பாட்டில் மொழித்திறன் குறைபாடு பாதிப்பை ஏற்படுத்துகின்றது. அவர்கள் கற்பித்தல் செயற்பாட்டை மேற்கொள்ளும் போது அதற்கான

தடைகள் ஏற்படும் வேளையில் அவர்களின் அவர்களின் கற்பித்தலை திட்டமிட்ட வேளையில் மேற்கொள்ள முடியாத அளவு சிரமங்களை ஏற்படுத்தும். இதன் மூலமாக மாணவர்களின் கற்றல் செயற்பாடுகளில் பின்னடைவை ஏற்படுத்தும்.

எனவே மாணவர்களின் கற்பித்தலை சிறப்பாக மேற்கொள்வதற்கு பாடசாலை மட்டத்தில் செயற்பாடுகள் முன்னெடுக்கப்பட வேண்டும். அதுமட்டுமன்றி மாணவர்களின் மொழித்திறன் குறைபாடுகளை நீக்குவதற்கான செயற்பாடுகளை முன்னெடுப்பதன் மூலமாகவும் கற்பித்தலை சிறந்த முறையில் மேற்கொள்ள முடியும். கற்றல், கற்பித்தலில் மாணவர்களின் ஒத்துழைப்பை ஏற்படுத்தல் வேண்டும். அதாவது பிள்ளைகளை கற்றலுக்கான ஆயத்த நிலையினை ஏற்படுத்த வேண்டும். ஆசிரியர் கற்பிப்பதற்கு முன்னராக பிள்ளைகளை பாடத்துக்குள் ஒன்றிணைக்கும் வகையில் சிறப்பான பாடப்பிரவேசத்தினை கொண்டு செல்ல வேண்டும். இதன் மூலமாக கற்பித்தலில் பிள்ளைகளின் ஒத்துழைப்பினை பெற்றுக் கொள்ளலாம்.

மாணவர்கள் எவ்வாறான விடயங்களில் இடர்படுகின்றனர் என்பதனை இனங்கண்டு அதற்கான பரிகாரக் கற்பித்தலை மேற்கொள்வதன் மூலமாக ஆசிரியர்களின் கற்பித்தலை சிறப்பானதாகக் கொண்டு செல்லமுடியும். மேலதிக வகுப்புக்களை நடாத்துவதன் மூலமாகவும், மேலதிக பயிற்சிகளை முன்னெடுப்பதன் மூலமாக பிள்ளையின் கற்றலை சிறப்பாக்குவதுடன் ஆசிரியர்களின் கற்பித்தலையும் சிறப்பானதாகக்கிக் கொள்ள முடியும்.

ஆரம்பப்பிரிவு மாணவர்களின் மொழித்திறன் விருத்தியில் பெற்றோரின் பங்களிப்பு.

ஆய்விற்கான நான்காவது நோக்கத்திற்கு அமைவாக பல்வேறு பிரிப்புகளின் கீழ் வினாக்கள் வினாவப்பட்டு பின்வரும் முடிவுகள் பிரச்சினைக்கான தீர்வாகப் பெற்றுக்கொள்ளப்பட்டன.

பிள்ளைகளின் கற்றலில் பெற்றோரின் பங்களிப்பு.

1. மாணவர்களின் கற்றலில் பெற்றோரின் பங்ளிப்பானது குறைவானதாகக் காணப்படுகின்றது.
 2. பாடசாலையில் கற்பிப்பதை பெற்றோர்கள் வீட்டில் பிள்ளைகளுக்கு கற்பிப்பது குறைவானதாகக் காணப்படுகின்றது. விதந்துரைப்புகள்.
- பிள்ளையானது தனது வாழ்நாளில் அதிகளவு நேரத்தை தமது வீட்டுச் சூழலிலே கழித்துக் கொள்கின்றனர். மாணவர்களின் கற்றலில் வீட்டுச் சூழலானது பெருமளவு பங்காற்றுகின்றது எனலாம். பெற்றோரின் பங்களிப்பானது பிள்ளைகளுக்கு முழுமையானதாகக் கிடைக்கின்ற போது அவர்களின் கற்றலானது சிப்பானதாக அமையும் என்பதில் எவ்வித ஐயமும் இல்லை. அந்த வகையில் பிள்ளைகள் கற்றலை மேற்கொள்வதற்கான பல சந்தர்ப்பங்களை பெற்றோர்கள் ஏற்படுத்திக் கொடுத்தல் வேண்டும். பிள்ளைகளை கற்றலில்

ஊக்கத்தை ஏற்படுத்திக் கொடுப்பது பெற்றோரின் கடமையாகும். பிள்ளைகளை மேலதிக வகுப்புகளுக்கு அனுப்பதல், அதுமட்டுமன்றி பாடசாலையில் ஆசிரியர்கள் கற்பித்துக் கொடுக்கும் விடயங்களை பெற்றோர்கள் பிள்ளைகளுக்கு மீண்டும் கற்பித்தல் வேண்டும். அவர்களுக்கான மீளவலியுறுத்தல்களை கொடுத்தல் வேண்டும். கற்ற விடயங்களை மீண்டும் மீண்டும் ஞாபகப்படுத்துதல் வேண்டும். பிள்ளை பாடசாலை விட்டு வந்ததும் அவர்களின் கொப்பிகளை ஒவ்வொரு நாளும் பார்வையிடுதல் வேண்டும். பிள்ளைகளின் கற்றலானது எந்தளவில் உள்ளது என்பதை அறிந்து அதற்கேற்ற வகையில் செயற்பாடுகளை முன்னெடுக்க வேண்டும். பெற்றோர்கள் சந்தர்ப்பங்கள் கிடைக்கும் போதெல்லாம் கதைத்தல், கதைப்பதற்கான சந்தர்ப்பங்களை ஏற்படுத்தல், சரியான மொழிப்பிரயோகத்தை ஏற்படுத்த வேண்டும்.

இவ்வாறான செயற்பாடுகளை பெற்றோர்கள் வீட்டில் முன்னெடுப்பதன் மூலமாக பிள்ளையின் கற்றலில் மாற்றங்களைக் கொண்டுவர முடியும். அதுமட்டுமன்றி பிள்ளையின் கற்றலில் ஏற்படும் குறைபாடுகளை இல்லாமல் செய்யமுடியும்.

ஆசிரியர் பெற்றோர் தொடர்பு

1. பாடசாலையில் ஆசிரியர்களுக்கும் பெற்றோர்களுக்குமான தொடர்பானது குறைவானதாகக் காணப்படுகின்றது.
2. அதிபர், ஆசிரியர்களின் கூறும் கற்றல் தொடர்பான ஆலோசனைகளை உள்வாங்கி அதனை பிள்ளைகளின் கற்றலில் செயற்படுத்துகின்ற நிலையானது மிகவும் குறைவானதாகவே காணப்படுகின்றது. விதந்துரைப்புகள்.

பெற்றோர்களின் பங்களிப்பானது பிள்ளையின் கற்றலில் மட்டுமல்லாது ஆசிரியர்களின் கற்பித்தலிலும் பெற்றோர்களின் பங்களிப்பானது மிகவும் முக்கியமானதொன்றாகும். இதன் மூலமாக பிள்ளையின் கற்றலானது சிறப்பான தன்மையினை வெளிக்காட்டும். ஆசிரியர்கள் பெற்றோர்களிடையே சிறந்த தொடர்பு காணப்பட வேண்டும். அதன் போதுதான் பிள்ளைகளின் கற்றல் நிலை எவ்வாறானதாகக் காணப்படுகின்றது என்பதை பெற்றோர்கள் ஆசிரியர்களிடமிருந்து தெரிந்து கொள்வதற்கு ஆசிரியர் பெற்றோர் தொடர்பு மிக முக்கியமானதாகும். பிள்ளைகளின் வீட்டுச் சூழலின் நிலைமைகள் தொடர்பாகவும் ஆசிரியர்கள் தெரிந்த கொளவதற்கு இவர்கள் இருவரிடத்திலும் தொடர்பு காணப்படுதல் வேண்டும். வகுப்பாசிரியர்களிடம் அடிக்கடி சென்று பிள்ளைகளின் நிலை பற்றி அறிந்திருத்தல் வேண்டும்.

அதிபர்கள், ஆசிரியர்கள் பிள்ளைகளின் கற்றலினை சிறப்பானதாகக் குவதற்கு கூறுகின்ற விடயங்களை, ஆலோசனைகளை கேட்டு அவற்றை பிள்ளையின் கற்றலில் கடைப்பிடித்தல் வேண்டும். அவர்களின் ஆலோசனைகளை முழுமையாக செயற்படுத்துவதன் மூலமாக பிள்ளையின் கற்றலை

சிறப்பானதாகக்கிக் கொள்ள முடியும். எனவே எனது ஆய்வினைப் பொறுத்த வரையில் ஆரம்பப்பிரிவு மாணவர்களின் மொழித்திறனில் குறைபாடுகள் காணப்படுகின்றது. அந்த வகையில் ஆசிரியர்கள், பெற்றோர்கள், அதிபர்களின் கருத்துக்களில் இருந்து இது புலனாகின்றது. மொழித்திறனில் ஆசிரியரின் பங்கானது மிக மிக முக்கியமானது. கல்வி கற்ற நற்பிரஜைகளை உருவாக்குகின்ற கடமையானது ஆசிரியர்களுக்குரியதாகும். இதனை ஆசிரியர்கள் கவனத்தில் கொண்டு தமது கற்பித்தல் செயற்பாடுகளை முன்னெடுத்தல் சிறப்பானதாக அமைய வேண்டும்.

முடிவுரை

மனமுனை வடக்கு பிரதேசத்திலுள்ள தெரிவு செய்யப்பட்ட பாடசாலைகளில் ஆரம்பப்பிரிவு மாணவர்களின் மொழித்திறன் விருத்தியில் ஆசிரியரின் வகிபாகம். என்ற தலைப்பின் கீழ் ஆய்வு இடம்பெற்றது. இவ்வாய்வு ஐந்து படிமுறைகளை உள்ளடக்கியதாக அமைந்திருந்தன. இப்படிமுறைகள் ஒன்றுடன் ஒன்று தொடரப்பட்டதாக அமைந்திருந்தன. எனவே இவ்வாய்வினை முன்னெடுத்து செல்ல ஐந்து பாடசாலைகள் தெரிவு செய்யப்பட்டு அவற்றில் 45 ஆசிரியர்களும், 100 மாணவர்களும், 66 பெற்றோர்களும் 'தெரிவு' செய்யப்பட்டு வினாக்கொத்தும் 05 பாடசாலை அதிபர்களிடமிருந்து நேர்காணல் மூலமாகவும் தகவல்கள் பெறப்பட்டு பகுப்பாய்வு செய்யப்பட்டு பரிச்சினைகள் கண்டறியப்பட்டன. எனவே கண்டறியப்பட்ட பிரச்சினைகளுக்குப் பொருத்தமான தீர்வுகளும் அலோசனைகளும் வழங்கப்பட்டதுடன் இவ்வாய்வு முடிவுக்கு வந்தது. எனவே இவ்வாய்வின அடிப்படையில் எதிர்காலத்தில் முன்னெடுக்க வேண்டிய பல புதிய ஆய்வுகளும் முன்வைக்கப்பட்டுள்ளன.

ஆகவே குறித்த ஆய்வானது குறித்த பிரதேசத்தில் காணப்பட்ட மொழித்திறன் தொடர்பான பிரச்சினையை மையமாகக் கொண்டு ஆய்வுத்தலைப்பு முன்னெடுக்கப்பட்டது. எனவே தற்போது இவ்வாய்வு தொடர்பான பின்வரும் பிரச்சினைகள் இனங்காணப்பட்டன. அவையாவன கற்றல் தொடர்பான பிரச்சினை, கற்பித்தல் தொடர்பான பிரச்சினை, பௌதீக வளங்கள் தொடர்பான பிரச்சினை, குடும்ப சூழல் தொடர்பான பிரச்சினை என்பனவாகும். இவற்றுக்கான தீர்வுகளும் இவ்வாய்வில் இடம்பெற்றுள்ளன.

எனவே மாணவர்களின் மொழித்திறன் விருத்தியானது அவர்களின் கல்வியினை சிறப்பாக முன்னெடுத்துச் செல்வதற்கு அவசியமானதாகும். ஆகையால் மாணவர்களின் மொழித்திறனை மிகவும் சிறப்பாக்கும் வகையில் ஆசிரியரின் கற்பித்தல் செயற்பாடுகள் அமையவேண்டும். ஆசிரியர்களினது கற்பித்தலின் பங்களிப்பானது சிறப்பாக அமையும் போது மாணவர்களின் மொழித்திறனானது விருத்தியடையும் என்பதில் எவ்வித ஐயமும் இல்லை.

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TRANS-CULTURAL STRUGGLE IN DIVAKARUNI'S THE MISTRESS OF SPICES

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Abstract

A multifaceted sensitive writer of diasporic issues, Chitra Banerjee Divakaruni's has widely touched upon immigrant problems like alienation, home and host situations and the trauma experienced during the process of acculturation, in her first novel *The Mistress of Spices* which is the focus of this article. The settlers are literally cut off from their roots and find them entirely in a different culture and take some time to acclimatize to a new culture. Their disappointment that transition could not be done smoothly and perfectly is expressed in their conflicting identity. Adopted cultural values versus acquired ones form the theme of this novel. Assimilation into the immigrant culture is a stressful experience at the cost of one's tradition and national culture. Yet the characters of Divakaruni strive to keep their original identity alive. In their efforts of relocation the challenges they confront are innumerable. Tilo, the woman protagonist of the novel supplies spices to cure the maladies of the troubled Indians who are clinging on to their past culture and tradition they left behind.

Keywords: Identity, immigrant, culture, conflict, assimilation, generations.

Introduction

Chitra Banerjee deals with the pangs of alienation, assimilation and acculturation in most of her novels. The central characters in *The Mistress of Spices* are immigrants and they have to cope up with loneliness in a foreign land and need to integrate into the New World. Torn between the old and the new cultural values, the characters come forward to adopt themselves to the present with fear and hope lurking in their minds. Their attempt to rediscover their self in an alien land and assimilate with their culture is filled with both joy and heart break. Amidst loneliness, they surge acculturated after undergoing severe physical and mental trauma.

The novel, *The Mistress of Spices* is set in Bay Area of California, which is the part of the country that accommodates all the multi cultural population and seems to be the most cosmopolitan area, according to the author. Tilo, the protagonist of the novel is a spice store keeper. She with her telepathic powers realizes the deep anguish behind the emptied dreams of the immigrant, who sought to go to America to escape the consequences of 'failed monsoons' and 'parched earth'.

The protagonist Tilo, is represented as wise lady in an ancient body, not actually old. In the seemingly old body lives a young Indian woman with supernatural abilities as her name 'Nayan Tara' means. As the owner of a small spice store, she becomes the "architect of the immigrant of all those who enter her store and the problems they endure as they assimilate in efforts of racism on the lower class

patrons of her store, the emergence of an Indian elite upper-middle class community, and the lack of rooms for the old values in the new land.

Trans-Cultural Trauma

Women settlers weren't happy either. They were anxious about the safety of their children and worried about their husband's lay off at work and his quarrel with the money lenders. Their poverty stricken life claims sumptuous food. The future of their children is a painful suspense. As a wife and mother they are, "walking the edge of knife with fear like a wolf waiting on both sides"(64). But dreams keep them from going mad. Tilo explores their desires and tries to give remedies with the help of spices.

The narrator blends her own immigrant experience with that group of people who are struggling to find an identity. Ahuj's wife, who is a victim of abusive marriage, emerges as a self-assertive individual Lalitha. Initially she is a selfless wife and as her story unfolds she emerges as an individual with dignity. The abusive marriage and her strict orthodox-brought up shackle her like a cocoon which she eventually breaks and emerges as a liberated self. With her sewing abilities she dreams to open up her own shop "Lalitha Tailor works(15), her husband who is not interested asks, "Aren't I man enough man enough man enough."(16) Lalitha hoped for things to be better away

from the patriarchal society in the liberated new land. To her disappointment life turns bitter.

Tilo identifies Lalitha's sufferings, comforts her with spice remedy and hands over an Indian current magazine from which later Lalitha reaches out to a helpline for battered woman. Tilo instills in her dignity and individuality. Ahuja's wife, you who are almost becoming Lalitha..(112). Ahuja shows his true colour when Lalitha suggests that he could undergo a checkup in a fertility clinic. Angered, he behaves violently and makes a sexual assault, which moves Lalitha into action "....it broke my last hesitation, my fear of hurting my parents."(287) She reaches a shelter for battered women where she hears the stories of other women and comes to know about her rights.

Hybrid Sensibility

Lalitha learns to survive amidst the miseries. "Stories of other women like me who now lead better lives stories of women who went back and beaten to death. They tell me....they can help me set up a small tailoring business if I like. They warn me things won't be easy"(288). Lalitha emerges strong enough to desert her husband and creates an identity of her own. She matures into a self-willed woman. Her sense of alienation culminates into assimilation which is by and large a self effacing experience of her past.

The impulse to transgress boundaries and to mingle culture is inevitable in an immigrant sensibility. Here the immigrant restores the best part of his culture and also borrows from new world values. Maya the final transformation of Tilo is the result of assimilation. To Raven's question, "What kind of name do you want"(337) Tilo replies, "One that spans my land and yours, India and America for I belong to both".(337)

The conflict between the first and second generation immigrants is evident in Geeta's family. Geeta's paternal grandfather is firm in his past ways of life and constantly tries to impart the knowledge of his culture to his granddaughter, "Geeta who is India and America all mixed together into a new melody (90). Ramu and Sheila, her parents bring her up with all the freedom America offers.

Ramu refurbishes old principles with new ones. Grand father is sick with Geeta's ways of life and her lavish use of money. He is aghast when she buys a ear costing thousands of dollars and complains that she could have saved that money for her dowry. Ramu brushes away the advice and says, "It's her money from her job and besides, for my Geeta we'll find a nice Indian boy from here (America). Who doesn't believe in dowry (90). The

grandfather grumbles over her late night return from office with men in their car. Ramu smiles away all these incidents and dismisses them saying,

"Baba doesn't worry they're only friends. My girl knows better than to get involved with some foreigner".(88) There is a marriage proposal from an Indian family grandfather is very much interested in this proposal but Ramu is a bit eager and doubtful, "she is brought up here, can she live in a big joint family in India".(91). Geeta candidly confesses that arranged marriages aren't for her and she has already found her lover, Juan, a Chicano. Her confession about the proposal and shamelessness about her choice of a man, hits them hard. The assertion by the generation raised in the immigrant land is obvious, when she proclaims that she will even leave them and move in with Juan. The void between the generations widens and the first generation is rocked by the cultural shock. Now Geeta coerces with her grandfather saying, he is to be blamed for all the mishap,

"He's the one who turned them against me with all this shit about good woman and good family shame. They never would have behaved so prehistorically otherwise. Dad especially(143).

Geeta lingers in her dilemma and couldn't muster courage to start living with Juan. She confesses, "Oh, I didn't move in with Juan. I couldn't do that to Mom & Dad."(144)

Tilo, the protagonist of *The Mistress of Spices* is the best example created by Chitra Banerjee who is caught in an ambivalence to choose between cultures. In the very beginning of the novel she is quiet complacent involving herself with her own ethnic group. She is lured by tempting American way of life but stays steadfast in her real Indian identity until she happens to meet Raven. The meeting with Raven shakes her cultural barriers and instigates a cultural conflict in her. Her dissatisfied and willful self now longs for an out let. She decides to flee from her tiresome life of responsibilities. In her union with Raven, Tilo finally cuts off herself from her Eastern culture and begins to share the culture and values of the West. Raven too is willing to bind himself with Tilo for the rest of their life. They both have found their love of their life.

Conclusion

Chitra Banerjee captures the conflicting immigrant experiences through these characters. The conflict is the result of dual cultures with different ideas and ideologies, the different eastern values and western ethos. Her American experience serves her well to portray the mental

anguish of the settlers in a new land. By elaborately discussing the emotional crisis of the emigrant population due to their displacement she stresses the need for individual space even in families. In addition, the new generation needs to learn and respect old values which will bring about a concordance in the family. Settlers need to shed off their ignorance and learn to survive amidst hard times and discover their identity in the new world. Their only way to survive these conflicts is by assimilating into the new culture.

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‘ROLE OF MEDIA IN INFLUENCING THE PERCEPTION OF ISLAMOPHOBIA AMONG THE YOUTH’

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Abstract

Islamophobia is truly a socially dangerous phenomenon, there is prejudice and discrimination just because of the person's religion. Terrorist activities and chaos created by a certain group of people for their political and ideological gains is blamed on the entire religion, leading to various misconceptions and stereotypes against Muslims. Our project aims to highlight the 'Role of media in influencing the perception of Islamophobia among the youth'. We aim to discover the views of the youth regarding various stereotypes against Muslims prevailing in the society.

Introduction

Media of any nation is the most important sector of any economy. Media is a powerful tool, in general and governs the way how people's perceptions are formed, challenged and influenced. The core of a well-balanced society, both in terms of social and economic, lies in the way media functions.

The battle against terrorism has led to an increase in Islamophobia. Islamophobia is the the fear or dislike of Islam and Muslims and prejudice against Islamic views and customs. There has been instances of negative portrayal by media especially seen in the case of Muslims and Islam, and the way it was reflected and addressed by various media houses. Both Islamic coverage was covered positively by some media as well as some stereotyped Islam and Muslims.

Also it has been observed that people's inadequate knowledge, and their dependence on secondary sources which are biased and sometimes lead to wrong interpretation of Quranic verses and Muslim customs, have also contributed to the development of stereotypical image of Muslim's in the society.

Despite various negative elements such as wrong or stereotypical media news, portray by political parties that have led to Islamophobia among people, brotherhood and peaceful existence still exist in the society ,where people value an individual rather than being judgmental about their religion or community.

Our project aims to highlight the 'Role of media in influencing the perception of Islamophobia among the youth'. We aim to discover the views of the youth regarding various stereotypes against Muslims prevailing in the society.

Methodology

'Survey Methodology' has been utilized to conduct our study.

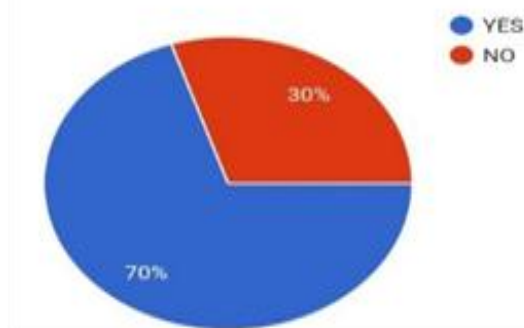
A survey was conducted among 82 engineering students of VIT University,Vellore of age group 17 to 24 were in they were requested to fill their responses through google forms .

The responses were collected in the graphical forms of pie charts and graphs as well as comments and later analyzed for results and discussion.

Results and Discussion

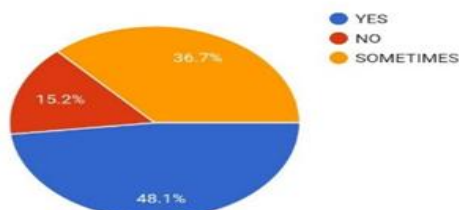
1.Do you believe in God?

80 responses



16.Do you feel that a person's moral/religious teachings affects his judgement towards other communities ?

79 responses

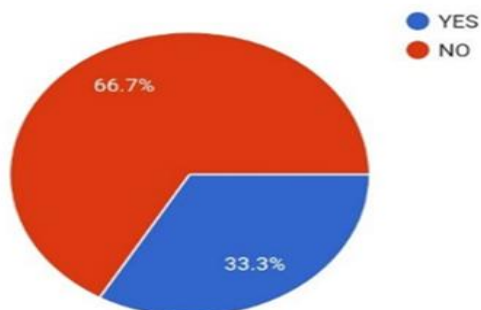


The observation from these pictorial representation suggest that a majority of 70% of the people surveyed believe in the existence of god and 48.1% feel that a person's moral/religious teachings may affect his judgment towards, how a person has notion of other communities existing or how the ideas and views of the people of varied religious , cultural background are deduced.

Moreover keeping in mind the 36.7% ,who believes that sometimes the religious/moral values inculcated within us only sometimes affects our decision making and judgment towards other communities. This may lead us to believe that there is still some scope for individual thinking where people's decisions and judgment aren't decided by external factors and humanity surfaces above all .

2.Do you feel terrorism is related to religion?

81 responses



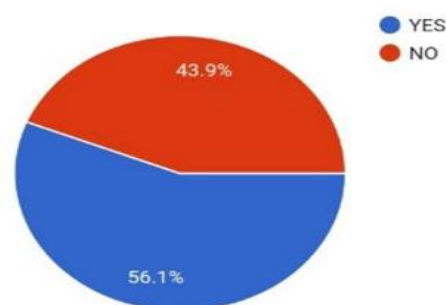
Around 66.7% people surveyed argued that religion is not to be related to terrorism. The fact that the majority of youth do not state terrorism and religion to be related ,has proved a great achievement for the society and its development.Every religion preaches love and peace, and

the act of terrorism that employs violence to achieve ideological or political aim can never be related to any religion or its teachings.

But sadly still there are some people, who state religion as a cause of terrorism and blame the entire religious community for the incidences cause by few people also people belonging to those communities are looked down upon and face discrimination, fear and hatred

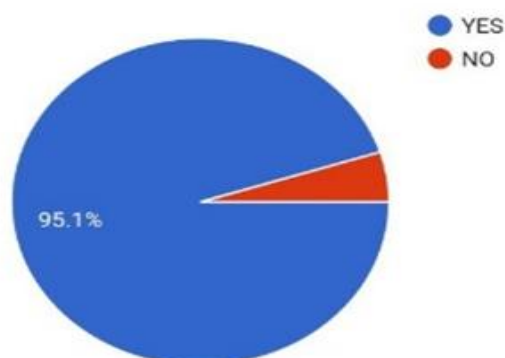
3.Have you ever visited mosque?

82 responses



4.Do you have a friend who belongs to islamic religion?

81 responses



It was observed that from the pictorial representation nearly 95 % people who were surveyed claimed that they had Muslim friends. Also it was observed that nearly 56% people had visited mosque once in their lifetime. This has proved to be a very healthy response.

This can be more evident from the question asked related to 'How Muslims Celebrate Their Festivals?', Wherein people were asked to comment their ideas and views regarding the same.

How do you think muslims celebrate their festivals?

The beautiful relationship of brotherhood was depicted by a person who was a part of the survey as:

"The very first thing is that I belong to the defense background,so I haven't thought like that.....That....Whether you are Hindu,Muslim,Sikh or Christian....They are one of the same.....And one of my close friend,Anees,he is a muslim and he always invites me to his festivals and used to celebrate Hindu festivals with me.....I used to go to eat sewai,chicken biryani along with some other stuffs.....

Together we went to mosque and the temple as well.....We are good friends and there is no relation with his religion.....

And regarding the terrorism...it's just the mindset of the people,who exploit the innocent people and made them to spread terrorism....

And I'm not at all interested in the rubbish news,which the media spreads by especially mentioning the islamic....."

Obviously, each and every person has the right to celebrate their respective festivals and activities according to their ideologies and belief's. That's what is clearly visible from this response of one of the persons we surveyed.

Having people's from very diverse backgrounds and religious beliefs as friends not only increases one's understanding about the other communities and religious groups but makes us respect all religious ideas and also leads the society to a socially balanced society where people's individual behavior matters and people aren't judged according to their origins. This doesn't lead to violent clashes and fear of people belonging to different religion, as in the case of Islamophobia, the social bubble of misconception bursts and

Overall the entire discussion suggest that we have unity in diversity and religion is not considered as an obstacle in friendship. Also True friendship is no affected by negative news spreading through the media regarding each others religious groups ,as evident from the comments section.

Which religious teaching from the Quran you Know?

The following are the comments we received regarding the above questions in the survey:

"That god is responsible for the natural disasters"

"Islamic Jihad"

"Terrorism"

"If you save the life of a person you save mankind and if you destroy it is as you are destroying mankind"

"No teaching of Quran I know"

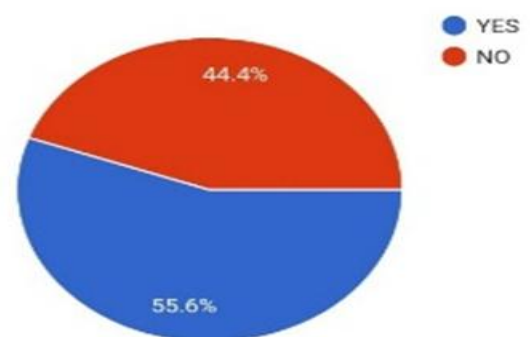
"Allah is almighty"

Quran teaches religious ideas that preach peace, for the betterment of the society.

Analyzing the comments section of the survey related to the above questions, it was found that People's knowledge about the Quran and Islamic teachings were appreciable. However it was also observed that certain comments were negative were in people had either misconceptions or incomplete knowledge about Islamic teachings. But unfortunately many people have the misconception that Quran teaches terrorism, these misconceptions arise from the various terrorists activities happening in the world and people's inability to judge whether the entire religious community be blamed due to the inhuman and non religious ideas, ideas that are opposite to what Islam preaches-For their nasty political and ideological plans, or the person's responsible for them.

7. Have you ever been part of any Islamic festivities?

81 responses

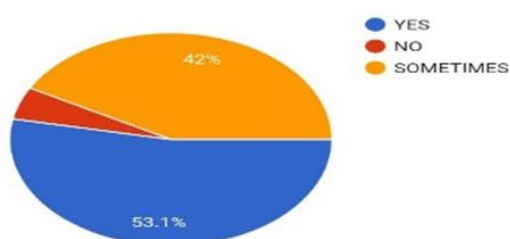


This was a kind of interesting case to be surveyed on. And the result was also 60-40. Though around 55 % people have attended any Muslim festivities but still there are many left who are still yet to attend any Muslim festivity. The observation suggests that the youth irrespective of the various negative publicity regarding Islam and Muslims, do not follow the concept of Islamophobia and are keen on understanding their Muslim

brothers and sisters, their culture ,their views and their teachings. They want to embrace brotherhood among religious groups and being part of each other cultural festivities is the best way to spread peace and eliminate the Islamophobic mentality in the society and put an end to stereotypes and misbeliefs.

8.Do you think political parties exploit religious sentiments and spread hatred?

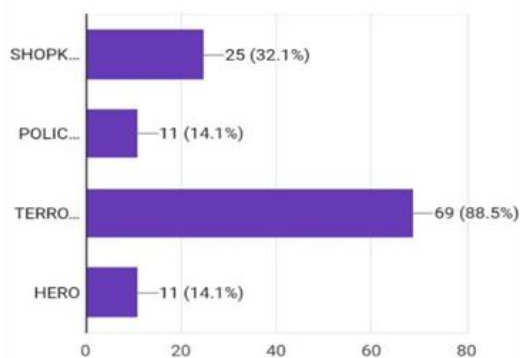
81 responses



Regarding whether the religious sentiments are exploited by political parties. It was unpredictable scenario. Though 53% people thought that political parties exploit religious sentiments. Nearly half of the people remained confused. There couldn't be any clear interpretation

9.Which of the following roles in movies are Muslims mostly shown?

78 responses



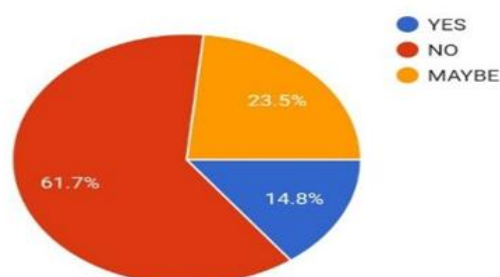
People were asked to select (more than one could be selected) the roles in movies that Muslim's are mostly portrayed. It was observed that out of Shopkeeper, Policeman, Terrorists, Hero mostly 88.5% people felt that movies portray Muslims as terrorists mostly. Indian cinemas are known worldwide and are very influential.

Most of the people blindly believe on the content show cast in movies. It was observed that 46.8% people believe Indian movies portray Muslims as less patriotic sometimes, although the the content at no doubt of indian movies is good, but sometimes knowingly or maybe unknowingly **Muslims are show casted less patriotic, this was confirmed from the people's responses.**

This portrayal by the movies-that are an important factors in entertainment and also a true reflection of the society, give rise to misbeliefs and stereotypes against Islam and Muslims.

10.Do you feel Islam is inherently violent ?

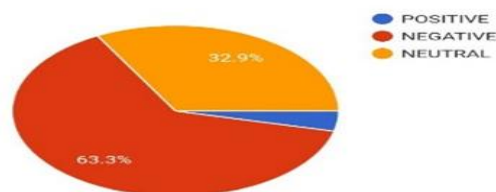
31 responses



People believe that Islam in itself is not violent and preaches peace-as per the earlier results from the survey, but there are considerable number of people around 61.7% as evident from the survey, who feel that Islam is inherently violent and promote terrorism. The foremost thing that needs to be rectified is the absurd mentality of the people. Blind beliefs can be considered as illiteracy but blaming the whole religion just because of some misconceptions is none other than stupidity.

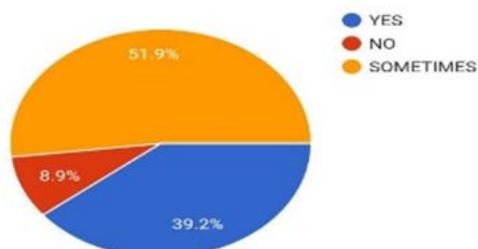
11.What are the general news you get to hear related to Islamic religion on media ?

79 responses



12. Do you think social media over exaggerate the news related to Islam?

79 responses



In any country the media of the country is the most important part of the society and the economy, it voices people's opinion and shape public opinion against any matter. News on media has affect on the minds of the people, whatever media show cast regarding any matter ,is believed blindly by the people. It was observed from the pictorial representation that 63.3% people feel that negative news related to Islam is show casted.

Most of the media is acting as a petrol in the burning fire by presenting only negative news related to Islam, due to this more and more people start to believe in this misconception of Islamic views and various stereotypes against Muslims. All these whether directly or indirectly affect the views of the public regarding Islamophobia.

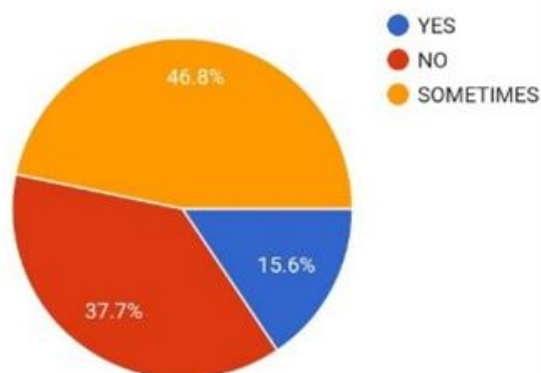
Also it was observed from the survey data that nearly 51.9% people feel that media sometimes over exaggerate the news related to Islam, trying to give the same news different angles and presenting modified versions or over exaggerated form for the same news in order to increase their TRP ratings.

Some news channels do show positive news, but are overshadowed by the negative news, which is attractive many people tend to see what they want to see because of which they firmly believe in their misconceptions.

Rather than only showing only negative news , the news should also focus on showing the positive news –all aspects should be shown truly without any over exaggeration or targeting only a single component just to elevate TRP ratings.

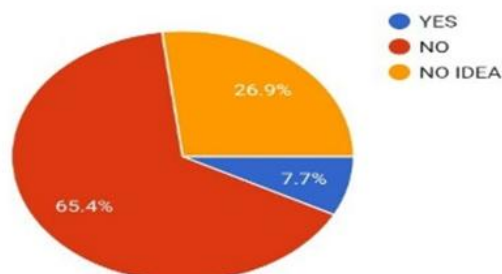
13. Do you think Indian movies portray Muslims as less patriotic?

77 responses



14. Do you think Islam is incompatible with society ?

78 responses



We got a healthy response from the people in our survey. It was observed that 65.4% people feel that Islam is compatible with the society-good and means no harm and is just like any other religion. So, there is no need to feel uneasy or incompatible about it.

Conclusion

From the survey conducted regarding the "Role of media in influencing the perception of youth on Islamophobia." Islamophobia is truly a socially dangerous phenomenon, there is prejudice and discrimination just because of the person's religion. Terrorist activities and chaos created by a certain group of people for their

political and ideological gains is blamed on the entire religion, leading to various misconceptions and stereotypes against Muslims, but it was found that majority of the youth remained unaffected by these various misconceptions regarding Islam and Muslim's prevalent in the society. These optimistic and broad mindset of the 'Youth' will lead to the socially balanced and stable society.

A large proportion of the people surveyed felt that religion is no way related to terrorism and religion is not considered as an obstacle in friendship and brotherhood, they feel that Islam is compatible with the society. However certain external factors such as media and cinemas that sometimes portray Muslims as less patriotic and show-cast only negative news or over exaggerate is somehow responsible for the false image of Muslims.

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MICRO, SMALL AND MEDIUM ENTERPRISES(MSME) IN INDIA – OPPORTUNITIES, ISSUES & CHALLENGES – A GLANCE

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Abstract

Micro, Small and Medium Enterprises constitute the backbone of an economy in maintaining an appreciable growth rate and in generating employment opportunities. This sector has been regarded as engine of economic growth and social development in many developed and developing countries. Contribution of MSMEs to the Indian economy in terms of employment generation, containing regional disparities, fostering equitable economic growth and enhancing export potential of the country has been quite phenomenal. Despite some infrastructural deficiencies and challenges like flow of institutional credit and inadequate market linkages, this sector has registered remarkable success with regard to increase in number, quantum of investment, scale of production and overall contribution to national GDP. An attempt to focus on the huge growth potential and opportunities available in India for development of MSME sector, to identify important issues and challenges and offer suggestions to address the same.

Keywords: *Micro, small & medium enterprises (MSME); growth potential challenges; market linkages.*

Introduction

Micro, small and medium enterprises (MSMEs) in India and abroad have demonstrated considerable strength and resilience in maintaining a consistent rate of growth and employment generation during the global recession and economic slowdown. Indian economy during the recent years has shown an appreciable growth performance by contributing to creation of livelihood opportunities to millions of people, in enhancing the export potential and in increasing the overall economic growth of the country. Prompt and appropriate fiscal stimulus, effective

Monetary policy and huge capital inflows were greatly instrumental in the bounce back situation of the economy. As a catalyst for socio-economic transformation of the country, the MSME sector is extremely crucial in addressing the national objectives of bridging the rural-urban divide, reducing poverty and generating employment to the teeming millions. It is therefore, essential that India adopts a suitable policy frame work that provides the required impetus to seize the opportunities and create an enabling business environment in order to keep the momentum of growth and holistic development. It is equally important that the MSME sector must address the infrastructural deficiencies and is well empowered to meet the emerging challenges for its sustainable growth and survival in a globally competitive order.

Objectives

The objectives of this to briefly highlight on the functional scenario of micro, small and medium enterprises in India,

- To focus on the huge growth potential and opportunities available for development of this sector
- To study the existing literature and research studies which were already carried out in the sickness of MSME units in the country and find out the research gap
- To identify some important issues, challenges and constraints confronted by these enterprises and to offer suggestions to overcome the same.

Literature Review

Although the MSMEs continue to dominate the industrial sector in most of the countries including India, the literature and the studies on their varied functioning are not many especially with reference to changing perspectives. The available research literature rather indicates some missing gaps that need to be addressed appropriately. Christopher J. Green, Colin H. Kirkpatrick, and Victor Murinde, (2006) in their paper have examined the ways in which financial sector development policy might contribute to poverty reduction, particularly by supporting the growth of micro and small enterprises (MSEs). This paper highlights on the changing role of

MSEs in the development process and the access of MSEs to informal and formal finance, including the role of microfinance. Nanda, Ramana & William R.Kerr (2009) have expressed the view that financing constraints are one of the biggest concerns impacting potential entrepreneurs around the world. De, Sankar (2009) in his article has viewed that SME's in India face many challenges, but perhaps none are as difficult as the challenge of financing, both short term and long term.

K,Vasanth, Majumdar M., K. Krishna (2012) in their paper have stated that since several successful models of the sustainable SME are gradually evolving, networks of SMEs would become essential for addressing the systemic problems under lying the industrial ecology, enterprise resilience, and global supply chain sustainability.

Export-Import Bank of India, (2012) has critically analyzed the present situation of MSMEs and support systems available in India as well as in the global context. It has suggested that MSMEs in India should have access to alternative sources of capital like angel funds/risk capital etc. and that existing laws should effectively address issues like insolvencies/bankruptcies; need to redefine the ceiling limits to encourage MSMEs to move up the value chain and need for cluster development approach to increase the level of competitiveness. Srinivas K T, (2013) has studied the performance of micro, small and medium enterprises, and their contribution in India's economic growth and concluded that MSMEs play a significant role in inclusive growth of Indian economy.

MSMEs- An Indian Perspective

Micro, Small and Medium Enterprises in India offer a heterogeneous and varied nature of fabric in terms of the size and structure of the units, variety of products and services, scale of production and application of technology. These enterprises are quite complementary to the large scale industries as ancillary units. They contribute to the socio-economic development of the country quite significantly. The MSMEs in India constitute about 80% of the total number of

Industries and produce about 8,000 value added products. An appropriate definition of Micro, Small and Medium Enterprises and their proper classification in a national or international context offers a varied perspective. The term 'MSME' is normally used to describe small

industrial or business units in private sector. MSMEs have been classified differently in different

contexts in terms of their nature of assets and scale of production etc. while others have defined those units in term of employment generation, shareholder funds, scale of investment or sale of products etc. The definition according to the World Bank is that, a business classified as MSMEs when it meets two of the three criteria – employee strength, size of assets or annual sales.

The growth and development of MSME sector in our country has been consistent and remarkable over the preceding decades. Statistics show

- Number of such enterprises has increased from about 1.1 crore in 2001-02 to 4.1 crore units in 2009-10 and again to 4.48 crore enterprises in 2014-15.
- The MSMEs produce more than 7,500 products and also contribute to about 35% of the India's exports. MSMEs contribute 8% of the country's GDP, 45% of the manufactured output and 40% of exports (Prime Minister's Task Force on MSME, 2010).
- The Government of India has introduced several major policy initiatives for support and promotion of micro, small & medium enterprises in the country. These include establishment of Small Industries Development Bank of India (SIDBI) in 1990 for promotion and financing of MSME sector, Credit Guarantee Fund Trust of Micro and Small Enterprises (CGTMSE) was in 2000 to offer credit facilities to eligible borrowers and the Prime Minister's Employment Generation.
- Programme (PMEGP) in 2008 to generate employment opportunities in rural and urban areas through new self-employment ventures / projects / micro enterprises. Available data from the Fourth All India Census of MSME in 2006-07, indicate that around 60 % of these enterprises are based in rural areas of the country and 45% of total manufacturing output is contributed by the MSME sector.
- The share of MSME sector in the total exports of India is about 40%. Statistics reveal that the number of such enterprises set-up, employment generated and the Investments made in the MSME sector in India has shown an increasing trend over the years

Table – 1 Performance of MSME Sector in India

Sl. No.	Year	Total Working Enterprises	Employment Generated (In Lakh)	Market Value of Fixed Assets (Rs. in crores)
1	2006-07	361.76	805.23	868,546.79
2	2007-08	377.36	842.00	920,459.84
3	2008-09	393.70	880.84	977,144.72
4	2009-10	410.80	921.79	1,038,546.08
5	2010-11	428.73	965.15	1,105,934.09
6	2011-12	447.64	1,011.69	1,182,757.64
7	2012-13	447.54	1,061.40	1,268,763.67
8	2013-14	488.46	1,114.29	1,363,700.54
9	2014-15	510.57	1,171.32	1,471,992.94

Source: Annual Report of MSME, Government of India, 2015-16.

The contribution of MSME sector towards GDP and total manufacturing output has been depicted in Table – 2. It is clear that the share of service sector MSMEs to the GDP has been increasing indicating robust growth and changing nature of economy.

Table – 2 Contribution of Manufacturing Output of MSME in GDP (at 2004-05 Prices)

Year	Gross Value of Output of MSME Manufacturing Sector (Rs. in Crores)	Share of MSME sector in total GDP (%)			Share of MSME output in total Manufacturing Output (%)
		Manufacturing Sector MSME	Service Sector MSME	Total	
2006-07	1198818	7.73	27.40	35.13	42.02
2007-08	1322777	7.81	27.60	35.41	41.98
2008-09	1375589	7.52	28.60	36.12	40.79
2009-10	1488352	7.45	28.60	36.05	39.63
2010-11	1653622	7.39	29.30	36.69	38.50
2011-12	1788584	7.27	30.70	37.97	37.47
2012-13	1809976	7.04	30.50	37.54	37.33

Potentialities for Growth : Opportunities

Micro, Small and Medium Enterprises have substantially contributed to the economic development of our country. The MSME sector in India occupies the second position next alone to agriculture in terms of employment generation. This sector accounts for about 95% of the industrial units, 45% of manufacturing output, 40% of exports total exports of the country. MSMEs have greater opportunities to grow as ancillary industries to unleash higher industrial growth. MSMEs being less capital intensive and more employment-friendly have easier access to raw materials, subsidies and other incentives under cluster programs. The country has huge growth potential to create and enhance the capacity of enterprises both in the manufacturing and service sector by using the available resources.

The MSME sector has the potentialities to emerge as the backbone of Indian economy and to continue as an engine of growth provided an environment-friendly policy framework and enabling infrastructural support are made available for its functional operations.

MSMEs in India consistently feed the domestic and the international value chain as manufacturers, suppliers, distributors, retailers, contractors and service provider by accounting for a substantial segment of our industrial units. This sector has been performing appreciably better than the overall rate of GDP (average 8% growth per annum) and the overall industrial output (measured by Index of Industrial Production-IIP). Availability of adequate financial resources, a supportive policy framework to address the areas like entrepreneurial skill development, a competent pool of human resources, application of latest technology

and new innovations, adequate international market linkages and bilateral trade agreements etc. would make the Indian MSME sector globally competitive to address the emerging challenges and help ensure their sustainability.

The roadmap for MSME development should include a target for increase in the share of their contribution from the present 8% to 15% by 2020, a substantial increase in generation of employment avenues up to 50%, an enhancement in MSME contribution in the key public and private industry sector by meeting the growing domestic demand, indigenization and important substitution and growth in foreign exports¹⁵. The recent 'Make in India' initiative by Government of India would make a substantial impact in the area of indigenization and would also attract sizable foreign investment.

Issues and Challenges

Despite the pivotal role and strategic importance in the context of industrial development and economic growth of the country, the MSME sector experiences several constraints and challenges. Several key issues remain to be addressed properly and measures yet to be taken in the interest of sustainable industrial development. The Committee on financial architecture of MSME sector in their Report submitted in the February, 2015 have identified some key issues. These include;

- Equity as a source of financing is underutilized and the prevalence of investment by venture capital and angel investors is low
- MSMEs face the problem of delayed payments from their buyers which adversely impacts their working capital as well as their next cycle of production
- MSMEs lack adequate information about various schemes and benefits available by the government
- Financial institutions/Banks face challenges in credit risk assessment of MSMEs
- The utilization of the available credit guarantee and insurance schemes by banks has been low.

Some of the major challenges confronted by these enterprises include; lack of adequate credit and capital, poor and inadequate infrastructural facilities, inadequate access and marketing linkages, technological obsolescence and inadequate application of new technology, lack of skilled human resources, dilatory and cumbersome regulatory practices for clearance and poor adaptability to emerging international trends.

• **Lack of Adequate Capital and Credit :**

One of the greatest challenges which constrain the growth of MSMEs in our country relates to inadequate capital and credit facilities. Easy and timely access to credit is crucial factor to development and growth of enterprises. Complex collaterals instead by the banks, cumbersome sanction procedures and delay in disbursement and high rate of interest on term loans further worsen the situation.

• **Poor and Inadequate Infrastructural Facilities:**

Deficiencies in the infrastructure and poor support facilities marked by inadequate access to basic facilities like water, power supply, road/rail connectivity etc. adversely affect this sector and contribute to enhance their operational cost by rendering the MSMEs less competitive in the challenging market situations.

• **Inadequate Access and Marketing Linkages:**

Poor marketing linkages characterized by inadequate Government support and patronage, lack of adequate marketing infrastructure/ network facilities continue to be a greater challenge for marketing and sale of MSME products. In a non-cluster situation, these enterprises get segregated and are unable to ensure reduction in procurement cost from big companies and fail to streamline the output-supply chain.

• **Lack of Skilled Human Resources**

Non-availability of skilled workforce and better managerial/entrepreneurial expertise at affordable cost near the location of enterprises is another such big challenge for the MSMEs in our country. Lack of managerial competence, absence of proper training on resource planning and capital management etc. hinders the growth of enterprises.

• **Lack of Access to New Technology:**

Most of the industries today require application of advanced technology in their operations whereas in the Indian context continuance of low technology base results in low productivity by making these enterprises uncompetitive in the ever-widening market contexts. Apart from enhancing productivity and quality, new technology should be adopted for an overall transformation and competitive edge.

• **Dilatory and Cumbersome Regulatory Practices :**

Cumbersome and dilatory regulatory clearances relating to sanction and disbursement of loans from commercial banks, collateral securities/guarantees, for construction permits, resolving insolvency and taxation etc. continue to be the constraining factors

for many MSMEs. Non adherence to RBI guidelines regarding revival/rehabilitation of seek enterprises by the Banks is another such constraint that needs to be addressed.

Conclusion

MSMEs over the years have assumed greater significance in our burgeoning national economy by contributing to employment generation and rural industrialization. This sector possesses enough potential and possibilities to pushbutton accelerated industrial growth in our developing economy and well poised to support national programme like 'Make in India'. This sector has exhibited enough resilience to sustain itself on the strength of our traditional skills and expertise and by infusion of new technologies, capital and innovative marketing strategies.

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SOCIO FEMINISTIC PERSPECTIVE IN THE NOVEL 'THE GOD OF SMALL THINGS' BY ARUNDHATHI ROY

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Socialist Feminism is a branch of feminism that focuses on both public and private spheres of a woman's life and argues that liberation can be achieved only by ending both the economic and cultural sources of women's oppression. Socialist Feminism upholds that both patriarchy and financial dependence are the driving forces of women's subjugation to men. They see women's liberation as a necessary part of a larger quest for social, economic and political justice. 'The God of small things' by Arundhati Roy is a novel set in Ayemenem, a village in the Indian state of Kerala. The novel predominantly revolves around the lives of Ammu and her twins- Estha and Rahel, who are the residents of Ayemenem.

Gender Bias

In this novel, Ammu, a Syrian Christian woman, is the victim of both patriarchal and financial oppression. She went against the set norms of the society and fell in love with a Bengali Hindu man and married him. This bold step ruffled the feathers of normalcy and she earned the displeasure of her family members.

On the other hand, Ammu's brother Chacko, didn't have to bear the brunt of any discontent after marrying the woman he loved. Unlike his sister, he ventured into an inter-race marriage, i.e., he married an English woman named Margaret, without the consent of his family. Yet he continued to remain the apple of the eye of his family. This incident bares the fact that a man can lead his life as he pleases, however a woman is expected to conform to the rules laid down by the society, which are nothing but snares to enmesh the woman and curtail her freedom.

Both Ammu's and Chacko's wedding ended in a divorce. However, when Ammu returned home after her divorce, she was just considered to be an unwelcome outsider in the family, but Chacko was received with open arms and sympathetic behaviour on his return. This is another instance of how the patriarchal family exercises

partiality with women. Though Chacko and Ammu were siblings raised in the same home, the treatment meted out on them for similar course of actions were entirely different.

Ammu led a miserable married life before her separation. She had patiently put up with the tantrums her husband used to throw and the blows he rained on her in his inebriated state. She didn't utter a single word in protest whenever he abused her. However, when he told her to share his boss' bed, so that he will be able to retain his job, she outrightly rejected the proposal. She had to suffer abominable treatment after this event, and it was then that she decided to annul her marriage.

This is the second instance of patriarchal domination in the novel in which, Ammu is treated like a toy by two men, who perceive her as an object that provides sexual gratification. This episode reveals the ugliest face of oppression that women have to face in a patriarchal society, where men have the right to decide what should be done with the body of a woman. Even in Ammu's own home, instead of appreciating the remarkable courage that she showed in the wake of adversities and celebrating her return, the residents of her maternal home, secretly mourned her arrival with the twins and looked upon them as harbingers of devastation.

On the other hand, when Chacko's estranged wife and his daughter Sophie Mol paid them a visit, they received the treatment deemed fit for royal ambassadors. Everyone fawned over Sophie Mol and ignored the twins and their mother completely.

Another appalling case of patriarchy, in which the ideology that the male has supreme rights to enjoy himself, is revealed when Mammachi (mother of Ammu and Chacko) arranges to build a separate passage in the house, which connects Chacko's room with the backdoor. Through this passage, outcaste women were allowed to enter and gratify the sexual needs of Chacko. However, when Ammu fell in love with an outcaste man named

Velutha and slept with him, she was branded as a whore. The scandal spread throughout the lengths and breadths of Ayemenem and the police apprehended Velutha and tortured him mercilessly. They even spoke to Ammu in a demeaning manner and molested her in front of her children. This episode makes it crystal clear that a man can fulfil his carnal desires in any way and escape unscathed but if a woman makes a minute transgression, she has to pay for it heavily.

Financial Inequality

Mammachi had started a pickle factory on her own. She earned the eternal displeasure of her husband for this act and he ceased talking to her altogether, as he couldn't digest her financial independence. Chacko, never allowed a single opportunity to slip past, in which he could assert that the pickle factory was his.

Mammachi had envisaged the factory and put her heart and soul in it. Ammu also contributed to its development in her own way. Nevertheless, as a woman, she was not entitled to its ownership or inheritance. Everything, by default, belonged to Chacko. Ammu, therefore, couldn't raise her voice in protest, when Chacko asked her to leave the house after her scandal came out in public. She had nowhere to go and had no means of income. As a result of the trials and tribulations that she

underwent, she contracted a lung disease easily and died a lonely and miserable death in a hotel room.

Conclusion

The pathetic story of Ammu brings home the point that a woman, living in a patriarchal society is stripped off an equal status in all walks of life. She is also not entitled to inherit any share of property, thus leaving her at the mercy of her father, husband, brothers and sons. Thus, a patriarchal society is spun using the threads of Manu's (law maker of the Hindus) words- "Day and night, woman must be kept in subordination to the males of the family. In childhood, to the father, in youth to her husband and in old age to her sons".

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நாட்டுப்புறவியலின் தோற்றமும், வளர்ச்சியும்

க.விஜயகுமார்

(முனைவர் பட்ட ஆய்வாளர்
பிஷப் ஹீப்ர் கல்லூரி (தன்னாட்சி), திருச்சி)

நாட்டுப்புறவியல் ஓர் அறிமுகம்

மாந்தர்குல வரலாற்றில் மொழி முதன்மையான இடத்தைப் பெறுகிறதெனலாம். அம்மொழி செய்திகளைப் பரிமாறிக்கொள்ளும் கருவியாக அமைவதுடன் பேசப்படும் மக்களின் பண்பாடு, நாகரிகம், அறிவுற்றை வளர்ச்சிகளையும் தாங்கி இயக்குகிறது. உலகில் ஏறத்தாழ மூவாயிரத்திற்கும் அதிகமான மொழிகள் வழங்கப்படுவதாக அறிஞர்கள் குறிப்பிடுகின்றனர். இம்மொழிகளில் சில பேச்சு வழக்குடைய மொழியாகவும், சில எழுத்து வழக்குடைய மொழியாகவும் விளங்குகின்றன. சில மட்டும் எழுத்து, பேச்சுவழக்குடைய மொழியாக விளங்குகின்றன. எழுத்து, பேச்சு எனும் இருவகை வழக்குகளைக் கொண்டு நம் தமிழ்மொழி விளங்குகின்றது.

தமிழ் இரண்டாயிரம் ஆண்டுகளுக்கு முந்தைய இலக்கண இலக்கியங்களைக் கொண்டு விளங்குவதால் அண்மையில் செவ்வியல்மொழி எனும் தகுதியை நடுவண் அரசு ஏற்று அறிவித்துள்ளது. தமிழர்கள் தமிழ்மொழி, தமிழ்ப்பண்பாடு, தமிழ் இலக்கியங்கள், தமிழ்க் கலைகளைப் போற்றி வாழ்கின்றனர். மொழியை அடிப்படையாகக் கொண்டு எழுந்த இலக்கியங்களின் தோற்றம்பற்றியும் துல்லியமாகக் கணிக்க முடியவில்லை. எனினும் இலக்கியங்கள் எழுத்து வடிவில் எழுதப்படுவதற்கு முன்னரே வாய்மொழியாகப் படைக்கப்பட்டன எனவும் அதனை “நாட்டுப்புறவியல்” எனவும் அறிஞர்கள் குறிப்பிடுகின்றனர். உலகில் தோன்றிய பழைமையான இலக்கியங்கள் யாவும் வாய்மொழிக்கூறுகளை மிகுதியாகக் கொண்டுள்ளதையும் அவ்வப்பொழுது அறிஞர்கள் ஆராய்ந்து உரைத்துள்ளனர்.

உலகளாவிய நிலையில் நாட்டுப்புறவியல்

மானுடம் தொடங்கிய காலம் முதலே நாட்டுப்புற வழக்காறுகள் தோன்றிவிட்டன. மக்களின் நம்பிக்கைகள், பழக்க வழக்கங்கள் இவற்றின் அடிப்படையில் எழுந்த படைப்புத்திறன் மிக்க வழக்காறுகள் இலக்கியமாகப் பரிணமித்தன. அவை. 1) பொது மக்களைச் சார்ந்த மரபுமுறைகள் (Popular Antiquities) என்றும், 2) பொது மக்கள் இலக்கியம் (Popular Literature) என்றும் 3) பொதுப் புராணவியல் (Common Mythology) என்ற பெயர்களிலும் வழங்கப்பட்டன.

ஆனால் வில்லியம் ஜான் தாமஸ் என்னும் ஆங்கிலேயர் கி.பி. 1846ஆம் ஆண்டு

நாட்டுப்புறவியலைக் குறிக்கும் ‘குழடமசுமடந்’ என்ற சொல்லை உருவாக்கி உலகுக்கு வழங்கினார். இச்சொல்லே பெருவாரியாக எல்லா நாடுகளிலும் பரவலாகப் பயன்படுத்தப்பட்டு வருகின்றது. இவ்வாறு, மனிதனின் சடங்கு முறைகள், நம்பிக்கைகள், கதைப் பாடல்கள், பழமொழி, நாட்டுப்புறப்பாடல் என வழக்காறுகள் அனைத்துமே நாட்டுப்புறவியல் இலக்கியம் என்பதாக அவர் குறிப்பிட்டார்.

மேலும், நாட்டுப்புறவியல் என்பது பழங்காலப் பண்பாட்டின் எச்சம் (Cultural Survival) என்பது அவர் கருத்தாகும். உலக நாடுகளில் இங்கிலாந்து, அமெரிக்கா, பிரெஞ்சு, ஜெர்மன், கனடா, மெக்ஸிகோ, ஜப்பான் ஆகிய நாடுகள் இவ்விதக்கியத்தின் பல்வேறு கூறுகளை, தத்தம் மண்ணின் மணம் விசத் திறனாய்வு செய்து உலகளாவிய அளவில் நாட்டுப்புற இலக்கியத்தின் சிறப்பினை உணரும்படி செய்தன.

இந்திய அளவில் நாட்டுப்புறவியல்

மனித இனம் எவ்வளவு பழமை வாய்ந்ததோ, அந்த அளவு பழமை மிக்கது நாட்டுப்புறவியலாகும். இதில் இந்திய அளவில் எத்தகு நிலையில் நாட்டுப்புறவியல் விளங்கியது என்பதைக் காணும் போது, இந்தியாவில் நாட்டுப்புறவியல் துறை தனித்தொரு துறையாக வளரவில்லை. ஆனால் இந்தியவியலின் (Indology) ஒரு பகுதியாகவே கருதப்பட்டது என்பது அறிஞர் கருத்தாகும். இந்திய நாட்டின் பாரம்பரியத்தைக் கூறும் வேதத்தில், குறிப்பாக ரிக் வேதத்தில், பழமையான நாட்டுப்புறப் பாடலும் கதைப்பாடலும் காணப்படுகின்றன. பஞ்சதந்திரத்தைக் கதை இந்திய நாட்டுப்புற இலக்கியத்தின் தலைமை இடத்தைப் பெற்றதாகும். புத்த ஜாதகக் கதைகள் நீதிநெறி கதைகளாகும். இந்திய நாட்டின் காஷ்மீர்ப் பகுதி, இமாசலப் பிரதேசம், பஞ்சாப், அரியானா, மேற்கு வங்காளம், பீகார், அசாம், ஒரிசா, மேகாலயா, மணிப்பூர், அருணாசலப் பிரதேசம், இராஜஸ்தான், மத்தியப் பிரதேசம், குஜராத், ஆந்திரா, கர்நாடகா, கேரளம் என்று அனைத்துப் பகுதிகளிலும் நாட்டுப்புறக் கதைகளும், நாட்டுப்புறப் பாடல்களும் காணப்பட்டன என்பதை இந்திய நாட்டுப்புறவியல் வரலாற்றினைப் படிக்கும் பொழுது அறிய முடிகிறது.

தமிழக அளவில் நாட்டுப்புறவியல்

தமிழக நாட்டுப்புற மக்களின் வாழ்க்கை முறைகளை, நாகரிகத்தை உள்ளது உள்ளபடி

எடுத்துரைக்கும் இலக்கியம் நாட்டுப்புறவியல் இலக்கியமாகும். இவற்றை நாட்டுப்புற மக்களின் மரபு வழிப்பட்ட படைப்புகள் (Traditional Creations) எனலாம் என்று அறிஞர் கூறுகின்றனர். வட வேங்கடம் தென்முரி ஆயிடைத் தமிழ்கூறு நல்லுலகம் என்பதால் வேங்கடம் முதல் குமரி வரை உள்ள தமிழ்மொழி பேசும் தமிழக மக்களின் வாழ்வியல் முறைகளை நாட்டுப்புற வழக்காறுகள் எடுத்துரைக்கின்றன. இவ்விவிலக்கியத்தின் தோற்றத்தினையும் வளர்ச்சியையும் விளக்குவது வரலாறு ஆகும். இதனைக் காலப் பகுப்பின் வாயிலாக வரன்முறைப்படுத்தலாம்.

நாட்டுப்புறவியல் - பகுப்பும் பண்பும்

இந்திய அளவிலும், தமிழகத்திலும் நாட்டுப்புறவியலை, கால அடிப்படையில் பகுத்துள்ளனர். நாட்டுப்புற இலக்கியத்திலும் கலைகளிலும் காணப்படும் பொதுப்பண்புகளையும் அடையாளம் காட்டியுள்ளனர்.

காலப் பகுப்பு

இலக்கியம் காலத்தின் - சமுதாயத்தின் - கண்ணாடி என்றால், அவ்விவிலக்கியத்தின் நிலைத்த திறத்தினைக் காலப் பகுப்பின் வழி வகைப்பாடு செய்து தெளிவு பெற முடியும். இவ்வாறு மனித வாழ்வு காலத்தின் வழிச் செயல்படுகிறது என்றால் ஏற்க இயலும்.

இந்திய நாட்டுப்புறவியல்

இந்திய நாட்டுப்புறவியல் வழக்காறுகளை அறிஞர்கள்

1. பண்டைக்காலம் (Ancient Period)
2. தற்காலத்தின் தொடக்கக் காலம் (Early Modern Period)
3. தற்காலம் (Modern Period)

என்று முக்காலங்களாகப் பகுத்து, இந்திய நாட்டு எல்லைக்குள் உள்ள மாநிலங்களின் படைப்புகளைத் திறனாய்வு செய்கின்றனர்.

தமிழக நாட்டுப்புறவியல்

இந்திய நாட்டுப்புறவியல் வழக்காறுகளை அறிஞர்கள்

1. சேகரிப்புக் காலம் (1871 - 1959)
2. ஆய்வின் தொடக்கக் காலம் (1960 - 1969)
3. ஆய்வுகளின் வளர்ச்சிக் காலம் (1970) என்று பகுத்து ஆராய்ச்சி செய்கின்றனர்.

நாட்டுப்புறவியல் வளர்ச்சி

நாட்டுப்புறவியல் இன்று பல்வேறு நிலையில் வளர்ந்து கொண்டு வருகின்றது. குறிப்பாக, நாட்டுப்புறவியல் தொடர்பாகப் பல கருத்தரங்குகள் நடைபெற்ற வருகின்றன. பல ஆய்வுகள் நிகழ்ந்து வருகின்றன. பிற துறைகளுடன் தொடர்புபடுத்தி ஒப்பிட்டுப் பார்க்கும் நிலையையும் எய்தியுள்ளது.

கருத்தரங்குகள்

நாட்டுப்புறவியல் தொடர்பான கருத்துக்களைப் பலர் அறிந்து கொள்ளவும், அக்கருத்துக்களை

வீச்சுடன் ஆராய்ந்து தெளிவு பெறவும் 'ஆய்வுக் களம்' என்பது முக்கியமான ஒன்று. நீண்ட நெடுங்காலமாக இது போன்ற கருத்தரங்குகள் எல்லாத் துறைகளிலும் நடைபெற்று, கருத்தரங்குகளில் விவாதிக்கக் கூடிய கருத்துகள் நூல்களாக வெளிவருவது மிகவும் பயன்விளைவிக்கக் கூடியதாக அமைந்துள்ளது.

அத்தகைய கருத்தரங்குகளின் முயற்சியே நாட்டுப்புறவியல் துறையின் வளர்ச்சிக்கு அடிக்கோலியது. அத்தகைய முயற்சிகள் இத்துறையில் தற்போது முழு முனைப்புடன் செயல்படுத்தப்பட்டுக் கொண்டிருக்கின்றன. அவற்றில் குறிப்பாக, தூய சுவேரியர் கல்லூரியின் நாட்டுப்புறவியல் துறை, தஞ்சைத் தமிழ்ப் பல்கலைக்கழக நாட்டுப்புறவியல் துறை, மதுரை காமராசர் பல்கலைக்கழக நாட்டுப்புறவியல் துறை போன்றவை பல கருத்தரங்குகளை நடத்தி வருகின்றன. நாட்டுப்புறவியல் துறையோடு இணைந்துள்ள பல்வேறு துறைகளுடன் தொடர்பு கொண்டு இத்துறையின் வளர்ச்சியில் அக்கறை காட்டி வருகின்றன.

நாட்டுப்புறவியல் ஆய்வினைப் பொதுவாகப் பரிணாம வரலாற்றாராய்ச்சி, குறிப்பிட்ட கால ஆராய்ச்சி என இருவகையாக அறிஞர்கள் வகைப்படுத்துவர். தொடக்க நிலையில் நாட்டுப்புறவியல் ஆய்வானது நாட்டுப்புற இலக்கியங்களை வரையறை செய்தல், வகைப்படுத்துதல், அவற்றின் தோற்றம், அவற்றின் பண்பும் பயனும் காணுதல் ஆகிய முறைகளிலே ஆய்வு செய்வதாக அமைந்திருந்தது. நாட்டுப்புறவியல் துறையின் தற்போதைய வளர்ச்சி நிலையில் ஆய்வாளது கோட்பாட்டோடு பொருத்திப் பார்க்கும் முயற்சியினை எட்டியுள்ளது. அவற்றுள் அமைப்பியல் ஆய்வு, செயல்திற ஆய்வு, உளவியல் ஆய்வு, வரலாற்றுமுறை ஆய்வு போன்ற ஆய்வு முறைகளைக் குறிப்பிட்டுச் சொல்லலாம். இன்றைய நிலையில் பொதுவாக அனைத்துப் பல்கலைக் கழகங்களும் நாட்டுப்புறவியல் தொடர்பான ஆய்விற்கு ஆதரவு தந்து வருகின்றன என்பது குறிப்பிடத்தக்கது.

பிறதுறைத் தொடர்பு

நாட்டுப்புறவியல் வழக்காறுகள் ஒவ்வொரு வகையும் ஒவ்வொரு தனித்தனித் துறையாகச் சிந்தித்து எழுதும் அளவுக்கு அளவில்லாக் கருத்துக்களையும், தரவுகளையும் கொண்டு விளங்குகின்றன. ஒவ்வொரு பகுதியையும் உளவியல், மொழியியல், மானிடவியல், சமுதாயவியல் என்று பிற துறைகளோடு இணைத்துச் சிந்திக்கும் பொழுது எதிர்காலத்தில் எல்லாத் துறைகளிலும் நாட்டுப்புறவியல் ஓரிடத்தைப் பெற்றுவிடும். மேலும் அதன் வளமையில் அந்தந்தத் துறைகளில் தனக்கெனச் சிறந்த பங்களிப்பினைச் செய்து வளப்படுத்திக் கொள்ள முடியும். இவ்வாறு நாட்டுப்புறவியலின் சிறப்புகள் வளப்பம் மிக்கவைகளாக உள்ளன.

நாட்டுப்புறவியலும் பிற துறைகளும்

நாட்டுப்புறவியல் என்பது சமூக அறிவியல் சார்ந்த ஆய்வுத் துறையாகும். இத்துறை ஆய்வு இன்று பல்துறை இணைப்பு ஆய்வாக (ஐவெநசனளைஉடைபெசல ஞவரனல) விளங்குகிறது. ஒரு நாட்டு மக்களின் நாகரிகத்தை, பண்பாட்டை, பழக்க வழக்கங்களை, வரலாற்றை, நாட்டு நடப்பை 'உள்ளது உள்ளபடி' என்ற முறையில் ஆராய்வதுதான் நாட்டுப்புறவியல். இத்துறை மொழியியல், சமூகவியல், மானுடவியல், உளவியல், வரலாற்றில் போன்ற பிற துறைகளின் கூறுகளையும் தன்னுள் கொண்டுள்ளது. சில நடைமுறைக் காரணங்களுக்காக ஒவ்வொரு துறைக்குமான எல்லைகள் வரையறுக்கப்பட்டுள்ளன என்றாலும், அறிவார்ந்த தளத்தில் ஆய்வு என்று வருகின்ற போது இந்த எல்லைகள் வலுவிழந்து போகின்றன. அறிவியல் சார்ந்த எந்த ஒரு

துறையையும் ஒரு தனித்த கோட்பாட்டை மட்டுமே கொண்டு முழுமையாக விளக்கிட முடியாது. ஒவ்வொரு துறையும் பிற துறையிடமிருந்து சில கருத்துக்களைப் பெற்றே தீர வேண்டும். அதனால் தான் நாட்டுப்புறவியல் துறையும் பிற துறைகளின் வாயிலாக வளர்ந்தள்ளது. அதே வேளையில் பிற துறைகளுக்குப் பல புதிய பார்வைகளையும் தந்திருக்கின்றது.

நாட்டுப்புறவியலைப் பிற துறைகளோடு ஒப்பிட்டுப் பார்ப்பதால் பல புதிய பார்வைகள், உண்மைகள் அல்லது சிந்தனைகள் தோன்றுகின்றன. அதன் மூலம் உருவாக்கத்திற்கும் தொடர்ந்து இட்டுச் செல்லுகிறது. அவ்வாறு ஆராயும்போது வாய்பாடுகள் மாறலாம், கோட்பாட்டுப் பார்வைகளும் மாறுவதற்கு இடம் உண்டு.

REINCARNATION OF SELF IN JASMINE

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Abstract

Bharati Mukherjee was an immigrant writer and most of her works are all based on immigrant female protagonists who seek their self in an alien land. Jasmine gives the picture of how a woman struggles hard to find her identity and at last she asserts her identity in the alien land. This paper explores how the title character undergoes many trials and tribulations and how she creates her self at the end.

Keywords: *Identity crisis, Quest for self, Immigration, cross-cultural crisis*

Jasmine is the story of an immigrant woman who creates and re-creates her identity in each stages of her life to attain her self. When the novel begins she is a twenty four years old pregnant Jane in Iowa, USA who recalls the past. She was born as Jyoti in a small village, Hasnapur, Punjab. She always tried to run away from her fate and searches her own life. Many of the women of her village had performed 'sati' after their husband's death. When this is the state of women in her village, it does not discourage Jasmine's self will and she is ready to assert her self in the society by opposing all the evil practice and superstition.

Jasmine is married to Prakash who wants Jasmine to leave her old identities and lead a new life. He named her as Jasmine for the beginning of new life. Her old self starts decline and her new one bloom. They are planning to move over to America. Of course she has struggled between old and new identities "Jyoti, Jasmine: I shuttled between identities, she laments." (JAS 52). But she adapts to reshape herself to become an American soon she would be. Prakash is killed by the bomb blast on the evening of their departure to America. Instead of spending her lifetime as a widow in India, she sets on a journey to America on a forged passport. Half Face the deformed captain, rapes her brutally in Florida. "My body was merely the shell, soon to be discarded. Then I could be reborn, debts and sins all paid for". (JAS 121). She is ready to move on in life with hopes. She wishes to establish herself as a new woman in an alien land.

Jasmine is the character always emerges from the difficulties. She crushes down those barriers and going to

the next level. Jasmine finds a help from Lilian Gordan who is very kind to Jasmine and heals all the injuries of Jasmine and gets back to her health. She gives Jasmine a nickname 'Jazzy'. It is like a symbol of her acceptance to the new culture. She looked at her in the mirror with the American clothes. It shows her a new woman and not the woman of widowed, raped and pathetic. She discovered her new self in the new land.

After Lilian Gordon's arrest, she moved to Professor Devinder Vadhera's household. Jasmine realises that Mr.Vadhera's family is away from the culture of America. She can only keep silence at the house of Vadhera and feels like a prisoner. Her quest for self does not allow her to lead a peaceful life there. She feels that she is losing herself and gets Mr.Vadhera to arrange for a green card. She flies to a new terrain with the new hope.

Jasmine gets a job as a baby sitter of Taylor and Wylie Hayes's daughter Duff. She feels a sense of belonging and begins to empower English language. She adjusts to the environment and adapts her into the American society. Taylor had given her a new name from Jasmine to Jase. She sees herself an American and she consciously stick to the new life and once in her life she found her identity. "I wanted to become the person they thought they saw: humorous, intelligent, refined, affectionate and not widowed, murdered" (JAS-171).

The desire of acquiring new identity is been disturbed by her past memories. It is her thirst of her identity and so she tries to find her true self in every situation. She

overcomes all her mental pressures of the past and moves to the next stage of life. She forgets herself of a widowed, murderer but a new woman of humorous and joyful.

An obstacle comes to her peaceful American life in the form of Sukhwinder Singh, the murderer of her husband. She haunts by her past when she meets Sukhwinder Singh. She cannot live with this embarrassment of conflicting identities. So she goes to Baden County, Iowa to start a new life. She met Mother Ripplemayer and her son Mr. Bud Ripplemayer and gets a job in a bank. She lives with Bud as his lover and they have adopted a Vietnamese boy Du.

Though her identity changes again and again during the course of the novel, it always leads to the upliftment of

her inner self. In deconstructing and reconstructing of selfhood, she encounters many violence which helps to shape her identity. Thus she has re-born as a new woman in each of her identities and her self emerges as a new one.

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SOCIAL ENTREPRENEURSHIP EDUCATION – AN EFFECTIVE INNOVATIVE APPROACH

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Abstract

Social entrepreneurship education has many positive effects on person in terms of individualistic and society aspect. In this context, the aim of the study is to reveal the need of social entrepreneurship education. It is found out that social entrepreneurship education gives a chance to start up a social business. In addition to that, social entrepreneurship education supports individual's self-sufficiency, creativity, empathy, rational thinking, and entrepreneurship skills. It promotes the social problem solving in society and contribute to developing a sustainable national economy. Social entrepreneurship education is one of these approaches recently emergent. It is influenced by several factors at the environmental, organizational, and individual levels. However, through providing social entrepreneurship education in higher education institutions, it is possible to develop individual's abilities and enable them to produce innovative solutions to social problems.

Keywords: *social entrepreneurship, higher education, social entrepreneurship education*

Introduction

The social entrepreneurship is quite new and complex phenomena, however, in the past decade it has gained recognition in scientific research, national policies, education, and the commercial sector. The policy makers and economists has labelled social entrepreneurship as one of the key factors to increase ethical and inclusive economic growth. It is important tool to tackle social challenges and to respond to them when the market and the public sector do not. Social enterprises and social entrepreneurs create innovative initiatives to unsolved social problems, putting social value creation at the heart of their mission in order to create benefit to different individuals and society. In the wake of this development, social entrepreneurship as a field in academia is fast gaining popularity and attention due the realized need for trained professionals for social problem solving. Social entrepreneurship education has become an effective key to shaping young people's attitudes, skills and the mindsets that are central to developing sustainable economic growth.

According to the study, conducted by Brock and Kim, many universities, engineering faculties, business faculties, and high school institutions take part in giving social entrepreneurship education. However, in Latvia only some higher education institutions include social entrepreneurship study course in curriculum. The only

study programme in Latvia based on innovative concept of social economy promoted in EU countries is realized in Latvian Christian academy (master study programme "Social entrepreneurship", licensed in 2013). Social entrepreneurship education is likely increase social awareness, make people sensitive to problems in their environment, help them to create innovative solutions for the problems and support their ability of giving an opinion about created solutions. In addition to these individual achievements, it is possible to say that social entrepreneurship education also has effects on society. Social entrepreneurship has come forward to find sustainable solutions for social problems and these solutions have significant role in social progress of the society. Hence, social entrepreneurship education has importance in terms of both individual and social effects. These considerable effects are one of the reason why social entrepreneurship and social entrepreneurship education gain popularity in recent years. In this context, the aim of the study is to reveal the need of social entrepreneurship education.

The research tasks are

- to determine factors influencing social entrepreneurship education;

- to identify individual benefits of social entrepreneurship education which can be applied in higher education institutions;
- to identify benefits of social entrepreneurship education for society.

Social entrepreneurship education and its influencing factors

One of the earliest discussions in entrepreneurship literature is whether to be an entrepreneur can be learned or not. This discussion reflects two extreme positions: in one side there are those who defend that "entrepreneurs are born", on the other side there are those who believe that "entrepreneurs can be made".

- The most accept that entrepreneurship or certain facets on it, can be taught, or at least encouraged, by entrepreneurship education.
- The support for this view comes from a widely literature review of entrepreneurship and business creation, which suggest important links between entrepreneurship education, business creation and entrepreneurial performance.
- Entrepreneurship education arises as a crucial tool in the development of the competences needed to new business creation.
- Dees states that if individual wants to be entrepreneur, getting education is the first stage in order to acquire and develop entrepreneurial skills. However, there is need for a new approach in entrepreneurship education.
- Necessity to provide social entrepreneurship education in higher education institutions because it can give several benefits in addition to those provided by traditional entrepreneurship courses.
- To putting social entrepreneurship education in university curriculum is quite new and developing event and it is influenced by several factors at the environmental, organizational, and individual levels.

Factors at the external environmental level. Social entrepreneurship is affected by various macro-level factors. The influencing factors of social entrepreneurship education which are related to the external environment are classified according to PEST analysis.

Firstly, the lack of government support is mentioned as one of the key factors that hinder the development of social entrepreneurship. The researchers point out that the government has to create an adequate legal framework for regulating social entrepreneurship and to introduce support instruments for fostering its development. For example, in the UK political climate is one which visibly supports the

development of social enterprises but in Latvia the great obstacle is that social entrepreneurship is not legally introduced in legislation and is not accepted as the form of entrepreneurship. The fact that social entrepreneurship is not legally recognized doesn't contribute its development in higher education institutions. Martin and Osberg hold the view that the social and environmental issues should be given a political and academic priority.

Secondly, there are problems with access to finance for social entrepreneurship. Hynes research revealed that social entrepreneurs face with funding problems which prevent establishment and development of social enterprises]. As social entrepreneurship has no financial support at the national level, it is not conducive to students' interest to address this kind of business.

Thirdly, there is a lack of understanding about social entrepreneurship as a term. According to Zagare research, only 37% of Latvia residents have heard the term 'social entrepreneurship' and have some understanding about it. But the understanding of this term should be strengthened by the explanation of benefits that social enterprises fulfil in society and social entrepreneurship education can provide for individuals and society. The huge obstacle for development of social entrepreneurship in society is 'architecture of capitalism' where the main focus is on profit making. Very often the performance of business which is coordinated alongside with society aims is not so attractive for students. There are defined several sub-categories for the identification of social entrepreneurship education barriers at the organizational level: strategy and management of the higher educational institution, management practice and organizational culture. It is proved that social entrepreneurship intentions and initiatives usually come from organizational norms and attitudes. Factors at the individual level. The use of the micro-level perspective and a focus on different individual characteristics emphasize that social entrepreneurship education depends on the knowledge, abilities, skills, motivation and the attitudes of individuals. It means that academics should take the initiative to develop social entrepreneurship study courses. Fig. 1 summarizes the proposed model, which integrates and structures the three levels of analysis and the respective sub-categories.

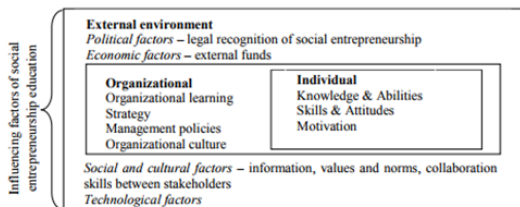


Figure 1

Social entrepreneurship education influencing factors at the environmental, organizational and individual levels

Benefits of social entrepreneurship education Scientists has proved that higher rates of education will lead to higher rates of entrepreneurship. A study by Kolvereid and Moen has also confirmed that students who have learned entrepreneurship have greater interest to become entrepreneurs and have acted more entrepreneurial than other students to start a new business. Walter and Block findings from 11,230 individuals in 32 countries support this notion. It means the objective of social entrepreneurship education is to stimulate students to start up their own business and develop knowledge and competencies about how to do that. Hence, social entrepreneurship education can and should be offered to students for them to become social entrepreneurs and to develop their entrepreneurial skills.

- They indicate that, firstly, social entrepreneurship education adds individual an ability to see entrepreneurship opportunities in any area and evaluate these opportunities.
- Secondly, social entrepreneurship education develops individual's ability to combine sources effectively.
- Lastly, network of social entrepreneurs keeps all social activities together and this contributes to sustaining actions of social entrepreneurs.

Pache and Chowdhury's social entrepreneurship education model is attracted attention with the idea that by giving qualified social entrepreneurship education it is possible to contribute students' life positively and revolutionize their life and this give students a chance to attempt to enterprise, which will affect the life of wider society. According to Bornstein, entrepreneurship is not only related with economy, productivity, or sustainability. Social entrepreneurship is related to getting all people together by overcoming the obstacles. By considering Bornstein's statement, it is possible to reach conclusion that social entrepreneurship is not only associated with economic terms, it changes the way of thinking, attitudes and culture. In addition to that, social entrepreneurship education supports individual's self-sufficiency, creativity, empathy, rational thinking, and entrepreneurship skills.

This will be possible with social entrepreneurship education. Fig. 2 presents the benefits from social entrepreneurship education.

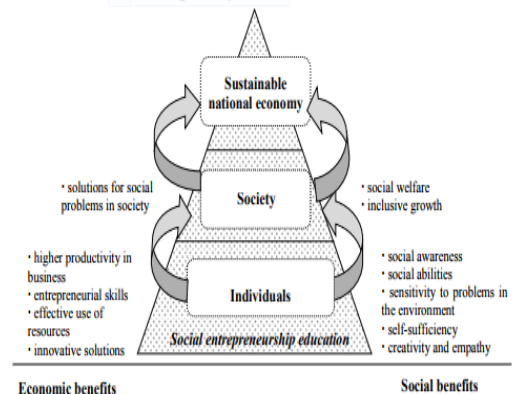


Figure 2

The benefits of social entrepreneurship education

Even if requirement of social entrepreneurship education is noticed newly, it has been essential for individuals' personal development as well as for strong social structure. In competitive society, in order to raise generation, who think others instead of themselves, with empathetic thinking it is needed to give social entrepreneurship education. In order to build strong community, it is essential to respect others' rights and responsibilities because if people work only for their own benefit, it is difficult to reach social welfare, inclusive growth and sustainable development. Social entrepreneurship education equips the individual, who is building block of community, with social characteristics and gives them an idea to develop the society. For this reason, benefiting from social entrepreneurship education is very significant for both individual and society level. It can be concluded that social entrepreneurship education result in a beneficial way for the society and strengthen social fabric. Increasing these benefits and raising new social entrepreneurs are even sufficient reasons for giving social entrepreneurship education. Based on the mentioned benefits of social entrepreneurship education, one can conclude that it plays an essential role in shaping balanced and inclusive society development. Yet, by promoting the balanced development of the society, it is possible to contribute to developing a sustainable national economy.

Conclusion

Social entrepreneurship in the past decade garnered particular attention from policy makers, academics and the general public and it is influenced by several factors at the environmental, organizational, and individual levels.

Significant environmental factor influencing social entrepreneurship development is a lack of knowledge about it, as well as cultural values in society. The introduction of social entrepreneurship study courses in curriculum depend mainly on higher education institution strategy and academics initiative and motivation. However, social entrepreneurship education plays an important role in the individuals and society development. In addition to that, social entrepreneurship education improves individuals' entrepreneurial skills, adds individual an ability to see entrepreneurship opportunities in any area and evaluate these opportunities. Social entrepreneurship education develops individual's ability to combine resources effectively and to produce innovative solutions to social problems. As a result social entrepreneurship education promotes the social problem solving in society, increases social welfare, and contributes to developing a sustainable national economy

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HEART OF DATA STRUCTURES: TREES

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Abstract

This paper purposes the tree concept in data structure. Terminology used in tree concept is also discussed in details. Difference between data type and data structure, tree traversal concept are also explained in details. There are many different ways to represent trees. These methods are also discussed in this paper.

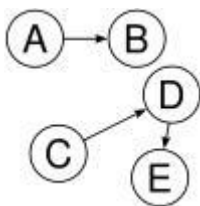
Keywords: Tree, node, path, traversal, null, parent node.

Introduction

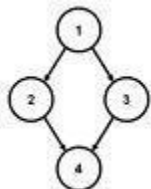
In computer science, a **tree** is a broadly used abstract data type (ADT) or data structure implementing this ADT that simulates a hierarchical tree structure, with a root value and subtrees of children, represented as a set of linked nodes. A tree data structure can be explained recursively (locally) as a collection of nodes (starting at a root node), where each node is a data structure consisting of a value, together with a list of references to nodes (the "children"), with the constraints that no reference is duplicated, and none points to the root.

Discussion

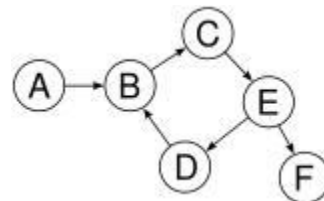
Definition



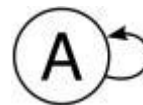
Not a tree: two non-connected parts, $A \rightarrow B$ and $C \rightarrow D \rightarrow E$



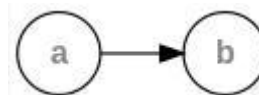
Not a tree: undirected cycle 1-2-4-3



Not a tree: cycle $B \rightarrow C \rightarrow E \rightarrow D \rightarrow B$



Not a tree: cycle $A \rightarrow A$



Each linear list is trivially a tree

A tree is a (possibly non-linear) data structure made up of nodes or vertices and edges outside having any cycle. The tree having no nodes is called the **null** or **empty** tree. A tree that is not empty consists of a root node and potentially many levels of additional nodes that form a order.

Terms used in Trees

- **Root** – The top node in a tree is known as root node.
- **Parent** – The opposite notion of *child*.
- **Siblings** – Nodes having same parent.
- **Descendant** – a node accessible by repeated proceeding from parent to child.

- **Ancestor** – a node accessible by repeated proceeding from child to parent.
- **Leaf** – a node have no children.
- **Internal node** – a node having at least one child.
- **External node** – a node accompanying no children.
- **Edge** – associate between one node to another.
- **Path** – a sequence of nodes and edges associating a node with a descendant.
- **Level** – The level of a node is explained by 1 + the number of connections between the node and the root.
- **Height of tree** –The height of a tree is the number of edges on the longest downward path among the root and a leaf.
- **Height of node** –The height of a node is the number of edges on the longest downward path among that node and a leaf.
- **Depth** –The depth of a node is the figure of edges from the node to the tree's root node.

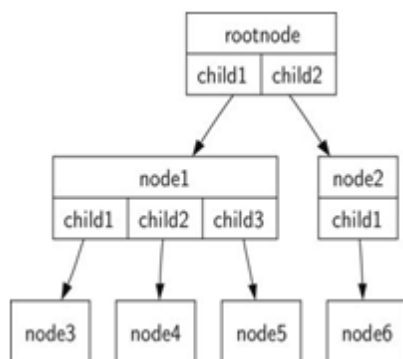


Fig: A Tree Consisting of a Set of Nodes and Edges

Data type vs. data structure

There is a distinction among a tree as an abstract data type and as a data structure, analogous to the distinction between a list and a linked list. As a data type, a tree has a value and children, and the children are themselves trees; the value and children of the tree are integrated as the value of the root node and the subtrees of the children of the root node. To confess finite trees, one must either allow the list of children to be empty (in which case trees can be required to be non-empty, an "empty tree" instead being represented by a forest of zero trees), or allow trees to be empty, in which case the list of children can be of permanent size (branching factor, especially 2 or "binary"), if desired.

As a data structure, a linked tree is a group of nodes, where each node has a value and a list of references to

other nodes (its children). This data structure actually explains a directed graph, because it may have loops or several references to the same node, just as a linked list may have a loop. Thus there is also the requirement that no two references point to the same node (that each node has at most a single parent, and in fact exactly one parent, except for the root), and a tree that violates this is "corrupt".

Terminology

A **node** is a structure which may contain a value or condition, or represent a disconnected data structure (which could be a tree of its own). Each node in a tree has zero or more **child nodes**, which are lower it in the tree (by convention, trees are drawn growing downwards). A node having a child is called the child's **parent node**. A node has merely one parent.

An **internal node** is any node of a tree that has child nodes. Similarly, an **external node** or **outer node**, is any node that does not have child nodes.

The apical node in a tree is called the **root node**. Depending on definition, a tree may be recommended to have a root node, or may be allowed to be empty, in which case it does not compulsorily have a root node. Being the apical node, the root node will not have a parent. It is the node at which algorithms on the tree begin, because as a data structure, one can only pass from parents to children. Note that some algorithms (such as post-order depth-first search) start at the root, but first visit leaf nodes (access the value of leaf nodes), only visit the root last (i.e., they first access the children of the root, but only ingress the value of the root last). All other nodes can be attained from it by following **edges** or **links**. In diagrams, the root node is normally drawn at the top. In some trees, such as heaps, the root node has distinct properties.

The **height** of a node is the length of the longest earthward path to a leaf from that node. The height of the root is known as the height of the tree. The **depth** of a node is the distance of the path to its root. This is commonly required in the manipulation of the various self-balancing trees, AVL Trees in particular. The root node has depth zero, leaf nodes have height zero, and a tree with only a single node (therefore both a root and leaf) has depth and height zero. Commonly, an empty tree (tree with no nodes, if such are allowed) has depth and height -1.

Representations

There are many different ways to represent trees; common representations represent the nodes as

demoniacally allocated records with pointers to their children, their parents, or both, or as items in an array, with relationships between them determined by their positions in the array (e.g., binary heap).

Traversal Methods

Tree traversal - Stepping through the items of a tree, distinctly of the connections between parents and children, is called walking the tree, and the action is a walk of the tree. generally, an operation might be performed when a pointer arrives at a particular node. A walk in which each parent node is passed through before its children is called a pre-order walk; a walk in which the children are traversed before their respective parents are traversed is called a post-order walk; a walk in which a node's left subtree, then the node itself, and finally its right subtree are traversed is called an in-order traversal. A level-order walk efficiently performs a breadth-first search over the entirety of a tree; nodes are traversed level by level, where the root node is visited first, followed by its direct child nodes and their siblings, followed by its grandchild nodes and their siblings, etc., instill all nodes in the tree have been traversed.

Applications

- Representing stratified data
- Storing data in a way that makes it easily reachable
- exhibiting sorted lists of data
- As a workflow for complotting digital images for visual effects
- Chasing algorithms

Conclusion

This paper concludes Trees are used in many areas of computer science, consisting operating systems, graphics, data base systems, and computer networking. Tree data structures have many same thin with their botanical cousins. A tree data structure consist a root, branches, and leaves. The difference among a treein nature and a tree in computer science is that a tree data structure has its root at the top and its leaves on the bottom.

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UNIQUE BEHAVIORS, ATTITUDES AND SPENDING PATTERNS OF INDIAN YOUTH

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Abstract

India has grabbed lot of eyeballs in last six months over diverse matters like Surgical strike, GST, Demonetization and Budget to name a few. However even in these circumstances India is like one gigantic monster gobbling everything that's coming its way. Decrease in cash flow did result in narrowed consumer spending but that was a temporary halt and now India is back on its spending spree. Also rural consumers are beginning to demand attention. At the same time, growing health and social image consciousness continue to shape consumers' mind-set. Demographic trend is dominated by a large young population under the age of 30. Now, this young population wants it all but is really oblivion about how much is too much. India's youth would like to be "rich enough" but they also accept that they need to be on constant lookout for bargains. India's youth has been characterized by many MNCs as "highly experimental", especially with regard to food, media and personal care. Indian youth psychography reveals that a high percentage of impulse purchase is "reflective of high pent-up of demand and aspirations" and is combined with the practicality of relying on word-of-mouth publicity. This research paper aims to explore the psychological and demographical factors that drive the consumer behavior of Indian youth today.

Introduction

It's difficult to understand why food inflation would cause riots in Egypt, until you realize Egyptians spend 40% of their earnings on food. It's hard to believe a housing bubble and high energy prices could take down the U.S. Economy, until you realize that Americans spend half our pay checks on housing and transportation. Consumer spending maps tell us more than how we spend. They reveal the DNA of an economy.

India is one of those developing countries that face the mammoth task of finding adequate capital in their development efforts. It is difficult for a country like India to get out of the -vicious circle of poverty, of low income, low saving, low investment, low employment etc. With high capital output ratio, India needs very high rates of saving and investments to make a leap forward in its efforts of attaining high levels of growth.

At the same time, India is populated with young people with the age ranging between 18 – 35, having a tremendous amount zeal and discretionary spending power. Due to which Indian consumer market is becoming increasingly sophisticated and brand conscious. A typical upper middle class young consumer is beginning to look beyond the utility aspect of a product to seek intangibles

like brand and lifestyle statement associated with the product.

With a substantial large middle class, rapid increase in purchasing power and the trend of consumerism, the challenge in front of every individual is to understand his or her spending pattern as in no time luxuries become necessities and spending becomes splurging.

The cultural shift to westernization in India and dawn of mall culture, the spending and savings habits of the students have changed over the years. Youth has begun to spend more money on entertainment and lifestyle and has grown to be more brand conscious. With the increased standard of living of adults, the young have also been showered with more money and have got more spending power. Before almost two decades, India didn't have a single mall. A decade ago, there were less than a half-dozen. But within these five to ten years, more than 250 malls are operational. It's an enormous shift in a nation that for decades, proclaimed itself as a socialist state. After independence in 1947, India celebrated "Swadeshi", or locally produced goods, and Mohandas Gandhi dreamed of a nation of small villages earning their living through cotton spinning and farming. So, not everyone is happy about the new consumerism. Rights activists worry that the poor are being abandoned and nationalists wonder if

India's native industries are being swallowed by global giants [Joshi, 2005].

The youth has been driving growth in market. The power of youth today is evident in its large numbers, propensity to consume and its ability to influence larger household decisions. Also the easy availability of credit at low interest rates has changed the mindset of young consumers. Though penetration of credit card is still considerably low but the young consumer of India does not hesitate to use credit card to carry out transactions. Hence with the willingness to buy more and fuel their aspiration towards brands easy availability of credit has enabled them more.

India's economy, which has been growing at an average of 8 per cent over the last few years, has emerged the darling of foreign investors and a preferred destination for global manufacturing companies. Two themes that have attracted widespread interest in the economy are the changing demographic profile and the huge domestic-driven demand. With 55 per cent of India's population below the age of 25 and the proportion of upper middle-class rising constantly, consumption is likely to be the enduring theme over the next five years or so. And the role of youth is likely to assume greater significance. Be it mobile phones, iPods, latest fashion and sports accessories or the newest gizmos in the market — the 'Yuppie' or Young Urban Professional who is lapping them up. The Yuppie has brought the gleam back to the eyes of marketers and advertisers. Rising disposable incomes, willingness to spend and greater exposure to media drive make this class a spending machine. Yet, there is a spending pattern too. For today's youth (17-25 years), apparel figures on top of the list. This is followed by fashion and lifestyle brands, sportswear, gifting and travel. Two basic characteristics associated with the shopping behaviour of the young generation are its preference for shopping online and the increasing brand consciousness. With information just a click away, Yuppies spend considerable time comparing various products, their features and prices before making an informed buy decision. For online advertisers this is a huge opportunity, as manufacturers and marketers of mobile phones, watches, shoes and other fashion accessories are able to reach a large number of youngsters through this medium [Kamath, 2006]

This paper attempts to review and reflect on earlier studies that attempted to understand the spending pattern of youth.

Literature Review

According to Global youth panel, a survey was conducted on spending habits of youth all over the world and the age group was 14 – 29 years. Their main aim to conduct this survey was to find out the factors influencing youth decision-making process. The results pointed that 43% respondents liked to purchase only after carrying out online research about the product, 40% were influenced by family or friends and 17% were influenced by TV/magazine advertisements, product design or just make on-a-whim' purchase decisions. They also came up with three major areas of spending in various countries. In Singapore and South Korea, youth spends more on Food (45% and 30% respectively), Clothing (27% and 25% respectively) and Entertainment (14% and 15% respectively). In UK and Amsterdam youth mostly liked to spend on going out i.e. 52% and 32% respectively and in Hong Kong and US, youth spent mostly on Clothing i.e. 40% and 52% respectively [Mobile Behavior, 2008].

Today's youth are growing up in a culture of debt facilitated by expensive lifestyles and easy credit. Like no other generation, today's 18- to 35-year-olds have grown up with a culture of debt — a product of easy credit, a booming economy and expensive lifestyles. They often live pay check to pay check, using credit cards and loans to finance restaurant meals, high-tech toys and new cars they couldn't otherwise afford, according to market researchers, debt counsellors and consumer advocates [Dugas, 2001]. Teen spending reached \$175 billion in 2003 through parental allowances and youth's personal job earnings [Teenage Research Unlimited, 2003].

A survey on the spending habits of young people in Guangzhou, Hong Kong and Macau found that Hong Kong youths have the most pocket money but spend it mostly on entertainment, clothes and accessories. Hong Kong youths would borrow from friends or take up part-time work, in order to earn enough money to spend. The survey concluded that the more pocket money an average Hong Kong youth is given; the chances are that the proportion spent on enjoyment will be greater. In addition, nearly 20% of Hong Kong youths say they —spend all they have. When they run out of pocket money, they either borrow from friends or take up part-time work [MSE, 2004].

According to Young Asian survey by Synovate, today's young Asian is a multi-tasking, interactive, digital-driven consumer. Conducted in conjunction with MSN, MTV and Yahoo!, Young Asians surveyed over 7,000 respondents aged 8 to 24 across Hong Kong, Singapore, Taiwan, Malaysia, Thailand, Indonesia, Philippines and

India. The study revealed the hearts and minds of Asia's connected youth, exposing their favourite brands, spending habits, dreams and aspirations [Change Agent, 2005]. According to a survey conducted by Keycorp (2005), 55% of the people surveyed said that they were decent savers. The survey also found that 49% respondents said that cable T.V and satellite television were essential for their lifestyle, 46% need cell phones, 44% high speed internet access, 32% spent on entertainment, movies & dining.

In 2009, when recession hit all over the world, the researchers were keen to know about the spending habits and reactions of teens towards the recession. 75% of teens behaved in the same way and spent in the same way as they were spending in the previous year. The research results of seven countries including India showed that, teens are basically focusing on saving for three things i.e. Clothes (57%), College (54%) and a Car (38%) [Meredith, 2009]. It was also pointed out that the young generation rarely practiced basic financial skills, such as budgeting, developing a regular savings plan or planning for long term requirements. [Rajasekharan Pillai et al., 2010].

Different households have different way of living and similarly different spending patterns. In the western culture, the young individual are more independent at the age of 18 and start their earning and living separate than their parents home and this is known as the transitional nature of the young individual [Jones & Martin, 1997].

Other research studies have indicated the age and compulsive buying are strongly related to each other in respect to the younger consumers. It is also seen that when there is impulse and compulsive buying situation then the younger consumers are the answer [Subhani et al., 2011A]. With the passage of time, the percentage of younger consumers has increased in compulsive buying and overall buying behavior [O'Guinn & Faber, 1989].

This certain behavior is due to their impulsive tendency towards unrestrained ability towards the advertising and marketing activities they are surrounded by. They have not much of self-control on their actions. One can see less compulsive buying/spending pattern in the collectivist cultures than individualist cultures [Kacen & Lee, 2002].

The amount that is the budget of the young individual was ascertained by segregating the variables, which are basically the factors on which the young individual is spending his/her money. The most significant factors out of the lot were income, satisfaction, friends' information,

advertisements information, entertainment and age of respondents [Subhani et al., 2011].

According to the NSSO survey, Indians seemed to be spending more on trendy clothes, mobiles and cars. Major change has been seen in ready-made apparel showing a massive growth as 75% of Indians purchase ready-made garments. Increment in the demand of cars and motor bikes had also seen substantial increase over 11 years. About 4.6% urban households owned motor cars in 2004-05 compared to 1.2% in 1993-94 [The Times of India, 2007].

Spending & saving habits of youth in the city of Indore were studied and addressed the question of why, where and how the youth spend? The youth referred to here are of the age group 14-30 years. The west depicts this youth as financially and emotionally free; but in India the case is not same. Despite being financially dependent on the parents till about the age of 25-26 years, there is a radical difference observed in the spending behavior of the youth of our country. The study concludes that there is a huge influence of peer group in the youth below nineteen years while making purchase decisions. This is more so in the smaller age group i.e. for respondents below 15 years and those in the age group of 15-19 years. With the maturity of the respondents this influence of friends and family decreases and he/she relies more on evaluating product/service features and characteristics and hence makes an independent decision. A difference was also observed on the gender wise purchase behavior and their saving habits. The youth also does not believe much in saving and believes in spending more on entertainment, gadgets, eating out and personal grooming [Dr. Rekha Atri, 2012].

It is noted that both the male and female youth have different spending patterns with a slight similarity. [Hasan et al., 2012].

Marketing director of Levi Strauss, India said in 2005 that they have tripled their sales in Bangalore city in the last three years. According to him this was largely due to the effect of disposable income coming into the hands of the 18-22 age group employed in BPO jobs [Joshi, 2005].

Vishu Ramachandran, regional head (consumer banking), Standard Chartered Bank, India, estimates that India adds around 3 million young earners in the age group 20-24 annually. These first time earners account for 7-8% of its credit card base of 1.4 million - a figure that is expected to more than double in the next few years [Joshi, 2005]. The age group of 17-25 year spent more on apparel and was becoming more brand consciousness because of

the easy availability of information on just a click away [Kamath, 2006]

According to a survey published by ASSOCHAM India in August, 2012, youngsters across India spend the most each week on clothes, mobile phones and going out as per the survey. Food also tops their passions. On an average, about 25 per cent of their pocket money is spent on food, as per the survey. The youth doesn't think twice before blowing money on mobile phones, clothes, eating out, even cosmetics. However, the consumption pattern of cosmetics and apparel in case of teenagers went up substantially between 2010 and 2013 because of increasing awareness for up-keep of teenager's exterior as 75% of teenager's wards admitted this.

According to findings, the male consumers tend to spend more on cosmetics i.e. Rs. 1,000- 5,000 per month when compared to females mainly due to the demand for men's hair care, deodorants, razors and blades. It also stated that 85% of male consumers generally prefer to purchase and make the brand selection of cosmetics, apparel, and mobile individually. Quality is the major factor influencing the purchase decision of male consumers, accepted 85% of them. 85% of Male consumers frequently change their handset twice or thrice in a month and keep two handset.

So, their expenditure on mobile phones is much higher than females. It has been observed in the survey that female cosmetic, apparel consumers prefer to purchase individually. 85% of Women consumers tend to buy cosmetic, apparel items from any shop of their convenience rather than a single shop. They buy all their items from different shops rather than a single shop. Quality is given utmost preference by the women consumers, highlights the survey.

and wider availability are the reasons for sharp rising demand of cosmetics, apparel and mobile telephony in Indian consumers" said Mr. Rawat. Gender analysis revealed that the awareness level was much higher in boys than in the girl's case of girls. In other words they seem to keep a track of the market trends much more than what the girls do. Girls spend the most on clothes, cosmetics and toiletries as compared to boys who spend maximum on computer games and equipments. Gadgets (including mobile phone), recreation and holidays, hobby classes, fitness activities, parties, beauty treatment are taken care of by the parents, found the survey.

Rashmi Bansal (2007), in her article defined urban youth as youth marketers of today in India and not as per the version of sociologists and media men who relate it to

the statistics of men under the age of 25. Youth could be defined as a potent and cultural force, the consumers of today and the growth engines of tomorrow. This study concentrates on the aspirations, inspiration and perspiration of urban Indian youth and not on the response of the youth's choice of either Western or Indian styles or the cultural values. There is little doubt that increasing affluence would lead to radical choices for the future generations.

Youth can be exciting, exhilarating even. Youth are an exhilarating lot and they contribute to a large magnitude of youth market particularly in the Indian context and especially in the age group of 15-19 years. Marketers also cannot ignore the non homogenous group in the age group of 35 and above who fall under the 70% category of the Indian population and contribute as a major chunk to the Indian potential markets. Marketers should understand the tastes and trends of the present day youth and deal with the youth accordingly. The attitudes of the youth are even more important and should be taken cognizance of apart from the shapes and the sizes that they would need in the market. We need to understand their taste buds and what makes them tick. Clearly youth is growing in importance not only from the economic point of view but also there are noted changes in their behavioural pattern. Many parents of urban kids are working couples and this makes the kids lonely and independent. They develop confidence in themselves. They belong to myopia which reaffirms their individual importance by making their own choices and they are being wanted to be treated as intelligent (Ramanujam Sridhar 2001).

Youth is all about wanting to explore, dream and discover 'Global Youth Marketing Forum: Brands must talk with the youth not at them'. The youth of 21st century India is not the youth of the 1960's, they are far more aggressive and believe in instant gratification; hence marketers need to find newer ways of reaching out to them. It is all about the goodwill of the brand so that the consumer may feel that the brand is talking with the youth and not at them (Robin Thomas 2009).

Priyanka Mehra (2009) in her article mentions that youth have always been a prime target for marketers. More so in India now, as two-thirds of the population is below 35 years of age. According to MindShare Insights, the research divisions of a media buying agency MindShare, 65%, or over 700 million Indians, are younger than 35 years. This segment has an influence on consumer spending far in excess of its numerical strength. Nine million people in the age group of 12-25 years from the top

35 cities (one million plus population) in India are the ones setting the trends and raising the aspiration value for one-billion-plus Indians, reports MindShare Insights.

Manjeet(1999) in her article finds out that India's youth are ambitious, technology-oriented and confident. By 2015, Indians under 20 will make up 55% of the population and wield proportionately higher spending power.

In the west, the youth segment has almost always been pitted against their seniors. Rebellion was the key starting point. Adventure, music and other symbols of 'cool' became a perfect recipe for creating cult brands that rallied against the system. This model of tapping youth presupposes that it's always youth versus old. It also preoccupies itself with a continuous search for what's 'cool' among youth. Since the behavioural distance between the youth and the others in these societies is significant, it's easy to rally youth around such points of difference. This model however is at a loss in India, where everything and everyone is young. India's largest consuming class is in the age of 25-45 yrs. Most of them behave more like teenagers who are just about turning 15, as that's how long it has been since Indian markets have been liberalized. The same goes for the brands as well. As a society held back by scarcity and a self-restrained value system built around it, suddenly opens up to the pangs of desire, in their attempt to be attractive to these consumers, brands too have realized that being 'youthful' is the way to go (Dheeraj Sinha 2009).

Conclusion

Based on the literature reviewed it was observed that students belonging to different education levels differ significantly in spending in many categories. It was also noted that both the male and female youth have different spending patterns with a slight similarity. Significant portion of their spending goes towards shopping, fast food, mobile phone expenditure, investment and transportation. The youth should cultivate habit of rational spending and should save and invest more in fixed deposits, mutual funds, gold etc. It is huge opportunity for online advertisers, shopping complexes, retail shops, hotels, fast food restaurants, mobile phone companies which should tap the youth spending for their benefit. Also, young people are targeted by a wide range of producers of goods and services anxious to win their custom. Youth spend large portion of their money on shopping, fast food and mobiles. Low level of awareness was seen as far as savings or investment is concern. Girls do not spend at all on alcohol or tobacco whereas spend more in case of cosmetics,

beauty care and shopping. None of the boys in junior college invest/save money and believes in spending money on shopping, eating out etc

Implications of the Study

This has been an exploratory study which has raised a number of new issues; these need to be addressed through further research. However, there are some clear implications of the findings.

1. It is difficult to define "essential needs" expenditure in youth, and to separate it from expenditure on style or "luxury". The transition to adulthood involves a wide range of costs.
2. It is important to take account of young people's domestic circumstances and changing needs when setting income levels. Though income is increasingly age-structured, age is a relatively poor indicator of expenditure. The level of benefits, trainee allowances and student grants should be sensitive to the domestic context.
3. The youth should think rationally before spending the money and should be more aware about various savings and investment avenues available in the market.
4. Online advertisers should formulate the strategies according to the needs, habits and behaviour of youth as they form largest portion when it comes to online purchasing.
5. It was observed that girls spend more on beauty and cosmetic category; sellers/companies can make advertisement and promotional plans by keeping this element in mind.
6. The expense on tobacco and alcohol was observed in students and specially graduate and post graduate students. It is advised to refrain from such habits as it can lead to serious diseases like lung cancer or throat cancer.
7. Very negligible expense is made on educational material like books, magazines, newspapers which should be made in order to enhance the knowledge which will be beneficial to them in long run.
8. It was observed that 65% students prefer to go for shopping in evening. Mall management can have more employees in evening than in afternoon or morning so that they save on extra effort made in non-rush hour time; it can also make special discount offers when there is less turnaround to boost sales.
9. It was observed in the study that only 20% students go for savings or investment so it is suggested that

the habit of savings and investment should be imbibed from the very beginning of educational journey i.e. Junior college. The students should get themselves literate about importance of savings and investment; they should learn various kinds of investment options and plan the investment accordingly. This habit of investment and saving will help them plan better investment in times to come.

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ADRIENNE KENNEDY'S DRAMATURGICAL APPROACHS IN SELECT ONE ACT PLAYS

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Adrienne Kennedy's plays proves to be expressionist is similar to a writer, a painter who depicts the disorder emotion and unnormal mind states Kennedy depicted by disorder mulatto psyche. As expression is an important technique which repressions the characters inner self, almost all the women characters. Almost all the play filled with symbol, images, metaphor atmosphere, style of action, setting light color, all these helps to Kennedy to express of psyche of suffers black mulatto psyche.

Adrienne Kennedy implements the technique of Greek chorus in her plays viz. *The Funnyhouse of a Negro* (1964), *The Owl Answers* (1965), *A Lesson in Dead Language* (1964), *The Dramatic Circle*(1994) and *An Evening with Dead Essex* (1972). She insists on the significance of the unity of chorus. The technique of Chorus has its origin from the plays of classical Greece. The plays of ancient Greek theatre always included a chorus that offered a variety of background. The chorus expresses to the audience what the main characters could not say, such as the hidden fears, secrets etc. For example, the drama which vividly implemented the role of chorus is *Murder in the Cathedral* (1935) written by T.S.Eliot (1888-1965). Similarly in all of Kennedy's plays, all the characters join together as in the Greek chorus and sing the positive aroma of life.

The actors of Greek choruses may separate themselves from the group of actors to take on the role of protagonist. At the same time, as the others say key words some time sounds to deepen the tellers understanding. They express the unspoken voices and highlighten the emotions of the protagonist to enable the audience to experience and understand better. Chorus is a mediator between actors and the audiences.

Appreciating the chorus, P.E. Easterling's view is noteworthy,

The chorus constitutes not only a collective character standing in a defined relation to the other characters of the drama, but also as an intermediary between the world of

the play and the audience, whose perspective it helps to shape. (Easterlings 5)

Kennedy has used chorus as a main technique in her plays. She started to use it in her early play *The Funnyhouse of a Negro*(1964). In *Funnyhouse of a Negro*, Kennedy has used lines like "He never tires of the journey ... he who is the darkest of all them, my mother looked like a white women, hair as straight as any white women's ... And at last I am yellow, but he is black. ... I hope he was dead (FH. 02)". These lines are spoken by Victoria and Duchess by an individual. The same lines get repeated as a chorus in the last and final scene, which takes place in the jungle. In the jungle the protagonist Sarah's inner selves viz. the Queen Victoria, The Duchess of Hapsburg, Jesus and Patrice Lumumba appear in the forest and repeat the same line in chorus.

In the play *The Funnyhouse of a Negro* Kennedy has used chorus as a technique very powerfully, before the final scene. Sarah's selves blame their father individually, but Kennedy uses chorus to make the point effective to the audience in the final scene. In the final scene all the four Sarah's selves Queen Victoria, The Duchess of Hapsburg, Jesus and Patrice Lumumba appear on the stage and they blame their father through the chorus. They state,

He never tires of the journey, he who is the darkest one, the darkest one of them all. My mother looked like a white women, hair as straight as any white women's. I am yellow, but he is black, the darkest one of us all. How I hoped he was dead. ... Because of him that my mother died because she let a black man put his hands on her. ... He is my father. I am tied to a black Negro. ... Diseased my birth ... killed my mother ... he should die. (FH. 20-21)

In *The Owl Answers*, Kennedy has used chorus as a vital technique. She uses chorus very effectively throughout the play. Chorus plays a very significant role and also strengthens the play. In this play, the protagonist Clara belongs to the Negro or the Black world. She wants to attend her father's funeral but the white community representative personalities like Shakespeare, William the

Conqueror, and Chaucer do not allow her to attend her father's funeral. Through chorus, they criticize her as, Bastard

You are not his ancestor
Keep her locked there, guard.
Bastard (OA. 27)

In the same play, the chorus enhances strength to the play. The white world's representative characters like Shakespeare, William the Conqueror, and Chaucer in the chorus blame the protagonist Clara and her black community throughout the whole play. The chorus strengthens the emotion and makes the words more effective. The chorus helps to get in touch with the audience in the play *The Owl Answers*.

In *A Lesson in Dead Language*, Kennedy uses chorus as a main technique in her writings. This play takes place in the class room background. In that class room the white teacher teaches the lesson for the black students. In a class room situation, chorus is unavoidable as and when the teacher takes the class, some of the important things or some of the important lines said by the teacher and then the students have to be repeated in chorus. This kind of activity is unavoidable in all over the world's school education. The same thing happens in Kennedy's play too. In the play *A Lesson in Dead Language* the white teacher takes the lesson 'Lesson I bleed' (LDL 48) In that lesson the teacher stresses some important lines to the students. The students in chorus repeat "the white dog died, I started to bleed. Blood came out of me (LDL. 48)." Up to the end of the play the students repeat the same line in chorus.

In *The Dramatic Circle* the play takes place around the Psycho-treatment among the group of actors. In the psycho treatment, the psychologist Dr.Freudenberger leads the *Dramatic Circle*. Sometimes he commands the actors that they have to follow what he has said.

Dr. Freudenberger: At our dramatic circle, we read Stoker as group.

Dramatic Circle: (Reading together) "All at once, the wolves began to "howl as though the moonlight had had some peculiar effect on them. The horses jumped about, reared and looked helplessly round with eyes that rolled in a way painful to see. But the living ring of terror encompassed them on every side." (DC 101)

The above lines serve as a best example for chorus used by Kennedy in her play *The Dramatic Circle*.

In *An Evening with Dead Essex* (1972) Kennedy's recently written play she also uses chorus in her writing. In this play she uses chorus more effectively. This play takes place in the studio with a group of black actors. The white

director has directed the group of black actors to enact on the stage. Before the stage direction the groups of actors rehearse for the play. The director reads some historical characters like Mark Essex from chronical.

The actors repeat in chorus

... we had a plot to kill all white people. We didn't ... we did want to kill but we had no plot – we had a lot to say and we still have a lot to say – about Mark Essex – to us he is a hero - ... we believe he was trying to save us – we believe he saw himself as a soldier of mercy we have a lot to say about dead Essex (DE. 120)

Yet another important technique used by Kennedy is that of monologue. Monologue is a speech by a single character without another character's response. Monologues were used by Shakespeare in his plays during the 16th century itself. Shakespeare's plays flourished with monologues. A clear example of how a monologue addresses someone occurs, when Henry V delivers his speech to the English camp in Saint Crispin's Day speech. He wants to inspire the soldiers to fight even though they are outnumbered.

A monologue is a long passage in a play, poem or story that reveals the character's thoughts and feelings. Monologue serves as one of the most useful tools for any playwright in creating and manipulating stage reality as it transforms the stage space and moves forward or backward in time, henceforth allowing the actor to develop the empty space on stage. It is a literary device, which is the speech that a single character presents in order to express his/her thoughts and ideas aloud. Often the character addresses directly to the audience or another character. Monologues are found in the dramatic medium like films, plays and also in non-dramatic medium such as poetry.

In American literature Arthur Miller uses the technique of monologue in his play *All My Sons* (1947). George breathlessly describes his love to his father through monologue that

My life turned upside down since then. I couldn't go back to work. When you left I want go to Dad and him you were going to be married. It seemed impossible not to tell him. (Arthur Miller Act 3, 4)

Like Arthur Miller, Adrienne Kennedy has also employed the technique of Monologue in her plays. Kennedy's works like *The Funnyhouse of a Negro*, *The Owl Answers*, *She Talks to Beethoven*, *Sleep Deprivation Chamber*, and *Motherhood*, are filled with monologues. It helps the audience to understand the reality. In Kennedy's plays, monologues help to reduce the gap between the

theater and audience. In her play monologue helps in directing the audience in the right way.

In *The Funnyhouse of a Negro* Kennedy has used monologues. She has used it in the opening scene itself, even before the dialogue is being spoken by the character Kennedy has used monologues through the protagonist Sarah's mother. She appears on the stage. She states to the audience through monologues. It helps to understand the play to the audiences. She describes her thoughts to the audiences:

Black man, black man, I never should have let a black man put his hands on me. The wild black beast raped me and now my skull is shining. (FH.04)

Through these lines, Kennedy brings out the total essence of the play. 'Black man' and 'black beast raped me' are the key words in this monologue. In these words Sarah's mother clearly states to the audience that she was raped by a black man which resulted in Sarah's birth.

In *The Funnyhouse of a Negro* Kennedy has used monologue through Sarah's character too. It has helped to give more strength to the play. With the help of Sarah's monologue the audience clearly understands the play. In the play Sarah very clearly expresses her feelings through monologue to the audience. Through her monologue she states that

... I live in my room. It is a small room ... a room filled with my dark old volumes ... old photographs of castles and monarchs of England. It is also Victoria's chamber. When I am the Duchess of Hapsburg I sit opposite Victoria in my head piece and we talk. The other time I wear the dress of a student, dark clothes and dark stockings. Victoria always wants me to tell her of whiteness. She wants me to tell her of royal world where everything and everyone is white and there are no unfortunate black ones. Black was evil ... I want not to be. ... It is my dream to live in rooms with European antiques (FH 05)

Kennedy clearly brings out Sarah's mind to the audience. Sarah has described her life, where she lived and her desire about the white inner world. Sarah was born to a black father and white mother and hence she was a mulatto. Through her monologues she expresses that black is evil. She desires to live in the white world and as a result she states her room as Queen Victoria's chamber. Sometimes she assumes herself as the Duchess of Hapsburg and enacts as a black Negro Student in the play too. Kennedy wonderfully reads Sarah's mind through monologues. It helps the audience to involve themselves into the play. It is the strength of Kennedy's writing technique.

In the play *Ohio State Murders* too Kennedy uses monologue as one of the techniques in her writing. In the play Suzanne is the protagonist. She describes through monologue to the audience about her past life and how she was affected in her life by the white English Professor Robert Hampshire. She herself describes through monologue as,

Suzanne (Present): I became pregnant the following Christmas, 1950 ... spent two days with Bobby above the ravine (OSM 41)

... My babies were born the beginning of September. (OSM 44)

...I had learned he had gone to Fordham, and had been married briefly to an Indian woman. (OSM 45)

... Robert Hampshire Kidnapped and murdered our daughter. ... He drowned her in the ravine. (OSM 49)

Through the above lines, Suzanne expresses through monologue about her past tragic life. Kennedy handles the technique vividly and with clarity of thought and expression.

In *She Talks to Beethoven*, one of the plays in the collection of *The Alexander Plays*, Kennedy uses monologue as one of the techniques. In this collection of the plays, Suzanne Alexander plays the role of a literal narrator of her story, explaining events in a straight forward first-person monologue. *She Talks to Beethoven* opens with Suzanne Alexander's husband David who was found missing which is the crux of the play. In this play Kennedy has used monologues through 'voice on radio.' Through radio, Kennedy describes the reality of the play. As a monologue, the voice of the radio helps the audience to know the reality about David. The radio describes that,

... Mr. Alexander is still missing. Alexander traveled with Fanon in Blida ... his wife Suzanne Alexander, is recovering from unspecified illness. It is known that she was writing a play about Ludwig Van Beethoven when she was stricken. Alexander was by her side at the hospital when suddenly vanished two nights ago." (STB 06)

These lines are aired by the radio voice. Kennedy handles the voice of the radio very cleverly through monologues in the entire play. The radio voice helps the audience to perceive the reality.

In the play *The Film Club* Kennedy describes the events only through the monologue technique and not through, the conversation method as like her other Kennedy plays. In the play, the protagonist Suzanne Alexander describes about her life and how her husband David was found still missing. She was still searching for

her husband along with Alice Alexander who is the sister of David. Suzanne Alexander states through a monologue as,

Alice and I waited for David in London ... I remembrance ... Alice who formed our film club in 1959. ... in 1961 we were staying in a room in London at 9 Bolton Gardens, waiting. We had no word from David. (FC 67)

Similar to the play, *The Film Club*, in *Motherhood 2000* too Kennedy's describes only through the monologue

technique. In this play, Kennedy depicts the mother to be brave women. The mother describes through her monologue as to how she found the policeman, who wounded his son Teddy which remains to be the main theme in the play. "Mother: I finally found the policeman who beat my son that January night in 1991 (MH 228)".

ROLE OF HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT FOR THE REVIVAL OF COOPERATIVE BANKS

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Abstract

The study is conducted to assess role of Human Resource Management and Development for the revival of cooperative banks in Gujarat. This requires the comprehensive assessment of the various variables of the human resource management. Lawrence James and Allan Jones identified the following factors influencing organizational climate. They are: Organizational Context, Organizational Structure, Organizational Process, Physical environment and System values and norms. The same parameters were studied. At the end, researcher suggested change management action plan. Paper type Research paper Acknowledgment: The author thanks the respondents for taking part in the survey and sharing their valuable experiences and also thanks ArpanAcharya -Research student for helping in collection of data and valuable inputs

Introduction

The Cooperative banks in Gujarat are in existence since decades but on the whole it is still in developing stage. Moreover, recent setbacks and poor performance signifies that lot must be done for overall development of cooperative banks and especially in the field of human resource management and development. Researcher has come across the need of study of role of HRM and HRD for revival of cooperative banking sector. Surprisingly research studies in the field of human resource management in cooperative banks itself are rarely conducted.

Objectives of Study

The ultimate objective of the study is to assess role of Human Resource Management and Development for the revival of cooperative banks in Gujarat. This requires the comprehensive assessment of the various variables of the human resource management.

Research Design

The present study is an explorative study; the only purpose of it is to assess the importance of Human Resource Management and Human Resource Development in cooperative banking. The design of the research was exploratory in nature and was both of Qualitative and Quantitative in nature. Qualitative study by way of focus groups, and observations was made. Here observations of employees conducted while they were working and by verbal interviews. Quantitative research has been done in order to get the data into figurative terms for easy comparisons and analysis for relating two or more

parameters to each other and its clout on the organizational climate survey.

Sources of Data

Primary data covered from employees at operational level, managerial level and strategic management level. Secondary data obtained from printed sources from company records, relevant articles and editorials from magazines, newspapers, journals, Internet, and relevant research data from institutions like RESERVE BANK OF INDIA, NABARD, IRMA etc.

Instrument Used

Lawrence James and Allan Jones identified the following factors influencing organizational climate. They are:

- Organizational Context
- Organizational Structure
- Organizational Process
- Physical environment
- System values and norms

Elements under Study

In order to have a proper assessment of organizational climate Researcher decided to study the following elements classified under the following heads:

1. Organizational context.
 - Role of management philosophy in utilizing human resource effectively
 - Consideration given to individual goals while formulating organizational goals

- The organizations sense of responsibility towards their employees
- Recognition of employees as a human being by the organization
- The suitability of physical environment for employees' individual growth
- Recognition of employees as an important asset.

2. Organizational Process

- Its role in promoting involvement of the subordinates in decision-making
- Its role in promoting availability of information required doing goodjob.
- Its role in establishing clarity of goals,
- Its role in establishing effective communication system
- Its role in helping employees understands the priorities of the organization.

3. Organizational Structure

- Structure design
 - Its adaptability to change
 - Opportunity to discuss work related problems
 - Division of work
 - Its capability to establish friendly superior-subordinate relationship
 - Its capability to establish cordial employer-employee relationship
 - Its role in deciding grades and salary
 - Its role in resolving conflicts
 - Its role in deciding on incentives
- ## 4. Organizational values and norms
- Role of employees while deciding on norms
 - Its emphasis on making employees good human beings
 - Its role in developing feeling of cooperation among employees
 - Its focus towards practicing sound business ethics
 - Its role in providing visible results

Sampling Method

The sampling method was Random and Judgmental sampling Method based on unbiased and true representation of the population. Generally as a thumb rule in the statistical analysis for research, the researcher take 10% of the population as sample size. Once the sample size is decided Researcher can have breakup of this sample size for different organizational hierarchy as per requirements of the study. The employees at cooperative banks are classified as:

1. Officer/Executives/Managerial Cadre-10
2. Clerical cadre-10
3. Support Staff (Peon and other categories)-5

The sample size is taken to be 25employees that is 10% of 250 employees.

The responses in the questionnaire measured by the Likert type five point scale with suitable score value assigned to the responses obtained on each point. In order to find the extent of variations in the responses, averages and deviations computed. The respondents were asked to rate each of the statement on five point Likert scale where 5 signifies Strongly Agree, 4 signifies Agree, 3 signifies Partly Agree and Partly Disagree, 2 signifies Disagree and 1 signifies Strongly Disagree.

Limitations of the Study

1. Researcher obtained the actual data from the banks. In order to retain anonymity Researcher were advised not to disclose the names of the banks and so Researcher have not mentioned the names of the banks.
2. Since secondary data generated from more than one sources, there are chances of discrepancy between one source and another on same variable.
3. Since the sample size is limited the findings and conclusions may be treated as suggestive rather than definitive.

Results of Analysis

Organizational Climate Survey Results

1.	Assessment Of Organizational Climate	Avg.	Avg.Score	Deviation (3 X Number Of Repsondents =75)
	Organizational Context			
1.	The management philosophy of the organization helps to utilize humane resource effectively.	3.8	95	20
2	Individual goals are taken into consideration while formulating organizational goals.	2.6	62.5	-12.5

3	The organization has high sense of responsibility towards its employees.	4	100	25
4	The organization here has much interest in employees not only as its worker but also as a human being.	4	100	25
5	The physical environment of the bank is favorable for the individual growth.	4	100	25
6	The organization values the employees as an important asset.	3.8	95	20
Organizational Process				
1	The system promotes involvement of subordinates in decision making.	1.4	35	-40
2	The system promotes availability of information required to do good job.	3.4	85	10
3	The system establishes clarity of goals.	1.8	45	-30
4	The system encourages free flow two-way communication.	2.2	55	-20
5	The system helps the employees to understand priority of the organization.	2.6	65	-10
Organizational Structure				
1	The organizational structure of the bank is well designed.	3.4	85	10
2	This structure is capable of adapting to change.	1.6	40	-35
3	The structure gives opportunity to employees to discuss problems related to work with anybody within the organization.	2.6	65	-10
4	The structure gives pace to divide work logically.	3.2	80	5
5	The structure is capable of establishing friendly employer-employee relationship.	4	100	25
6	The structure forms the basis for deciding grades and salary.	4.2	105	30
7	The structure leaves no scope for conflicts.	3.6	90	15
8	The structure forms the basis for deciding incentives.	2.6	65	-10
Organizational Values and Norms				
1	The norms are framed putting organizational mission and vision.	2.6	65	-10
2	The top management leads by example by following the organizational values and norms.	2.4	60	-15
3	Organizational values and norms provide a base for binding employees together.	2.6	65	-10
4	Organizational values and norms are focused towards practicing sound business ethics.	2.6	65	-10
5	Organizational values and norms provide visible results.	2.6	65	-10

HRD Climate Survey Results

2	Assessment of Human Resource Development Climate	AVG.	Actual Avg. Score	deviation (3 X Number of Respondents = 75)
Assessment of the role of the top management				
1	The top management is willing to invest time and money to ensure the development of the employees.	4.4	110	35
2	The top management has the vision for the development of the employees.	4.2	105	30
3	The top management of the organization makes fullest efforts to identify the training and development needs for employees to keep them competent.	4	100	25

4	The organization encourages the employees for innovation and experimentation in their work.	2	50	-25
5	The top management facilitates the senior managers with necessary authority and power so that they can conduct employee development activities.	2.6	65	-10
6	The bank has been able to adapt its workforce to the changes necessary to handle new challenges and develop new skills.	2.6	65	-10
7	The employees are working to their true potential and are efficient & effective.	2	50	-25
Assessment of Superior Subordinate Relationship				
1	The superior in this organization sees development of subordinates as an important part of their job.	3.6	90	15
2	Subordinates are learning the job properly under the guidance of the senior managers.	3.2	80	5
3	Management of Mistake is done with an intension to make employees learn from their mistake rather than blaming and insulting them.	3	75	0
4	When feedback is given to the employee they take it positively and try to improve on it.	3.4	85	10
5	Employees represent adequate openness in sharing their professional and personal problems with their subordinates and superiors.	3.4	85	10
6	Senior officer provides juniors the information related to growth opportunities.	2.4	60	-15
7	There is true and fair selection of the employees for the training and development programs.	3.4	85	10
Assessment of effectiveness of Personnel Policies				
1	The personnel policies of the organization favors employee development.	2.6	65	-10
2	Policies here focuses on the fact that employees lacking competence should be helped to attain the same by the support of the superior.	2.6	65	-10
3	Personnel policies here leave no scope for favoritism and influences.	2.6	65	-10
4	Personnel policies here promote delegation of authority to employees (especially managers).	3.4	85	10
5	Personnel policies give freedom to its employees to prepare their work plan and implement the same.	3.2	80	5
Organizational Context				
1	Flexible time is a common feature here and is often misused.	3	75	0
2	Flexible work is a common feature here and is often misused.	2.8	70	-5
3	Employees learn here to be participative in their working.	3.2	80	5
4	Job rotation is a common feature over here.	2.6	65	-10
5	The employees at present are not adequately developed and competent as compared to employees of other private banks to meet the new challenges.	3.8	95	20

Managerial Implication: Change Management Action Plan

1. Assertiveness - inspire people to move, be proactive and make objectives real and relevant. There is an urgent need to inspire and motivate the employees about their responsibilities, duties, personal goals and overall organizational objectives. Employees should be trained to exhibit a proactive work behavior. Facilitate this with necessary training and autonomy. Involve as many employees as possible in deciding goals, objective and decisions. Facilitate them to visualize the need for greater efficiency and effectiveness in the work and how this change is inevitable for the progress of the organization and themselves. Conduct meetings, discussions and the top management should exhibit such a behavior that it persuades employee to believe and trust them.

2. Guiding teams - get the right people in place with the right emotional commitment, and the right mixes of skills and levels. Once an atmosphere is developed for introduction of change, develop guiding teams. The guiding team can be for conducting various HRD activities like for training, performance appraisal, work facilitation, orientation, change implementation etc., for each department. One such guiding team can be as a MARKETING CELL for providing loans, finance and other bank services to the customers. The cell can also conduct "Loan Melas" at rural level for agriculture, education, institutional finance etc. The concept will be to go to the prospecting customers rather than customers coming to the bank. This will facilitate in increasing the business of the banks as it has done for other private banks. Introduce this as a short-term project (8-12months) in few branches that are doing good business, branches that are doing average business and branches that are making loss. Consequent effects can be evaluated after stipulated time period. Let the marketing executives be given KNOWLEDGE DATABASE for also facilitating consultancy for agriculture, animal husbandry, industry setup, equipment purchase, marketing of products and many more. Moreover, co-operative can also establish GRAHAK MITRA KENDRAS that will be informative centers providing different information's to customers. These centers can be computerized and be connected to the KNOWLEDGE CENTERS at head office. With these the co-operatives can provide complete solution to the customers along with

key information that they want and thus satisfying the customers.

Another guiding team can be of "Recovery Cell" which will only be involved in recovery of the advances and finances. Both these cell will be having employees with adequate qualification, necessary training, apt competencies, attitude and autonomy.

3. Right Vision - get the team to establish a simple vision and strategy focus on emotional and creative aspects necessary to drive service and efficiency.

Articulate vision for the organization and develop strategy for each department to realize them. Identify area of improvements for each department, formulate necessary short-term goals/targets and facilitate changes with needed support. Perform timely review of changes implemented.

4. Communication- Involve as many people as possible, communicate the essentials as simply as possible to appeal and respond to people's needs. De-clutter communications - make technology work for you rather than against. Develop more interaction and communication among employees within and among departments.

5. Empowerment- Remove obstacles, excessive bureaucracy, constructive autonomy; enable lucrative feedbacks and lots of support from leaders with reinforcement through rewards for recognition for progress and achievements. This develops a sense of belonging to the organization among the employees.

6. Create short-term wins - Set aims that are easy to achieve that is divide total goal into number of smaller goals. Manageable numbers of initiatives should be undertaken so that the employees are not subjected to too much of change that they cannot cope with. Finish current stages before starting new ones.

7. Diligent approach - Foster and encourage determination and persistence for the ongoing change, encourage ongoing progress reporting and highlight achieved and future milestones. Share the success for further consolidation and failure for overcoming obstacles and mistakes.

8. Formulate change - Reinforce the value of successful change through recruitment, promotion, training & development and change leaders. Weave change into culture. Develop an open feedback system for more interaction and improvement.

ADRIENNE KENNEDY'S FLASHBACK TECHNIQUE IN SELECT ONE ACT PLAYS

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The technique of flashback has been used by Kennedy in her plays. A flashback is a "psychological phenomenon in which an individual has a sudden, usually powerful, and re-experiencing of a past experience or elements of a past experience. These experiences can be happy, sad, exciting, or any other emotion one can consider" (Bernsten 636)

The term flashback is used "particularly when the memory is recalled involuntarily, or when it is so intense that the person 'relives' the experience and is unable to fully recognize it as a memory and not as something that is happening in 'real time' (Brewin 210).

The flashback is an interruption of the play's chronology to describe or present an incident that occurred previous to the main time frame of the play's action. *Examples:* In Shakespeare's *Othello*, Othello recalls how he courted Desdemona.

Flashback could also be defined as an experience of an individual that rupture into one's awareness Berntsen describes that Flashbacks are "without any conscious, premeditated... conscious attempt retrieve it" (Berntsen 131).

Every individual possesses a memory system that is divided on the way of its development as voluntary (conscious) and involuntary (unconscious), that function autonomously. As the involuntary recurrent memories are elusive in nature, very little is known about the subjective experience of flashbacks. However, flashbacks have been implemented by artists immensely.

In literature, flashbacks are scenes that take back the story from the current scene to some incident that occur in the past and make the reader know the past history, or past events that defines the present state or action of the characters. In literature, internal analysis is a flashback to an earlier point in the narrative and external analysis is a flashback that occurs before the narration has started.

Another early use of this device could be traced in *The Three Apples*, an Arabian Nights tale. Flashbacks are also employed in several other Arabian Nights tales such

as *Sinbad the Sailor* and *The City of Brass*. If flashbacks are presented non-chronologically it can be ambiguous to the story: An example of this is *Slaughter house-Five* where the narrative jumps back and forth in time, so there lies no actual present time line. The *Harry Potter* series employs a magical device called as Pensive, which changes the nature of flashbacks from a mere narrative device to an event directly experienced by the character, which provide commentary. The flashback is an unavoidable thing among human beings, It's human nature to recall their memory or recollect an important incident happens in their past life.

In American literature, Robert Frost used the technique of flashback in his poem *Birches* "like to get away from earth a while / and then come back to it and begin over.... a swinger of birches I'd (Robert Frost)" Through these poetic lines, a character observes swaying birch trees and the narrator keeps in mind and desires for the liberty and delight that he has experienced as a child swinging on birch trees and wishes to return to that moment of his childhood.

As like Robert Frost, Adrienne Kennedy also recalls her past life or events that had happened in her past, through her writing which she recalls through her memory. She has used the flashback technique in her collection *The Alexander plays*. Particularly in the play *The Ohio State Murders* she implements this flashback technique.

In the play, *The Ohio State Murders*, the protagonist Suzanne recalls her early college life that happened at Ohio State University. *The Ohio State Murders* also considers Kennedy's personal experience in her life. Kennedy recalls through her memory the past bitter experiences with the help of her protagonist Suzanne in her play *The Ohio State Murders*. Kennedy handles the flashback technique with clarity. Through her flashback, Kennedy brings her life in the college in front of the audience's eyes. In this play, Kennedy recalls only her painful memories. Like Kennedy's other plays *The Ohio State Murders* also deals with racial issues, especially of

the Black and White racial problem. In particular, the struggles of the protagonist Black Suzanne (student) in the hands of the white Professor Hampshire which is the main theme of the play. In *The Ohio State Murders* the protagonist Suzanne Alexander a well-known black writer visits Ohio State University. When she walks on a road she recalls her past through her recollection. She states that "The geography made me anxious (OSM 27)." Through that line, Kennedy indicates to the audience that something had happened to her protagonist Suzanne in that particular campus in her past life.

With the help of the flash back technique, Kennedy clearly describes about her protagonist Suzanne, her college life, her class rooms, hostel life, about the professor, and racial problems which she encountered in her past life. With the help of flashback as a technique, Suzanne recalls her past life and exposes it to the audience:

I started my freshman year in the fall of 1949. ... The professor was a young man. His name was Hampshire. The class was held in a Quonset hut. ... I didn't know there were no "Negro" students in the English Department. ... in dorm Twelve of us were blacks. ... here race was foremost.(OSM. 29 - 31)

Kennedy with the help of flashback technique in the play *The Ohio State Murders* has beautifully described the flashback as to how the young black girl Suzanne fell in love with the white Professor Hampshire and how her life was shattered by the white Professor as well as the white community.

Suzanne had so much affection towards the Professor. She had spent two days along with him in the ravine and as a result she became pregnant. Through her flashback, she recalls "I became pregnant the following Christmas 1950. ... Spent two days with bobby above the ravine". Bobby is the nickname given to the Professor.

Through the flashback technique Kennedy wonderfully handles the play *The Ohio State Murders*. With the help of the flashback technique, Kennedy depicts how the white communities dominate the black people and exposes that the sole aim of the white professor was to have sex with the black students. After that incident they would throw them as dust and would not care about her.

Suzanne expresses her agonizing experiences through her flashback. She has disclosed that "Robert Hampshire Kidnapped and murdered our daughter. She was the one called Cathi. He drowned her in the ravine." (OSM.49) Through the flashback, Suzanne revealed the tragic end of their daughters' lives and exposes that Professor Hampshire had killed her twin babies and had committed suicide at last.

Apart from *Ohio State Murders* Kennedy uses the flashback technique in other plays too. Even in her pioneer work *The Funnyhouse of a Negro* she has slightly used the flashback technique through Sarah's Selves in characters like Queen Victoria. She states that "I am tied to the black Negro. He came when I was child in the south, before I was born he haunted my conception, diseased my birth." (FH 04) From this she recalls her pitiable birth to the audience.

Similar to the *The Funnyhouse of a Negro*, Kennedy uses the flashback technique in plays like: *The Owl Answers*. In the play, *The Owl Answers* the protagonist Clara recalls her early life how she has spent her life in London along with his father. She recalls that

Dear father, My Goddam Father who was the Richest White Man in the Town, who is Dead Father – You Know that England is the home of dear Chaucer, Dickens and dearest Shakespeare. Winters we spent here at the Tower, our chambers were in the Queen's House, summers we spent at Stratford with dearest Shakespeare. It was all so lovely. (OA 31)

FORGING AN ABORIGINAL IDENTITY: A RE- PRESENTATION OF HISTORY IN KIM

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Abstract

The main aim of this paper was to illustrate how Kim Scott's 'Benang' re-construct an Aboriginal Identity which was dismantled by the superior White race. Many Aborigines in Australia are separated from their families, culture, tradition, myths because of colonization and they are uncertain towards their own culture. One thing which differentiates 'Benang' from other historical novels is its 'Dual narrative' because it portrays the perspectives of both Aborigines and Whites without any bias in re-presenting history. The narrative discusses many Individual stories which are centre in re-presenting history. The hidden pains, sufferings, longing for homeland, nostalgia, loss of identity are expressed more deeply in individual history rather than factual history. 'Benang' not only includes individual stories but also official documents, newspaper articles, letters and reports. 'Benang' portrays the individual ways of coping with political and social pressure and how some Aborigines are hiding their aboriginal identity in order to be accepted by the superior White society. On the other hand it also portrays how an aboriginal man who has brought up in a white way of culture embraces Aboriginal culture. 'Benang' gives answers for the questions such as Who are Aborigines? What is Aboriginality from individual perspective? Why Aborigines have to hide their culture for mere survival? Why Aboriginal men are inferior towards themselves? Why the land is called as the land of wilderness? Why the Whites want to breed out the colour and change the Indigenous race into White race? Why identity becomes a question for stolen generation? Why reconstructing identity is important in present scenario? Australian Aborigines have given freedom officially in 2008 and Prime Minister Kevin Rudd has apologized for the sufferings and loss of the stolen generation. Eventhough they have embraced their freedom they are uncertain about their identity because they have no connection with the ancestral past. 'Benang' is not only a narrative of heartland but also a guide to retrieve one's aboriginal past and promotes positive approach to re- construct one's dismantled identity in the present scenario.

Keywords: Nyoongar, colonization, colour, assimilation, archives.

Benang is a historical novel which portrays one particular group of community called Nyoongar and its disconnections with its past and land. It is difficult to re-trace the dismantled community with minimum fragments of existing evidence. On the other hand,

'Benang' proved that it is possible to trace one's historical past through individual research of existing evidence in fragments. The protagonist Harley is an absorbing narrator who is tracing back his family history through absorbing Photographs, reports, letters and other evidences. All the incidents, issues and struggles faced by Aborigines are depicted in the novel through his eyes and it gives a positive hope to re-construct their identity.

The term 'Aborigine' and 'Aboriginality' is portrayed through many individual interpretations in *Benang*. 'Aborigine' refers to a native inhabitant of Australia and

'Aboriginality' refers to the spiritual bonds between the Aboriginal people and their place of heritage. This very definition clearly says the connection between the individual and the land. Here, this connectivity is presented through individual perspective and it varies from person to person. Ernest Solomon Scat, the grandfather of Harley wants to protect his grandchild

away from the Aboriginal culture. According to him, Aborigines are uncivilized and the White way of living is considered as civilized. He always speaks about timetable, goal setting, and importance of White heritage to Harley because he wants to wipe away the aboriginal way of thought in the child's mind. In this way, Ernest tried to disconnect Harley and his Aboriginal past. He says,

Language is a f-f-f-fence that keeps you out. Daniel coolman will spoke some Nyoongar. It was all curses, mind, a black tongue. That's the sort of the language it is. And now there's no one left to tell you what you want. You can never know. (39)

According to Mr. James Segel, Aborigines are filthy people with bad smell in their skin and fools to be used for free labour. He always scans his eyes on them to classify them according to their colour as half-blood, full blood like that. According to Mr. A.O.Neville, Aborigines are merely specimens and they are experimented in the process of breeding. According to Jack Chatalong, being an aborigine is like living within a sphere and it's a restriction to enjoy the privileges of Whites in the society. *Benang* portrays the individual ways

of coping with political and social pressure and how some Aborigines are hiding their aboriginal identity in order to be accepted by the superior White society. William Coolman belongs to Nyoongar ancestry as well as white ancestry. He will roam around with whites because of his white skin colour. Nobody will identify him as an aborigine very easily. To avoid the danger of being brought under the Aborigines Act of white government, he keeps himself away from his own community people including his mother Harriette. He marries a white woman from Germany and doesn't tell his children about his aboriginal ancestry and community. SandyOne Mason is another aboriginal man who tried very hard to adapt himself in white society. While A.O.Neville is writing a report on him, he refers to Sandy's colour, his character and his connections with his aboriginal family. After investigation, he has written that he has no connection with his family. Sandy has arranged marriages for his daughter in white man's way. According to him, this might be the only way to do things to survive in white society. Both William Coolman and SandyOne Mason decided to repress their Aboriginal ancestry because they thought that it would be the only way to lead a decent life in society. Jack Chatalong is sending an application to an officer to issue the exemption certificate. His application is rejected because of insufficient evidences to prove his disconnection between him and Aborigines. Jack attempts to come out of that aboriginal sphere merely to enjoy the privileges of Whites in the society but he failed. Kathleen tries to live like a White woman by wearing shoes, clean dress, soap and fresh water smells from her. After she married a White man, she faced many circumstances to disconnect her relationship with her family in order to live a comfortable white way of life. In this way, *Benang* portrays the effect of colonization and native people's uncertainty towards their own culture through individual history. The most important aspect of the novel is its attempt of re-constructing history through Harley's research from the archives and his attempts to write and trace his family history. One of the important evidences is Photographs and its citations. He came to see the photographs of Aboriginal families in groups and classified according to their colours, with captions like "As I found them" (27), "Identical with above child"(27,28), "full blood, half- caste (first cross), quadroon, octoroon"(28). He has seen his own image among the photographs and he sees his father's photograph with the caption "Octoroon grandson (mother quarter caste (No.2), father Scottish). Freckles on the face are the only trace of colour

apparent"(28). From these photographs Harley is able to analyze how his ancestors are diluted by whites to get more proportion of white blood among them and to wipe away the existence of black blood. This is the essential visual evidence for him to see the images of his ancestors who are the victims of lost identity and they have mixed identity based on their colours. He goes through papers and reads,

Breeding up. In the third or fourth generation no sign of native origin is apparent. The repetition of the boarding school process and careful breeding.... After two or three generations the advance should be so great that families should be living like the rest of the community. (28)

Through the paper he realizes that Aborigines are used as specimens in breeding experiment to change the entire Aboriginal blood into White blood. Scott has written a narrative which not only talks about the paper texts and photos collected by Whites but also talks about the memories, the hidden voices and individual stories of the Nyoongar ancestors apart from the boundaries of lines. The next important archive is the reports written by the Whites about Aborigines. Harley reads an extract from the file of Sandy Mason and sees the white way of describing an aborigine. The report has written by A.O. Neville where he describes Sandy on the basis of his colour and addressed him in the report as an half-caste but has a lighter skin. He inquires a local neighbour Mustle about Sandy's connections with his Aboriginal family. He investigates in the Repatriation department about Sandy's lung problem. After he realizes that Sandy has no connection with his family, he writes a report positively and sends to the official that he may have a possibility of getting a job. He has stored all the information merely for the social and biological absorption of the "Native Race" (46).

Harley sees some papers have evidences of laws implemented in the Aboriginal land by the Whites. The Aboriginal Protection Act is passed by the White government to take care of the Aborigines. This law deals with genealogies, personal histories, court cases, requests for marriage, employment and all the issues related to the Aborigines which is handled by Mr. A.O.Neville, the chief protector of Aborigines. These departments are merely established by the Whites to absorb the experiment of breeding and making the black community to adapt white way of living. Daniel and Harriette registered their marriage according to the law. After Daniel's death, his properties belong to Harriette. The next important archive

is letters written by the individuals throughout the novel. The following letter is written by Jack Chatalong:

Gabalup October 26, 1929

The Chief Protector of Aborigines

Dear Sir,

In regards of the Aborigines Act has it I am a half-caste and I Don't mix up with the Blacks and I work Hard and Earn a living the same as a white man would my mother was a black woman and my father was a white man and I can Read and write But I have now Been barred from going Into a Pub and having a drink because I have got no permit so Could you do any thing in the way of granting me a certificate of exemption.

Yours faithfully,

Jack Chatalong

He has just applied for exemption certificate from the Chief Protector to enjoy the privileges of whites in the society but his application is rejected because of insufficient evidences to prove his disconnection with his Aboriginal community. To merely enjoy the privileges of White men, Jack has made attempts to come out from his community to lead a white way of superior life.

Through some papers Harley is able to know about the plight of stolen generation in residential schools. Many children are travelled by carriages and finally reached the settlement of Whites. He reads, "You were driven to the settlement like animals, really, but of course it was not for slaughtering. For training? Yes, perhaps. Certainly it was for breeding, according to the strict principles of animal husbandry"(94). He has observed clearly that many children are taken away from their aboriginal mother and brought up in settlements and residential schools. By separating the children from their parents, whites not only disconnected the children physically from the family but also from the land, culture, heritage and identity of oneself is completely decimated. Harley has searched for his aboriginal past, culture and Nyoongar people. He has exiled from his people and his aboriginal history has hidden by his parents. He has lost his connection with his Nyoongar community and he later comes back to his men. He overcomes the racist discourse, moves beyond racism and colonial power and finally joins with Nyoongar people. He has traced his family history through archives and finally reunites with his community. Harley's discovered aboriginality illustrates the importance of reconstructing identity in positive way apart from the negative consequences of colonization. *Benang* is a narrative of heartland because it talks about the

native land of one community who lost it because of its various circumstances but at the same time, the narrative gives a positive hope of retracing one's lost identity. As in the words of Martin Renes, "*Benang* works with multiple shifts of perspective and polyphony, but adds fragmentary and nonlinear story telling techniques as narrative devices as well, equally breaking away from realist formulations of the autobiography and novel."

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ENVIRONMENTAL ANALYSIS OF HOUSEHOLD ENERGY CONSUMPTION IN MADURAI DISTRICT

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Introduction

Energy sources are of fossil fuel based conventional sources and renewable sources. When people use different forms of energy sources, positive and negative impacts are posed upon the environment, on the basis of the type of energy used for. If people use more of fissile fuel based traditional or conventional sources of energy, so as to accomplish their tasks, the environment is damaged because of environmental pollution. On the contrary, if new and renewable sources of energy such as wind energy, solar energy, are used, then the environment will be protected or the damage to environment will be minimized due to zero pollution components of some energy sources or less pollution components of some other sources of energy. The pattern of energy consumption in relation to the type energy sources to be used depends upon several factors. One does not easily switch over to a new type of energy source from a type of energy source which, is already used. The transformation requires some positive changes in socio economic conditions and psychological factors of the users.

Some people, even though they have the capacity to adopt the new energy technology such as solar panels for household purposes at homes, do not adopt it due to psychological factor. They think that they can also get electricity at cheaper rate from the government as other people get it. This shows the indifference and ignorance of the people. These people need awareness about the positive effects of such energy source and its monetary benefits in the long run. Normally renewable energy sources are cost effective sources if the cost is worked out for long run. Even though the installation cost is high for an individual in the case of renewable energy technologies, the average cost is very low in the long run as the working cost is almost zero. If cost benefit analysis is worked out for renewable energy source and the economic and environmental benefits of this energy source are disseminated among the people, it may bring some positive impacts upon the people.

In recent years, there has been a growing concern about global warming due to the increased concentration of green house gases and the resulting socio-economic impacts. These emissions are derived from a number of human activities; viz, energy production and utilization, non-energy industrial processes (mainly for the production and use of chloro-fluoro carbons), deforestation and agricultural practices. Of these, energy (production and use) contributes for nearly 50 percent of green house gas (GHG) emissions. Deforestation and agriculture together contribute 25 per cent while industry (non-energy related) being responsible for the remaining 25 per cent. In India, the distribution of different major energy forms reveals that about 80 per cent of the rural energy needs, is associated with fast depletion of fossil fuels and pollution hazards. In the study area, the whole energy demand of the domestic sector is met by pollution related sources. People knowingly or unknowingly use the energy resources that pollute the environment very worse. To make the people know about the pollution components that are emitted by the energy resources that they use, the environmental impacts of the different forms of energy is analyzed in this paper.

Carbon dioxide Emission from the Different Sources of Energy used by the Sample Respondents

Energy is the essential material basis of economic and social development. However, the large number of energy consumption leads to a serious threat to climate change, environmental pollution and human health. In India nearly 160 million households in the country primarily rely on fuels such as firewood, dung-cake, charcoal and agricultural residue for their cooking energy needs. Therefore, larger amount of Carbon Dioxide (CO₂) is emitted in the atmosphere.

Carbon dioxide (CO₂) emission is the intended outcome of oxidizing the carbon in fuel to obtain energy. Burning fossil fuels such as coal release carbon dioxide (CO₂) pollution.

An analysis of the CO₂ emission, from the different sources of energy used by the people at micro level, will be of greater help to know about the pernicious effects of such energy sources and take suitable policy at macro level.

For the present study, the carbon dioxide (CO₂) emission analysis is carried out for the different sources of energy used by the sample respondents for household purposes only, here.

CO₂ emission calculation has been made based on the following formula which, has been designed by the Intergovernmental Panel on Climate Change (IPCC).

$$EC_c(t) = Cc(t) \times Oc \times Nc \times M.$$

Where

EC_c (t) is the carbon dioxide emission from the fuel combusted.

Cc (t) is fuel consumption in TJ

Oc is the carbon emission factor of the fuel in (TC / TJ)

Nc is the fraction of carbon oxidized of the fuel and M is the molecular ratio of carbon dioxide to carbon (44/12).

According to IPCC (1995) guidelines, the following steps are required to calculate CO₂ emissions of fuel consumption. (a) Energy consumption data expressed in mtoe should be converted to terajoules (TJ) unit using standard conversion factors. (b) Total carbon emission [tonnes of carbon (TC)] is to be estimated by multiplying fuel consumption (terajoules) by the carbon emission factor (TC/TJ) of the corresponding fuel. (c) Total carbon emission is then multiplied by the fraction of carbon oxidized and the molecular weight ratio of carbon dioxide to carbon to find the total carbon dioxide emitted from the fuel combustion. The molecular weight is fixed as (44/12). In table 6.1 the CO₂ emission factor is presented for providing a lucid idea to the readers about the calculation of CO₂ from the different sources of energy used by the sample respondents in the study area.

Table 1.1 CO₂ Emission Factor for the Various Sources of Energy Used for Household Operations

Type of Fuel	Emission Factor TC/TJ
Coal	25.8
Wood	30.5
Agricultural Waste	30.5
Charcoal	30.5
LPG	17.2
Kerosene	19.6
Municipal Waste (Biomass Fraction)	27.3

Source: Tables 1-14 – Vol. 3 - IPCC Guidelines,

From table 1.1 it is clear that the emission factor of fuel wood is higher than the other sources of energy which, is used for household purposes. In this study area more than 78 percent of the sample respondents rely on fuel wood and agricultural wastes for cooking. Both fuel wood and agricultural waste have same level of CO₂ Emission factor. Therefore, there is no second thought that CO₂ would definitely be higher in this area as compared to the area where the sophisticated energy source such as LPG and Induction stoves are used for cooking.

CO₂ emission level from the various forms of energy sources used by the sample respondents is shown in table 1.2.

Table 1.2 CO₂ Emission from the Consumption Different Sources of Energy by the Sample Respondents per month

Sl. No.	Types of Energy	Fuel Unit	Quantity Consumed per Month	Energy in Calorific Value 10 ³ Kcal	CO ₂ Emission (in Tonnes)
1	Fuel Wood	Kg	12780	60066	28.21
2	Kerosene	Lit	1488	12718	3.88
3	Electricity	kWh	86155	74180	29.45
4	Agri. Waste	Kg	8741	30594	14.44
5	LPG	Kg	1053	12460	3.35
Total				190018	79.33

Source: Computed from Primary Data following IPCC Guidelines, 1996.

In the above table 1.2 CO₂ emissions is calculated for electricity also. Since, electricity in India is mostly generated by using coal it is imperative to calculate the amount of coal used for the generation of electricity and its emission level. For the generation of one kWh (nit) of electricity 1.04 kg of coal is used. On the basis of the quantum of coal used for the generation of coal the emission for electricity consumption is calculated. If people opted for rooftop solar power plant they may have contributed to the CO₂ emission reduction task. But, even a single household in the study area have rooftop solar power plant in their homes.

From table 1.2 it is clear that 57.76 percent of the CO₂ emission is produced from the combustion of fuel wood and agricultural waste which are the major energy sources for cooking in rural areas. Electricity consumption contributes 37.12 percent to the total CO₂ emission followed by kerosene 4.89 percent and LPG 4.22 percent. Since both energy efficiency and emission factor are at low

level the emission level of LPG is very low. As people in rural areas do not have awareness about the importance of protecting the environment from environmental pollution and their health from indoor air pollution they continuously go on using fuel wood and agricultural wastes as the primary source of energy for cooking.

On an average 79.33 tonnes of CO₂ is emitted into the atmosphere by 300 household in the study area. If this is roughly worked out for per year it amounts to 951.96 tonnes.

Non – CO₂ Gases Emission from the Different Sources of Energy used by the Sample Respondents

Non - CO₂ gases such as Methane (CH₄), Nitrous oxide (N₂O), Nitrogen oxide (NO_x), Carbon monoxide (CO), and Non-methane volatile organic compounds (NMVOCs) are also emitted into the atmosphere when traditional fuels are burnt for household operations. The emission levels of the various forms of energy is analysed in this section. The emission factors of the different types of Green House Gases (GHGs) are presented in table 6.9.

Table 1.3 Emission Factors of Non – CO₂ Gases (Tonne/TJ)

Type of Fuel	GH ₄	N ₂ O	NO _x	CO	NMVOCs
Coal	0.3	0.0014	0.1	2.0	0.2
Wood	0.3	0.004	0.1	5.0	0.6
Agricultural Waste	0.3	0.004	0.1	5.0	0.6
Charcoal	0.3	0.004	0.1	5.0	0.6
LPG	0.001	0.003	0.05	0.05	0.005

Source: Table 1-14 – Vol. 3 - IPCC Guidelines,

Methane Emission (CH₄) from Various Forms of Household Energy

Methane, an important greenhouse gas has the global warming potential, per molecule, of about 25 times than CO₂ and has atmospheric residence time of about 8-11 years. The amount of Methane emitted from four important household energy sources by the sample respondents is presented in table 1.4.

Table 1.4 Methane (CH₄) Emission from Household Energy Sources

Sl. No.	Types of Energy	Fuel Unit	Quantity Consumed per Month	Energy in Calorific Value 10 ³ Kcal	CH ₄ Emission (in kg)
1	Fuel Wood	Kg	12780	60066	100.28
2	Electricity	kWh	86155	74180	123.84

3	Agri. Waste	Kg	8741	30594	51.08
4	LPG	Kg	1053	12460	0.07
Total				190018	275.27

Source: Computed from Primary Data using IPCC guidelines.

From table 1.4 it is clear that CH₄ is also emitted considerably into the atmosphere due to the combustion of traditional energy sources. Methane emission is very low in the case of LPG. Even if the people in the study area, at least, use LPG for fuel wood then considerable CH₄ emission reduction could be realized.

Nitrous oxide (N₂O) from Various Forms of Household Energy

Nitrous oxide (N₂O) sources to the atmosphere from human activities are approximately equal to N₂O sources from natural systems. Between 1960 and 1999, N₂O concentrations grew an average of at least two times faster than over any 40-year period of the two millennia before 1800. Natural sources of N₂O include oceans, chemical oxidation of ammonia in the atmosphere, and soils. Tropical soils are a particularly important source of N₂O to the atmosphere. Human activities that emit N₂O include transformation of fertilizer nitrogen into N₂O and its subsequent emission from agricultural soils, biomass burning, raising cattle and some industrial activities, including nylon manufacture. Once emitted, N₂O remains in the atmosphere for approximately 114 years before removal, mainly by destruction in the stratosphere (Denman, K.L., 2007). The pernicious effect of N₂O emission can be minimized if people are prepared themselves to use new, green and renewable energy sources for household operations. The N₂O emission from household energy which, was used by the sample respondents is presented in table 1.5.

Table 1.5 Nitrous Oxide (N₂O) Emission from Household Energy Sources

Sl. No.	Types of Energy	Fuel Unit	Quantity Consumed per Month	Energy in Calorific Value 10 ³ Kcal	N ₂ O Emission (in kg)
1	Fuel Wood	Kg	12780	60066	3.16
2	Electricity	kWh	86155	74180	1.37
3	Agri. Waste	Kg	8741	30594	1.61
4	LPG	Kg	1053	12460	0.17
Total				190018	6.31

Source: Computed from Primary Data using IPCC guidelines.

Table 1.5 represents the N_2O emission level from the fuel combustion of the sample respondents. From table 1.5 it is clear that the contribution of fuel wood to the total emission is the highest. As it is analyzed in chapter five if electricity is generated by means roof top solar unit and subsequently induction stoves are used for cooking then N_2O emission can completely be checked from household operations. This may seem to be an imaginary idea. However, it is possible for a responsible citizen, who loves the nation. One spends a lot for his lovable. Likewise, if a person loves his nation then he can do the better for its sustainable development too.

Nitrogen oxide (NO_x) from Various Forms of Household Energy

Concentrations of oxides of Sulfur and Nitrogen in the atmosphere are strongly influenced by the emissions taking place from the burning of bio fuels. This is particularly important in the developing countries where most of the energy requirement in the rural sector is met from bio fuels. While burning wood for cooking needs NO_x is released into the atmosphere. This affects the ambient quality of the air and cause for environmental degradation. The NO_x from household energy usage by the sample respondents is presented in table 1.6.

Table 1.6 Nitrous Oxide (N_xO) Emission from Household Energy Sources

Sl. No.	Types of Energy	Fuel Unit	Quantity Consumed per Month	Energy in Calorific Value 10^3 Kcal	NO_x Emission (in kg)
1	Fuel Wood	Kg	12780	60066	71.88
2	Electricity	kWh	86155	74180	88.77
3	Agri. Waste	Kg	8741	30594	36.61
4	LPG	Kg	1053	12460	7.61
Total				190018	204.87

Source: Computed from Primary Data using IPCC guidelines.

Table 1.6 reveals that 204.87 kg of NO_x is released per month. As far as NO_x emission is concerned it is higher for the electricity as it is generated mostly from fossil fuel based thermal power plants. Therefore, there is a pressing need for a shift from traditional energy technologies to new and renewable energy technologies.

Carbon Monoxide (CO) Emission from Various Forms of Household Energy

Carbon monoxide (CO) is a colorless and odorless gas generated by the incomplete combustion of hydrocarbon fuels. When inhaled, CO binds to hemoglobin in red blood cells to form carboxy - hemoglobin, reducing oxygen-carrying capacity of the blood and increasing the risk of chronic and acute adverse health effects in adults, children, and fetuses. The effects of acute exposures include dizziness, muscle cramping, loss of consciousness, and, in extreme cases, death. Low-level chronic exposures have been associated with neuron developmental effects and cardiovascular diseases. The CO emission from the various fuels which have been used by the sample respondents have been given in table 1.7.

Table 1.7 Carbon Monoxide (CO) Emission from Household Energy Sources

Sl. No.	Types of Energy	Fuel Unit	Quantity Consumed per Month	Energy in Calorific Value 10^3 Kcal	CO Emission (in kg)
1	Fuel Wood	Kg	12780	60066	2927.84
2	Electricity	kWh	86155	74180	144.64
3	Agri. Waste	Kg	8741	30594	1491.24
4	LPG	Kg	1053	12460	6.08
Total				190018	4569.80

Source: Computed from Primary Data using IPCC guidelines.

Table 1.7 exhibits that CO emission is the highest for the fuel wood energy which constitutes 64.07 per cent of the total CO emission, followed by agricultural waste 32.63 per cent, electricity 3.17 per cent and LPG 0.13 per cent respectively. CO emission from LPG is the least.

Conclusion

Energy sources are of fossil fuel based conventional sources and renewable sources. When people use different forms of energy sources, positive and negative impacts are posed upon the environment, on the basis of the type of energy used for. If people use more of fissile fuel based traditional or conventional sources of energy, so as to accomplish their tasks, the environment is damaged because of environmental pollution. On the contrary, if new and renewable sources of energy such as wind energy, solar energy, are used, then the environment will be protected or the damage to environment will be minimized.

due to zero pollution components of some energy sources or less pollution components of some other sources of energy. So people should come forward to use more of new and renewable energy sources. A person, in the higher income group, purchases a car by spending Rs.5 lakhs without any hesitation. But he does not wish to spend Rs.1 lakh for installing a roof top solar power unit in his home. Therefore, there is a need for a behavioural change.

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IMPACTS OF SETHUSAMUDRAM SHIP CANAL PROJECT ON CORAL REEF ECOSYSTEM

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Introduction

India had maritime trade with several countries of the world since time immemorial. Shipping trade among the various coastal ports on the west and east coasts were going on for a very long period. There is no navigable sea route, at present, around the Indian Peninsula, between the Gulf of Mannar and the Bay of Bengal due to the presence of a shallow ridge, Adam's Bridge, between India and Sri Lanka. Further, at Palk Strait connecting Palk Bay and Bay of Bengal, the waters are shallow in some places. The SSCP is an undertaking by the Government of India to provide a shipping channel between the Arabian Sea and the Bay of Bengal with the hope it will in turn foster coastal trade and industries. The issue is that the cost of transporting goods for trade increases and therefore, affects trade. In order to reduce this transportation cost, new waterways that reduce resources used for transportation will have to be developed. Still, this may sometimes lead to increase the social cost through destruction of the environment. So, there is a trade-off between reducing the cost of trade and reducing the social cost of environmental damages. Since this trade-off is more pronounced in the case of Gulf of Mannar region which is a bio-diversity hotspot, a study on potential impacts to coral reefs that could be caused by the implementation SSCP project is taken up. This paper proceeds as follows. Section –I deals with description of the SSC region and Section II deals with dredging and sedimentation impacts on coral reef ecosystem of Gulf of Mannar.

Section –I

Description of SSCP

The Sethusamudram Ship Canal Project (SSCP) is a 167 km long shipping canal, and envisages the creation of a navigable canal from the Gulf of Mannar to the Bay of Bengal to facilitate the movement of ships. It plans to cut short the distance of 570 nautical miles and save 36 hours of shipping time navigated by ships sailing from the west

coast and bound for ports on the east coast by avoiding circumnavigation of Sri Lanka. It involves dredging in 89 km Stretch for a width of 300 m and for a depth of 12 m for the movement of ships.

The SSCP site is located in a globally significant marine ecosystem – the Gulf of Mannar Biosphere Reserve, one of world's richest marine biological resources. A total of 10 true mangrove and 24 mangrove associated species have been recorded from the islands in the Biosphere Reserve (Jeganathan, et al., 2006). It has 3,600 species of plants and animals that make it India's biologically richest coastal region (Global Environment Facility, 1999). It is specially known for its corals, of which there are 117 species belonging to 37 genera (Kelleher, 1995).

The Project has the potential to have significant consequences on some of the most important marine biodiversity areas of mainland India. The Gulf of Mannar and Palk Bay regions have some of India's richest coral reef ecosystems and are also the home to some of the most extensive and diverse sea grass meadows in the country. Apart from being ecosystems of high productivity and diversity, they perform vital ecosystem functions, protecting coastal systems and serving as nursery grounds for fish stocks that sustain local fishing communities

The islands in the Gulf of Mannar have fringing coral reefs and patch reefs rising from shallow seas. The fringing reefs around the islands have lagoons of 100 to 150 m width and 1 to 2 m depth. The reef area of the Gulf of Mannar accounts for 94.3 sq.km. Corals shelter a variety of flora and fauna of economic value including cowries, cones, volutes, murices, whelks, strombids, chanks, tonnids, oysters, holothurians, starfishes and sponges. The shoreward side has massive, encrusting, large polyped coral fauna and the seaward side have small polyped ramose type coral fauna. The reef has a variety of associated flora and fauna of economic importance (Venkatraman and Warfar, 2005).

Section II

Impacts of Dredging on Coral Reefs

The total quantum of materials that will be dredged from this channel amounts to 82.5 million cubic metres. As per the plan, the materials dredged will be dumped in the highly turbulent open sea either in the Gulf of Mannar or in the Bay of Bengal will naturally generate turbidity in the water column and submergence of large bottom community by the sand contained in the dredged sediments. Such environmental effect over vast areas for considerably long time-span will have long-term impact. One of the major impacts of the SSCP is the possible threat to the coral habitats in the Gulf of Mannar area (Seralathan, 2005).

The direct consequence of dredging is the physical removal of coral and other benthic organisms as a result of dredge operations (Newell et al. 1998). This, in effect, resets the ecosystem to a post-disturbance condition, and recovery has to begin from a virtual zero-point. In these cases, the recovery of the reef is likely dependent on a suite of local and landscape-level factors. At the local level, the quality of the dredge-modified will be paramount, particularly if the benthos has been changed so dramatically as to preclude any further recruitment and growth. Depending on how patchy the initial habitat destruction caused by the dredging was, the reef will be reliant to different degrees on external recruitment, and much depends on the integrity of upstream recruitment sources. In the best of all scenarios, after a major disturbance of this nature, reefs are likely to recover as quickly as 5 years after the initial disturbance event, as was documented after a major lava flow killed off virtually all coral in reefs of Banda Island in Indonesia (Tomasik et al. 1996). In the Lakshadweep, after a near complete mortality of coral after a major bleaching event, recovery at some sites was very rapid after 4 years. The pattern of recovery in the Lakshadweep was revealing, because other monitored locations showed negligible recovery, driven by recruit survival and hydrodynamic influences (Arthur et al. 2006). In many instances, recovery from dramatic declines or chronic losses can be protracted, and the prospects for regaining the full complement of species in the reef very bleak.

Apart from the actual physical removal of benthic habitat as a result of dredging, the construction of the canal could have significant flow-on consequences for marine ecosystems in the Palk Bay and Gulf of Mannar by increasing sediment loads. Changed sediment conditions have a range of effects on corals growing on

reefs, affecting their basic physiology, reproduction, recruitment, population and community structure. In addition, by potentially favouring other opportunistic species, sediments and the nutrients they bring in, could also work to reduce the overall resilience of coral reef systems.

Sedimentation

The Gulf of Mannar covers receives sediment from the rivers Tambraparni, Vembar and Vaipar flowing from the east coast of Tamil Nadu. It also receives sediments brought from the western coast of India via Kanniyakumari and from the Palk Bay. Chandrammohan et al. (2001) estimated nearly $200 \times 10^6 \text{ m}^3$ of deposition over a period of 75 years, 1906 – 1981 leading to a reduction in depth of 0.72 m. thus, on the average annually $2.6 \times 10^6 \text{ m}^3$ sedimentation has occurred. It is to be noted that the SSC dredging area coincides with zones of such high sedimentation rates.

Sedimentation as a consequence of dredging has other population-level impacts on corals on reefs. Several studies have shown a connection between increased sedimentation and decreased juveniles in reefs. The mechanisms of this shift in population structure have been linked to decreased settlement of recruits on silty or muddy substrates, and reduced survivorship of young settlers in highly sedimented reefs (Gilmour, 1999; Fabricius, 2005). These changes can have long-term consequences for coral population structure, and can lead to heavily skewed populations.

Dredge sediments and the nutrients they often carry may lead to more subtle changes in reef communities. At one level, this could lead to a gradual shift in communities towards coral species more tolerant of sediment loads, and a gradual change in reef zonation, often coupled with a loss in reef diversity (Brown et al., 2002). More dramatic are the often rapid shifts in ecosystem states that coral reefs sometimes undergo under conditions of stress, sediments and nutrient loads. These switches in state are termed 'phase shifts', and have been reported to occur when nutrient conditions increase (as it often does close to dredged environments), favouring the growth of macroalgae. When herbivore numbers cannot keep up with the increased macroalgae in these reefs (often because of over-fishing), this can lead to a state where macroalgae rapidly take over the reef, out-competing coral and transforming the reef environment. Recovery from a macroalgae dominated state is often a very difficult process, and requires a large amount of management

input (Peterson et al., 2003). In perhaps the best-documented case of a coral reef phase shift, after more than 30 years of the initial change in state, there has been very little recovery back to a healthy reef.

Conclusion

The coral reefs of Gulf of Mannar have already over exploited and stressed with impacts from destructive fishing, pollution, coral mining, industrial effluent discharges and domestic sewage pollution.. The loss of coral reef ecosystem due to the SSCP would have a major implication on the ecological balance and economy. It should be understood that investing and restoring the lost sensitive ecosystem would pay only an insignificant result. However, investing in and protecting our existing environment will in-turn ensure long-term sustainability of our natural resources, and thereby balance and sustain the economies, which rely upon the natural resource base.

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B TO B, B TO C, C TO C - COMMON TO ALL IS C TO E CONTRACTS TO ENTREPRENEURSHIP: PRACTICAL VIS A VIS CRITICAL APPROACH

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B to B (Business to Business), B to C (Business to Consumer), C to C (Consumer to Consumer) all needs entrepreneurship. However C to E (Consumer to Entrepreneurship) is common to all. C to E stands here for Contracts to Entrepreneurship. Entrepreneurship is the integral aspect for socio, political and economic development, and has universal application. The simplest definition of entrepreneurship is "It is the process of starting business organization". Analyzing the definition, A business can be defined as enterprise or a firm, involved in the trade or goods, services or both to consumers. Hence, irrespective of the kind of entrepreneurship, the common thread is the business activity which always involves two or more persons. Looking at the basic definition of business, no entrepreneurship activity is possible without the use of contracts. Contracts from the lay man perspective would mean "Any deal between two or more persons". However, the Law of Contracts define the term Contract as "An agreement enforceable by law is a contract". These contracts to be binding must be within the framework of law applicable to contracts. This paper serves both, an informative and critical approach on the Law of Contracts with respect to entrepreneurship in India. In the informative approach, importance of contract is highlighted for any and every kind of entrepreneurship with the fundamental and practical approach as to what makes a contract valid. In the critical approach, its discussed as to how some of the provisions of law of contract can be a hurdle in entrepreneurship. The paper is divided into three parts as follows First Part " Importance of Contracts in Entrepreneurship", Second Part " Theoretical and Practical Approach of Contract to Entrepreneurship" and Thirdly " Critical study of Contract Law with special focus on hurdle to Entrepreneurship"

This paper is based on the experience of interaction with the students of various courses including course relating entrepreneurship and their perception about the contract law

Contractual relations in an entrepreneurship activity are inevitable. Entrepreneurship has been defined as "It is the tendency of a person to organize the business of his own and to run it profitably, using all the qualities of leadership, decision making and managerial caliber etc." In an act of entrepreneurship, the term business plays a key role. Business has been defined as "Any law trade occupation or profession"

Entrepreneurship can be of various kinds like social entrepreneurship, women entrepreneurship, green entrepreneurship etc. However, irrespective of the kind of entrepreneurship, the process of entrepreneurship remains common, though the ultimate objective may differ. Creation of new business, additions to the national income, bringing a social change has been some of the visible features of various kinds of entrepreneurship. Thus the entrepreneurship activity involves creating new products and services in the market. In the process of this creation there are certain common factors of production which are required irrespective of the activity i.e Land, Labour, Capital and Entrepreneur. An integral aspect of any business activity is the contractual relations which are inevitable to start and continue any business activity. In a market economy, every entrepreneur makes innumerable contracts majorly being to raise finance, employ staff, acquire premises, buy raw material and trade goods and services. This highlights the importance of contracts in any kind of entrepreneurship activity.

The jurisprudential aspect of contract highlights three main points; Firstly, Contract is a bargain i.e there is a reciprocal promise among the parties, Secondly, contract is the will of the parties, implying that it is the intention of the parties to bind themselves and thirdly the freedom of contract, i.e whether to contract to not is upto the parties. Legally every contract is governed by the territorial law. In India the contracts are governed by the "Indian Contract Act, 1872". The objective of law of contract is only to lay down factors affecting its validity, to ensure that the parties adhere to the promises and obligations made in the

contract and in the event of failure to abide by the contract, the remedies available to the aggrieved party are laid down.

The above three aspects can very well be correlated to entrepreneurship process or activity. This paper is an attempt to analyze the provisions of the Indian Contract Act, 1872 with practical vis a vis critical approach. In the practical approach of the paper, it attempts to highlight the elements essential to make the contract enforceable, myth and requirements about the practical formalities and necessity of contracts for entrepreneurs. In the critical approach the paper attempts to discuss the provisions of the Indian Contract Act, which can be a hurdle in entrepreneurship.

Part I

Contracts come under the broad theme of Law of Obligations and are governed by the Indian Contract Act, 1872 in India. It is basically made to ensure that the parties abide the obligations and the entire activity for which it is entered into is a smooth run. Contracts are nothing but the mutual promises made by the parties to the contract e.g. Financier's promise to finance in installments and entrepreneur's promise to repay the loan amount.

Most of the business activities are based on the promises made by the parties. The business activity is successful when these promises are firstly enforceable by law and secondly abided by the parties involved. Enforceability of contract in the Indian Contract Act is stated in Section 10. Analysis of this section highlights certain very essential elements of a contract viz, Agreement between the parties, Intention to create legal obligation, Competency of Parties, Consent, Consideration, Lawful object of the agreement and should not be expressly declared as void. Absence of these essentials elements affects the validity of a contract and its enforceability.

Culmination of any contract begins with the negotiation. Big or small transaction, the rule is universal. The negotiation in the terms of the Contract Law is nothing but the existence of Proposal and Acceptance from the parties. The technicalities arise as for an enforceable contract the proposal and acceptance must be valid in accordance with the law. It is common in a business set up to invite tenders or give an advertisement for something or ask for quotations. For instance an advertisement for investment. However, applying the principles of Contract Law the same cannot be considered as valid proposal but is only an invitation to receive an offer. Hence it is very

much essential on the part of the person intending to enter into a contractual relation to ensure that the proposal does not amount to an invitation to receive an offer. Negotiation on any transaction is a common step for entering into a contract. In the process of negotiation, many a times a counter proposal is given by the party to whom the offer is made. Any counter proposal amounts to rejection of an original proposal. Understanding of this aspect by the person entering into a transaction is important.

The second important essential of a contract is in terms of competency of the parties. Section 11 of the Indian Contract Act, 1872 categorically states that a person who is minor, a person of unsound mind and a person disqualified by law cannot enter into a contract. Any such contract is void. Business ideas are age neutral, but deals are not. Also there are laws which carve out certain exception in favour of the minor. Hence it is imperative to have a check on this facet to ensure that the promises exchanged between the parties by way of contract are enforceable. Section 11, especially the minor's contract in today's time has raised various questions as we see the young talent in every field and entrepreneurship is no exception. This aspect is been dealt with in the next part of the paper while dealing critical issues.

Essence of a contract lies in consensus between the parties, however, there are factors which can vitiate the consent. Presence of elements like coercion, undue influence, fraud, misrepresentation and mistake can affect the validity of a contract. However, the validity of contract due to these reasons can only be challenged at a later stage. Questioning the validity on these reasons is at times uncertain, due to the cost factor which may be involved. Hence it is important that at the time of execution one should make a conscious decision and well informed decision. Taking this issue from the entrepreneur's perspective, in business contracts, a thorough due diligence is required to be done. It may add to the cost of transaction but certainly saves the cost of dispute resolution in the future.

Bare promises don't have any cause of action. This aspect is in the contract law is highlighted by the point of "Consideration". Contract law tries to ensure the performance of the obligation of the parties. These obligations which are by way of promises are nothing but consideration. The contract law does not mandate money as consideration unless any other law specifically states that. Hence from entrepreneurship perspective a point be kept in mind is any oral or written contract should have quid pro quo to make it enforceable.

The Indian Contract Act has specifically laid the permissible limits of a contract by mentioning that the contract is valid only if it has lawful object and lawful consideration. What amounts to lawful object is specified in section 23. From the entrepreneurship view point, it is important to ensure that the contract which is entered into is not unlawful in accordance with section 23. A special point to be taken into account is even if any other law declares an agreement to be fraudulent it is void under section 23. For instance Transfer of Property Act contains a provision about Fraudulent Transfer under section 52. Hence in a property transaction by an entrepreneur, a thorough check whether the transaction is not fraudulent is required to be done. A contract which is declared as unlawful is also void. Unlawfulness can be declared by a new law, notification, or a policy hence an ignorance on this aspect can make the contracts unenforceable.

The contract law specifically states six kinds of agreements to be void i.e Agreement in restraint of marriage, Agreement in restraint of trade, Agreement in restraint of legal proceedings, Uncertain Agreements and Wagering Agreements. Any clause which violates these provisions are absolutely void and hence can be avoided. Relating these provisions to entrepreneurship contracts, Agreement in restraint of trade, legal proceeding and marriage are crucial to understand at the negotiation and drafting stage itself. At times these contracts can be a hurdle in entire entrepreneurship activity. This aspect is dealt with in detail in critical aspects of the paper.

A very important myth about contracts in the commercial world is that it should be in writing. Though highly desirable, it is not mandatory to always have written contracts unless a specific law states that form and the formalities to be complied with. The same applies to registration and stamping procedure.

Part II

Though there is no prescribed form of contract, from the practical perspective it is always advisable to have the contract written. Clarity of thought, precision in writing, simplicity of language and avoidance of ambiguities is the thumb rule of drafting contracts. Negotiation and Drafting Stage of a contract is important as it is said that once the contract is executed, at a later stage its only the analysis of the terms and clauses, but no new clause can be entered into.

Apart for the transaction related specific clauses in a contract, there are certain clauses which should always be incorporated in a contract to avoid future disputes or

hardships. These common clauses are discussed with brief description in the following paragraphs. First and foremost which is common in each and every kind of contract is the **Parties Clause**. This is the clause with which the contract begins. It should contain complete details about the parties and if a legal person then under which law it is established with the address details of the office. This clause helps in determining as who are bound by the contract. IPR which is the most valuable asset of any business is very crucial aspect in contracts. The protection of this asset needs no lockers and accounts, but a well drafted contract. For the entrepreneurs of all kinds, the choice of IPR is crucial. Depending on the nature of the business or activity, whether the firm needs Trademark, copy right, patent or any other kind of IPR is decided. The owner can decide the use of IPR as to who, how and how much can be used. This aspect needs a very carefully drafted contract **Termination clause** is another important clause. This clause should state the circumstances under which the contract would stand terminated. The parties decide at the stage of negotiation as to which kind of breach would lead to termination of the contract. **Dispute Resolution clause** is always advisable to be written these days, as alternative means of dispute resolution are more often adopted to save on time and cost of litigation. Hence a pre determined way of dispute resolution is highly recommendable to be included in the contract. **Governing Law clause** should be incorporated to avoid the ambiguity about the law applicable in case of resolving of disputes especially in case of ADR mechanisms. **Force Majeure clauses** should be added in every contract to ensure no liability on the parties in case of termination of the contract due to some supervening circumstances. Many a times the transactions are technical. To avoid ambiguity it is advisable to have the definitions clause. The definition clause assigns the specific meaning to the term and the parties are bound by it. For instance Vehicle Service Contract may define Vehicle to specifically include only four wheelers running on diesel and petrol engine. This definition hence excludes other vehicles from the ambit of the contract. By observation it has been noticed that parties don't include these clauses many a times. IPR which is the most valuable asset of any business is very crucial aspect in contracts. The protection of this asset needs no lockers and accounts, but a well drafted contract. For the entrepreneurs of all kinds, the choice of IPR is crucial. Depending on the nature of the business or activity, whether the firm needs Trademark, copy right, patent or any other kind of IPR is decided. The owner can decide the

use of IPR as to who, how and how much can be used. This aspect needs a very carefully drafted contract

The requirement of stamp paper, witness during execution and registration are a crucial point to be touched upon. Not every contract needs to be on the stamp paper or needs to be registered. Indian Registration Act lays down certain contracts where registration is mandatory and for certain contracts registration is option. Hence the formalities to be complied with are different for different kinds of contract.

The terminology for the type of contract is purely at convenience. The parties can decide as to what title to be given to the contract. However a important point to be borne in mind is that the title of the contract is in no way an indication about the terms of the contract or implication of the contract. For instance if the title is "Agreement to Sale" but if the terms of the contract are like concluded sale, then parties to the contract cannot taken any defence on the basis of the title.

Part III

This part of the paper is an attempt to look at the contract law with a critical eye with regards to entrepreneurship activity. Entrepreneurship is an business idea put into reality. These two words business idea and reality encompasses a whole lot of activity. The world including India has been witnessing the rise of young business leaders. This fact highlights that idea can be age neutral. But the conversion of idea into reality needs a lot of compliances, which includes entering into contracts. It is here where the legal complexities arise, where the Indian contract act specifies that a contract with a minor is not an enforceable contract as a minor is not a competent person. From the entrepreneurship perspective this provision may be a hurdle for an young entrepreneur who is otherwise fully capable but by law is not and hence may need involvement of guardians. Another important point as regards to consideration is contract without consideration is void, however nothing is mentioned about what can amount to consideration. This may raise complexities in cases of documents like Memorandum of Understanding. Where memorandum of understanding is very common in business transactions, its validity whether it is a contract is much very much dependent on the fact of consideration which gets transferred to the parties. The main asset of the business is the man power and intellectual property. With regards to man power, the employer usually enters into an employment contract. With regards to employment contract, the present day trend has been to incorporate

"Bond Clause" which usually states that the concerned employee is bound to remain in the organization for certain minimum number of years. This clause seems to be violating section 27 of the Contract Act i.e. Agreement in restraint of trade is void. There have been differing views on this point by various high court. The decision is very subjective and decided on an case to case basis. Need of the hour is the necessity of clarity on this aspect, ideal would be to have a specific provision in this regard.

Another important critical area in contracts has been keeping certain clauses alive post termination. For instance restraining an employee from joining any other place without offering to the former company or informing the former company or restraining an employee from disclosing any business secret. The issues have been can one clause be alive if the contract is terminated? And the what would be the determining factors?

Contracts are inevitable in business activity hence a thoroughly negotiated and thoughtfully drafted contract is very much important to avoid any problems in the future. Hence when we say C to E (Contract to entrepreneurship) is universal rule, it can concluded that there are 5 C's crucial in every contract to avoid future disputes viz, Clarity, Completeness, Certainty, Correctn

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14. Section 2(d) and Section 25 of the Indian Contract Act, 1972
15. The consideration or object of an agreement is lawful, unless -It is forbidden by law; or is of such nature that, if permitted it would defeat the provisions of any law or is fraudulent; or involves or implies, injury to the person or property of another; or the Court regards it as immoral, or opposed to public policy.
16. Section 2(d) and Section 25 of the Indian Contract Act, 1972
17. The consideration or object of an agreement is lawful, unless -It is forbidden by law; or is of such nature that, if permitted it would defeat the provisions of any law or is fraudulent; or involves or implies, injury to the person or property of another; or the Court regards it as immoral, or opposed to public policy
18. In each of these cases, the consideration or object of an agreement is said to be unlawful. Every agreement of which the object or consideration is unlawful is void.
19. Section 2(a) of the Indian Contract Act, 1872

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PERFORMANCE MEASUREMENT: AN EMPIRICAL INVESTIGATION OF FINANCIAL EXECUTIVES

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Abstract

Most executives agree that there is no magic formula or one right measurement tool for evaluating business performance and that is why many companies are creating new performance measurement systems that include a broad range of financial and nonfinancial measures. Non-financial measurement is important because not every aspect of corporate activity can be expressed in terms of money. Professor R.S. Kaplan of Harvard Business School in The Evolution of Management Accounting states: "if senior managers place too much emphasis on managing by the financial numbers, the organization's long term viability becomes threatened. That is, to provide corporate decision makers with solely financial indicators is to give them an incomplete set of management tools." Therefore the current research paper aims at studying the types of Non-financial measures used in the different organizations and examining the important factors for measuring the Non-financial performance measurement. The major finding of my research shows that there are very few companies that lay emphasis on Non-Financial Performance criteria. Research shows that only few companies' gives importance to Non-Financial Performance Measurement System, all follows financial performance Measurement System with few Non- Financial Criteria included in it.

Introduction

Professor R.S. Kaplan of Harvard Business School in The Evolution of Management Accounting states : " if senior managers place too much emphasis on managing by the financial numbers, the organisation's long term viability becomes threatened." That is, to provide corporate decision makers with solely financial indicators is to give them an incomplete set of management tools. The essential case is twofold; that firstly not every aspect of corporate activity can be expressed in terms of money and secondly that if managers aim for excellence in their own aspects of the business, then the company's bottom line will take care of itself. So what do non-financial indicators relate to? They relate to the following functions:-

- products move smoothly and swiftly through the production cycle
- warranty repairs are kept to a minimum and turned round quickly
- suppliers' delivery performance is constantly monitored
- quality standards are continually raised
- sales orders, shipments and backlog are kept to a minimum
- there is overall customer satisfaction
- labour turnover statistics are produced in such a way as to identify managerial

Statement of Problem

Time and cost is always constraint for all the

companies. They have found the costs of a system that tracks a large number of financial and non-financial measures can be greater than its benefits. Evaluating performance using multiple measures that can conflict in the short term can also be time-consuming.

Research Questions

Are Non financial measures used in the organisations for the performance measurement?

What are the criteria of Non financial performance measurement?

Research Gap

The current study perhaps is one of the first issues that specifically focus on "**Non- Financial Performance Measurement**". Empirical research on this topic is limited to relatively few studies or almost nil. Thus research study presents first applications for owners, managers, finance executives of Gujarat and surrounding areas. It is also perhaps the first study which uses research instrument as questionnaire to elicit the information from finance executives.

Research Objectives

- To study the types of Non financial measures used in the different organizations?
- To examine the important factors for measuring the Non financial performance measurement.

Major Findings from Survey

- Out of the total survey of financial officers 44% of them were Finance Head followed by 28% Manager 4% each operational Head and Administration Head and 16% others including General Manager, Deputy Manager, and Sr. Vice President.
- From the total survey of different companies mostly have people employed either 201-500 or above 1000 total of these two comprises 48%. Companies with lower Work force are very less.
- In the survey most of the companies have sales above 10 cr. about 64%, 1 to 5 cr. Sales 20%, 5 to 10 cr. Sales -12%. There are no such companies having Sales less than 1 cr.
- From the survey of 25 companies most companies prepare their performance measurement report half yearly -48%, yearly-28%, Quarterly-20%, Others-4%. No company as per our survey prepares their periodic reports on monthly basis.
- Factors would best describe company's performance criteria?

Particulars	Frequency
Profitability	17
Market Value of Share	2
Cash – Flow	10
Maximum Share holder Value	2
Market Share	10
Customer Satisfaction	9
Innovative Products	4
Employee Satisfaction	1
Service Quality	3
Others	0

- From the survey it can be seen that in most companies profitability is the thing which best describe performance criteria followed by cash-flow and market share. Customer Satisfaction which an Non-Financial Performance criteria also comprises a major chunk.
- 60% of the companies in the survey use financial measures only and 40% uses both financial as well as non-financial measures to measure company's performance. No company as far as Survey is concerned is completely following Non-Financial Performance Measurement System.
- From the survey it is implied that 32% of companies usually change performance measurement criteria with change in organizations objective. 48% changes rarely or never changes performance measurement criteria. 20% of them changes very often. There is not a single

company that is flexible to the changing environment

- Financial Performance Measurement used by your Organization

Particulars	Frequency
Gross Profit	3
Net Profit	21
P/E ratio	5
EPS	4
Market Share	15
ROI	8
ROE	0
ROA	1
Net Working Capital	1
Cash Flows	2
Net Sales Growth Rate	4
Others	4

- For financial performance measurement companies in the survey focus most on Net Profit after that Market Share after that Return on Investments other criteria are less used.
- As far as financial measures according to their use/Importance in the organizations are concerned Sales Growth Rate and Net Profit are most used highly important also. Market Share is important. After that Profit Margin and Gross Profit are important. Net working capital, Return on Equity and Return on Assets are moderately used.
- Non- financial measures according to their use/Importance are Loss of Customer, Service Quality, and Customer Satisfaction is most important. After that Employee Satisfaction and Environmental Progress is also important. Process Efficiency is moderately important.
- Recently the Market Value Added is also used and Economic Value Added. Most of the companies are about to introduce Cash Value Added. Value Based Management, Intangible Valuation and Sustainability Group Index are also considered. There is also somewhat not awareness of sustainability group index and intangible valuation.
- All the companies in the survey are on the view that non-financial performance measurement is important for decision making.
- All the companies in the survey are of the view that non- financial performance measurement should be included in their organizations performance measurement system.

Conclusion

Performance measurements are done by every single company in the prescribed manner. It is necessary for any organization to measure its year down activity as per the prevailing method. Financial Performance criteria's are widely accepted and are being followed world-wide. But if senior managers place too much emphasis on managing by the financial numbers, the organisation's long term viability becomes threatened. Most executives agree that there is no magic formula or one right measure for evaluating business performance. Executives should come to realize the importance of the non-financial type of performance measurement and their future benefits to the organization. There should be proportionate importance to the use of both Financial as well as Non-Financial Performance Systems.

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CORRUPTION FREE INDIA: A DISTANT DREAM

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Abstract

Corruption is one of the social evils found in all societies of the world. In some societies, it is more rampant than some others. Unfortunately, India is regarded as one of the countries in which corruption has become very much widespread during the recent years. Corruption in various forms has become one of the issues of serious concern of our national polity in the recent past. This evil of corruption is not conducive to social stability and equilibrium. It invariably involves negotiation or betrayal of normative values of society, which are essential for the smooth functioning of society. This article examines corruption as a social problem and focuses on its causes and possible remedial measures.

Keywords: Corruption, economic insecurity, Lokpal Bill.

Introduction

According to the Blackwell Encyclopedia of Sociology (2007: 807-808) the most general meaning of corruption is that of impurity, infection, or decay. Corruption can happen to anything – a piece of fruit, a sporting event, a religious community, or a university – but the term is now most commonly used to suggest that there is something rotten in the government of the state. Thus, as conceptions of the naturally sound condition of government change, so too does the focus of concern regarding its corruption.

In the social thought of western classical antiquity and early modern Europe, for example, corruption was seen as a disease of the body politic. It was a destructive social condition whose effects included improper behaviour on the part of many individuals. During the modern period, however, politics has come to be seen in individualistic and economic terms, with the result that corruption now tends to refer to the improper behaviour itself, and especially to conduct which involves the use of public office for the purposes of illicit private gain. Some commentators (e.g., Euben 1989) deplore this change in usage, seeing it as reflecting the triumph of liberal individualism and a corresponding loss of concern with the public good. In fact, it is far from clear that this more restricted usage of the term necessarily reflects any lessening of this concern.

Corruption is one of the social evils found in all the societies of the world. It has innumerable forms & dimensions. Corruption is one of the factors that had degraded Indian socio-political, economic and cultural life. With the passage of time, corruption in India has become a

'convention', a 'tradition' and 'psychological need'. It has taken deep roots in our country. It is all pervasive phenomena. It has been described as the use of public power for private profits in a way that constitutes a breach of law or a deviation from the norms of society.

Corruption is a global phenomenon. It is found almost in every society in one or other form since time immemorial. In India, Kautilya has referred in his Arthashastra (Samasastry, 1967: 15-17) to embezzlement by government servants out of the states revenue. He has mentioned about forty types of embezzlement & corrupt practices adopted by government servants. During Ashoka's regime, corruption prevailed on a lower scale. In medieval societies scope for corruption was minimum because only few authorities existed for the collection of taxes. During the British Rule, bribes were accepted not only by the Indian Officials but by the highly – placed British Officials too. The expansion of the economic activities during the first & second world wars opened new vistas of corruption in the country. War-time controls, restrictions and scarcities provided ample opportunities for bribery, corruption and favouritism. After independence, though top political elite at the national level remained very honest for about one and a half decades but after the third and fourth general elections, the new political elite lost peoples' confidence of being honest. Today, both at the central & the state levels, the numbers of ministers with an honest image can be counted on fingers.

D.H. Bailey (Douglas and Johnson 1971) has explained it as 'misuse of authority as a result of

consideration of personal gain which need not be monetary'.

J. Nye (1967:410) states that corruption denotes the abuse or misuse of public offices for personal gains

Ram Ahuja (1997) pointed out that corruption is spread over in the society in several forms. The major forms of corruption are: bribe (money offered in cash or kind or gift as inducement to procure illegal or dishonest action in favour of the giver), nepotism (undue favour from holder of patronage to relatives), misappropriation (using other's money for one's own use), patronage (wrong support / encouragement given by patron and thus misusing the position), and favouritism (unduly preferring one to other).

Causes of Corruption

Corruption is a very complex phenomenon and various factors and forces have conspired to cause it and spread it everywhere. C.B. Mamoria (1965: 844-847) enlisted some of the major causes.

Economic Insecurity: This is regarded as the most important cause of corruption. The poor people become corrupt in the hope of becoming rich. The rich indulge in it for fear of losing what they have.

High Rate of Income Tax: Since tax rates are comparatively high in India even the honest people are often tempted to escape from it by making false returns of their property and income.

Emergence of New Sources of Wealth and Power: The modern political economic set up provides a chance for the politicians in power to make money through illegal means. The unholy understanding between the businessmen and the politicians always encourage corruption.

The present style of functioning of democracy in India: This also contributes to corruption. All parties spend crores of rupees on each election. This money comes from big businessmen industrialists and such other rich people who have their own vested interests in financing elections.

The presence of black money: Existence of large amounts of unaccounted black money, is one of the main sources of corruption. This money is obtained by various ways, namely, tax evasion, smuggling, speculation in immovable property and shares and stocks, receiving fees and remuneration partly or wholly in cash without showing them in the accounts, trading in licenses and permits, etc.

Social and economic modernisation: Modernisation breeds corruption in industrial society. It has brought attitudinal changes in the system. New

loyalties & new identifications emerge among individuals and groups. This contributes to an increase in the incidence of corruption. "The get rich quick" motivation inspires a large number of people both at the top and bottom of the society to become corrupt.

Ram Ahuja (1997) categorised causes of corruption as economic, social, political, legislative and judicial. The economic causes include: craze for higher living standards, inflation, license system, profiteering tendencies, and lack of morality in business community. The social causes include: materialistic outlook of life, erosion in social values, illiteracy, acquisitive cultural traits, feudalistic hangover, peoples toleration, public indifference and exploitative social structure. The political causes include: political patronage, ineffective political leadership, political apathy, political immorality, election-funding, nexus between crime and politics. The legislative factors include: inadequate legislation, loopholes in law and callousness in implementation of laws. The judicial causes include: expenses judicial system, judicial indifference, lack of commitment among judges and frequent acquittals of the accused on technical grounds. All these factors have generated a favourable atmosphere for corruption.

Prevention of Corruption

Corruption which has gone deep into our social life cannot be removed very easily. In fact, it can only be reduced or minimized and can hardly be stopped altogether. Some of legal provisions to prevent corruption are:-

- The Prevention of Corruption Act, 1947
- Criminal Law Act 1952
- Formation of K. Santhanam Committee (1962). It was on the basis of the recommendations of this committee that the central vigilance commission was set up in 1964 for looking into the cases of corruption against the central government and other employees. The central government has set up the following four departments as anti-corruption measures:
 - Administrative Vigilance Division (AVD) in the Department of personnel and training
 - Central Bureau of Investigation (CBI)
 - Domestic vigilance Units in the ministries / Departments / Public Undertakings / Nationalized Banks
 - Central Vigilance Commission (CVC)

The more recent measure to curb corruption was the introduction of the Lokpal Act in 2013 in the parliament due to the enormous public pressure

created by Anna Hazare's movement. But even today (in August, 2017) that bill is not passed and reason is quite obvious not a single political party is serious about this issue of corruption. Some of the important provisions in the Lokpal Act are follows-

- Appointment of Lokpal at the Centre and Lokayukta at the level of the states.
- Lokpal will consist of a chairperson and a maximum of eight members, of which 50 per cent shall be judicial members.
- 50 per cent of members of Lokpal shall be from SC/ST/OBCs, minorities and women.
- The selection of chairperson and members of Lokpal shall be through a selection committee consisting of Prime Minister, Speaker of Lok Sabha, Leader of Opposition in the Lok Sabha, Chief Justice of India or a sitting Supreme Court judge nominated by CJI, eminent jurist to be nominated by the President of India on the basis of recommendations of the first four members of the selection committee.
- Prime Minister has been brought under the purview of the Lokpal.
- Lokpal's jurisdiction will cover all categories of public servants.
- All entities receiving donations from foreign source in the context of the Foreign Contribution Regulation Act (FCRA) in excess of Rs 10 lakh per year are brought under the jurisdiction of Lokpal.
- Provides adequate protection for honest and upright public servants.
- Lokpal will have power of superintendence and direction over any investigation agency including CBI for cases referred to them by Lokpal.
- A high powered committee chaired by the Prime Minister will recommend selection of the Director, CBI.
- Directorate of Prosecution headed by a Director of Prosecution under the overall control of Director.
- The appointment of the Director of Prosecution, CBI on the recommendation of the Central Vigilance Commission.
- Transfer of officers of CBI investigating cases referred by Lokpal with the approval of Lokpal.
- The bill also incorporates provisions for attachment and confiscation of property acquired by corrupt means, even while prosecution is pending.
- The bill lays down clear time lines for preliminary enquiry and investigation and trial and towards this end, the bill provides for setting up of special courts.

- A mandate for setting up of the institution of Lokayukta through enactment of a law by the State Legislature within a period of 365 days from the date of commencement of the Act.

(Source:-<http://www.thehindu.com/news/national/salient-features-of-lokpal-lokayuktas-bill/article5474256.ece> accessed on 4-8-17)

Six years ago, in April 2011, Anna Hazare began a hunger strike to establish a strong Jan Lokpal Bill to fight all-pervasive corruption. Thereafter, for more than two years until the 2013 elections, the India Against Corruption (IAC) movement of Team Anna, riding the wave of popular discontent and anger against the governing class, brought a weak government to its knees and governance to a standstill. Caving in to enormous public pressure, Parliament passed the Lokpal Act in 2013. Four years down the line, this act, perhaps the only one enacted post-Independence due to direct "people power", stagnates in the statute books, ignored by the civil society that earlier vigorously rooted for its implementation. Significantly, the act, even in its present moribund state, is being whittled down with amendments, such as the one in 2016 which eliminates the earlier statutory requirement for public servants to disclose the assets of their spouses and dependent children although it is well-known that illegally acquired assets are usually in the names of family members. Similarly, the government's proposed amendment to the Prevention of Corruption Act (PCA) — which requires the Lokpal to seek government sanction not only for prosecuting public servants but even retired public officials — is clearly designed to weaken the Lokpal.

The political class is understandably wary of an all-powerful ombudsman with no accountability. Even the champion of the Lokpal, the wily Arvind Kejriwal, deliberately conceived of a Jan Lokpal Bill for Delhi, which he knew would never be approved by the Centre. Ironically, the man who had earlier resigned the chief ministership because of the aborted Lokpal Bill has now turned his back on it.

How does one explain the extinguishing of public interest in the lokpal? The singular factor is the prime minister who, post-demonetisation, has assumed the mantle of the nation's anti-corruption messiah. Deified by a large section of his countrymen, he is perceived as the only hope in the Herculean fight against corruption. So powerful and clean is his public image that Anna Hazare's recent threat to agitate against the government for not appointing the Lokpal has been contemptuously ignored, as also the Supreme Court's reprimand over the delay in

appointing the Lokpal. No individual or institution today dares to confront the PM on corruption.

A question arises: Why is the PM Narendra Modi, who has taken on corruption head-on, averse to setting up the lokpal to assist him in the fight against corruption? The ostensible reason the government has given is that there is no Leader of Opposition for constituting the selection committee for appointing the Lokpal, although the same statutory limitation for the appointment of the CBI director was overcome through a suitable amendment in the law.

In fact, the Supreme Court ruled this week that the Lokpal could be appointed without a Leader of Opposition. It is not difficult to fathom that the real reason for the government's reluctance on the Lokpal is on account of its implications for the CBI. The Lokpal Act has invested the inquiry and prosecution wings of the Lokpal with the powers presently exercised by the CBI, the last thing that the political executive would concede willingly. The CBI today is an outfit with an unmistakable aura of menace, with everyone in the hierarchy from ministers downward holding the agency in fearful awe. No government would want an investigating agency functioning under an unaccountable entity to monitor not only government servants but also MPs and the top political executive including the PM.

(<http://indianexpress.com/article/opinion/columns/lokpal-bill-anna-hazare-functioning-ombudsman-corruption-curb-power-political-executive-4632344/> accessed on 17-8-17)

Concluding Remarks

In spite of having various legal provisions to curb corruption, still the magnitude of corruption is increasing in our society. Especially after 1991, since the implementation of New Economic Policy and the adoption of the policy of Globalization, Privatization and Liberalization the corruption has increased manifold. Law has failed miserably to curb this monster of corruption.

The cases of corruption should be reported to the concerned authorities. Why are cases of corruption not reported by the people to the concerned authorities? It is because masses are afraid, indifferent and pessimists. Yet, there are people who do try to bring corrupt cases to the notice of the concerned authorities. These are the people who have a feeling of uneasiness, who have a sense of guilt and who get comfort of mind for doing something good for the community. Corruption can be vanquished only by the collective efforts of people.

Much of the corruption exists because of people tolerance or complete lack of public outcry against it, as well as the absence of a strong public forum to oppose it. While many intellectual, educated, well-informed and

articulate citizens remain worried about this monstrous problem in the country, they fell to channelize their resentment into strong public opinion against it. A concerted effort by the responsible and enlightened citizens can surely make a serious dent in the corruption level. Even the college / university students can take up such society oriented goals and initiate a mass movement for curbing this evil. Other effective method of containing corruption could be to introduce method which will enable political parties to secure electoral funds in legally approved manner, or the central government may finance elections through an election fund. State funding of elections will not only eliminate contributions from corrupt businessman and interest groups but will also contribute to free and fair elections, drawing people of integrity in assemblies and other respectable places. Corruption today has ceased to shock people. Even when malpractices are detected, the ministers and officers go scot-free. So long corruption fails to attract legal, moral and social restrictions there is no hope of eliminating or even reducing it. It may not be possible to root out corruption completely at all levels but it is certainly possible to contain it by following preventive measures like: the value system must be made strong. The importance of hard work, dedication and discipline must be taught at the school level. The tendency to acquire easy money and 'get rich quick' motivation should be curbed. Mass-media must play a more positive role in encouraging honesty and discouraging and condemning dishonesty and corruption and above all people of this country should organize movements for curbing this evil.

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THE BLACKNESS OF THE BLACK

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Abstract

Racial discrimination is prevalent even after 150 years since slavery. Black people are underestimated by their color. Especially, Black girls are ill-treated and insulted in the streets, schools, work place and in the market of marriage. Even the Black men prefer White girls to Black girls. Toni Morrison registers the pain of a small Black girl who suffers because of her Blackness in her novel *The Bluest Eye*.

Keywords: Legend: One that achieves legendary fame.
Mouthpiece: A spokesperson.
Fatal: Causing death.
Stultify: Cause to lose interest.

Toni Morrison is one of the Black women writers. She is the living legend. She has received the awards Pulitzer Prize in 1988 and Nobel Prize in 1993. As the western feminists failed to address the problems of the Black women there was the necessity of Black feminism. The sufferings of Black women were different from White women. The Black women could secure the fourth place in the ladder of social settings. The White men occupied the top step. The White women were given the second step. The Black men took the third step and the Black women were assigned the fourth step. There were no more steps in the ladder. The White patriarchy crippled the Black women and put them inactive for more than 300 years in the name of slavery. Silence of Black women and violence of White men were the fuel of slavery. The resistance of Black women writers started breaking the chain of slavery through their writings. Yet, the chain is there. Sometimes, it is loosened and sometimes it is tightened by the male members in the family. Toni Morrison is the mouthpiece of Black women. Her novels brought many controversies among the people. When her novels were prescribed for the high school students the parents protested against it. But they were recommended for the college students. Toni Morrison understood her role in the society and played it well. She was never discouraged by the intimidation and severe criticism. As a writer, she had to fight against White men. Instead of doing it, she tried to bring changes in the attitudes of Black men.

The Bluest eye is the first novel of Toni Morrison. She published in 1970. As it is a novel, it is not full of imagination. She has brought the sufferings of Black women to light. Though it seems to throw stones from glass-house she has performed it with great care. It is not her intention to blame Black men but she wanted to say that the Black women are also human beings. The theme of the novel is not only the protagonist's longing for blue eyes but also, it unravels multifarious secrets. This article focuses on three important themes. The story is constructed on racial and gender discrimination, self-contempt and sympathy.

Nine years old Claudia narrates the story. But her age doesn't reflect in narration. Morrison speaks through her voice. Sufferings of Black women were unnoticed and left uncared. They led the Black families to destruction. Morrison has handled a different theme in this novel, *The Bluest Eye*. The Black women were doubly oppressed by the White and the Black men for their Blackness for many ages. Born as Black was not goal of any Black man or Black woman. Black was symbol of promiscuousness, ugly and slavery. White stood for hegemony and beauty.

Morrison describes the story of a pathetic Black family. It revolves around various characters with the reflection of Black life. Pecola is a peculiar character. She lived among quarrelling and fighting parents. She couldn't learn anything from them. She couldn't bear and digest that she was Black and ugly. She heard it and got bored with it since her childhood. Morrison says, "Although their

poverty was traditional and stultifying, it was not unique. But their ugliness was unique." It was an unabated pain in the heart of Pecola. She concealed it and continued her life. Black girls believed that they were less attractive and inferior to White girls. Magazine and media portrayed the Black girls in poor light. The Black girls were teased and criticized in the public by the light skin girls and boys. Generally, they were teased as "You are Black! How will be your kids?" Sometimes, the Black girls were playfully called "Dark baby" by the family members. Some girls were bold enough to undergo skin bleaching though it was dangerous and fatal. The Black actresses and singers opted skin bleaching for attraction on the stage. In the novel *The Bluest Eye* Pecola had a great desire for blue eyes. She was fond of chocolates with the image of blue eyes. Whenever she went to the shop she was looked down upon by the shop keeper. Yet she went there for the image of blue eyes. She felt that blue eyes were the embodiment of beauty. So she started longing for it. To add fuel to the fire, Pecola was teased and insulted by the Black boys in gaily manner, saying, "Black e mo." Once again she was disgraced in the name of her color. As a small Black girl, she couldn't think of any other problem. She felt for the need of the blue eyes. She was insulted in the school, in the streets and at home. So she didn't want to continue her education, walked in the streets hesitantly and became inactive at home.

Morrison castigates inhuman and heartless behaviors of Black men. Though sexual violence is universal it is higher in America than other parts of the world. She says, "Men are dogs." The dogs have the tendency to swallow

own new baby and the dogs may not have selected sex partners. So they fulfill their desires at any time with any partner. In the same way, the Black men rape their daughters in alcoholic mood. They are worse than dogs. They are the protectors of their daughters. But they ruin their lives. They misuse the physical weakness of women. Morrison is not ashamed of bringing the fact of incestuous relationship to light through the character Cholie. Cholie raped his own daughter twice. His daughter Pecola couldn't fight against this cruelty. Consequently, she delivered a baby. If she had no child the sexual torture would have continued. The men laid down the rules and regulations. They had all the rights to break them. Morrison senses slavery in Black families. The Black women were unpaid servant in kitchen and prostitute on the bed. As they were marginalized by the world they had to fight for them. The Black women writers are encouraging the youngsters to go forward struggling against odds. They insist that it is not necessary to accept everything as men command and they don't want to hide or burry their desires and goals. They teach them the value of education. They make them feel the pain of slavery and pleasure of freedom.

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FEMALE BONDING AS HANDLED IN GITHA HARIHARAN'S THE THOUSAND FACES OF NIGHT

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Abstract

In modern cultures, since the industrial revolution, there has been a significant rise in social isolation - in the fragmentation of traditional communities and kinship networks. More of us are living alone, often in big cities, working long hours and experiencing a profound sense of alienation and insecurity without being consciously identified by the male and female bonding. Unlike our Stone Age ancestors, we no longer face the same dangers or lead the same harsh lives, whereas all the same bonding instincts are still in place, and friendship is still a vital part of our lives. For both sexes, friendship always was, and still is, a form of reciprocal altruism that assimilates non-kin to kinship roles. In other words, it is a kind of give-and-take sharing and trust-building by which people who are not related become honorary brothers and sisters. Here in this paper an attempt is made to see Githa Hariharan, the winner of the Commonwealth Writers Prize for Fiction (1993), enuring the ways and tactics of female bonding in her novel The Thousand Faces of Night.

Female Bonding

Female Bonding, a strength giving aspect through which woman counters patriarchy and tries to create a world of her own is female bonding. An important expansion of nurturing and care giving is the woman-woman dyad, also called female bonding, which helps in female identity formation. It plays a significant role in identity formation as well as in sustaining women in the patriarchal set up. In a society where the male and the female worlds are strictly compartmentalized, women find their space in the 'inner courtyard', where the feminine environment is supreme.

The concept of female friendship, especially the mother-daughter relationship, is the central concern of the recent feminists' psychological studies. These relationships aid the development of the female personality. The girls, being of the same gender as the mother, do not completely separate from their mothers. The mothers also tend to experience their daughters as more like and continuous with themselves. Thus, the formation of identity blends with attachment felt for their mothers. Hence, the mother-daughter and woman-woman bonding becomes a growth-fostering medium with empathy as an important nutrient. The concept of female friendship, particularly mother-daughter relationship, came into prominence with the Black American female literary tradition. The Afro-American mother had to depend on her children for emotional

support especially daughters, as mothers found it easier to relate with the female child.

This historical necessity gained further significance in feminist movement, which gave a call to create 'sisterhood' and saw mother-daughter bonding as an extension of woman-woman dyad. In the literary criticism, scholars and critics have explored the woman-woman dyad and mother-daughter bonding in fiction. Women often had the 'inner room' to themselves, which used to be their exclusive domain. This has also been portrayed in Mrinal Pande's *Daughter's Daughter*. The child narrator's mother, aunts, grandmother and other females of the household spend their spare time in their 'embroidery room'. A lot of 'feminine gossip' was exchanged here and women developed bonds of affection. The concept of female bonding cannot be fully applied to the Indian sociocultural matrix as seen by Western scholars. As Vrinda Nayar points out, there is a significant difference between the Western and Indian female bonding, though the basic nature of female bonding is similar around the world. The concept of female bonding, which Western feminists emphasized, has operated in societies like ours for a very long time, but its special nature is conditioned by the differences between the individualistic version of the West and our own perception of community-membership may mean an intolerable loss of individual identity in the

Western world's view, which the Indian may perceive as spiritually fulfilling.

Devi, in *The Thousand Faces of Night*, is given the cues of attaining the ideal womanhood by her grandmother through the mythological stories of Gandhari, Mansa, Amba and others, which later her mother 'fed and stoked' to prepare her for marriage. This concept of female friendship, especially the mother-daughter relationship, is the central concern of recent feminist psychological studies. Hence, the formation of identity blends with attachment felt for their mothers. Thus, the mother-daughter and woman-woman bonding becomes a growth-fostering medium with empathy as an important nutrient.

The story of *The Thousand Faces of Night* shows how woman opposes patriarchal hegemony by developing female bonding. Female friendship between Devi and Mayamma is prominent and strength-giving. Devi is concerned for Mayamma when she is sick, but Mahesh's unconcerned remark is: "So leave her alone . . . if you fuss over her today, she'll do it more and more often". In Mayamma's suffering Devi feels one with her when she ruminates about her life in retrospect whereas Mahesh does not 'take it all too seriously'. Similarly, Devi's loneliness and her problem with Mahesh do not escape Mayamma's notice. Devi empathizes with Mayamma's life-stories. The two women, so apart in age and social standing, build a strong interactive bond between themselves. Mayamma shines as a mother figure that shows a deep understanding of Devi's emotional life. Also, when Devi's grandmother recounts to her the stories of Gandhari, Damayanti and other mythological women, her attitude, and the manipulation of events have secret messages. Women tend to be empathetically and sympathetically related towards other women.

In the patriarchal community, woman forms her own community to stand against the patriarchal forces. It is clear that woman exhibits empathic ties, a kind of cooperative devotion with the other woman and helps her through her crisis in life. This kind of helpful relationship and sympathy can be attributed to their fellow-feeling, undergoing similar experiences as members of the same community. In *The Thousand Faces of Night*, Parvatiamma shelters Mayamma, who is thankful to her for her charity, "I came to her with only a torn sari over my weeping flesh. She gave me this home. She gave us all a home". Similarly Devi's widowed grandmother 'collected in her old age more and more wounded refugees in her house, stray objects of charity'. Devi's cousin, Uma, molested by her father-in-law and ill-treated by her husband, seeks shelter with her. The

grandmother empathizes with the domestic problems of Gauri, the maidservant, as if they were her own. Distant relatives, having been "orphaned or deserted by philandering husbands, found in her house a warm refuge. They came and went and my grandmother never let them go empty-handed . . . with advice culled from the epics". The grandmother in *Daughter's Daughter* is very parallel to the grandmother in *The Thousand Faces of Night*. Acquainted with the adversities of being a widow, she shield Hiruli with her brood of five, giving her two rooms to live in her house, free of cost. Hiruli calls herself grandmother's 'devoted Hanuman' and tries to reimburse the gentleness by being her constant companion.

Being fully acquainted with the adversities that come in the path of their individuality, women often feel sorry for their race. Like Mayamma, the other female characters in the novel under discussion, too, show deep concern over their troubles and at the same time extends help to raise them above their suffering. Mayamma does not stop Devi when she elopes with Gopal. She remembers how she was always on the threshold of tears and 'cried like a trembling little bird' against her shoulder. She wishes her to go away from that state of suffering. It is Mayamma's empathy for Devi that forbids her from telling Mahesh the truth. She pleaded deafness, ignorance and old-age when he enquires about the missing Devi. Her empathy for Devi radiates into her concern for womanhood in general.

In Githa Hariharan's novel *The Thousand Faces of Night*, the mother-daughter relationship is explored from yet another dimension. Sita poses to be a strict disciplinarian and Devi craves motherly touch. The only memory impinged on her mind of her tender touch is of when she once fell sick and her mother caressed her while Devi had pretended to 'feign deep asleep'. On close reading, we discover that Sita has covert love and sympathy for her daughter. She wants Devi to be perfect in every way. Sita considers Devi as her Veena. Together with her disappointment, Devi realized that all through her life, she was running away from her trials — America, the house of Jarcand Road, Mahesh and Gopal. She had been living as a weak willed woman and she had allowed others to treat her as a puppet and they pulled her string. Devi realizes that she has made very few choices in her life. Devi knew that this time was right to make choices in her life to write off the male scripts. She has to find her authentic self now. She knew if she did not act now, she would be forever condemned "to drift between worlds . . . a floating island detached from the solidity of mainland". She wants to come back to her mother from whom earlier she

tried to escape through her flight of the imagination and through her identification with the male world. Suitcase in hand, Devi opened the gate and looked wonderingly at the garden, wild and over-grown, but lush in spite of its sand-choked roots. Then she quickened her footsteps as she heard the faint sounds of a veena, hesitate and child like, inviting her into the house.

Although Devi returns to offer her love, Sita is also reborn through her daughter's adventures in life. She retrieves her lost self by returning to her music and to her veena. Sita has been the ideal wife, daughter-in-law and mother. When her ideal becomes ineffective and void, she is ready for self-examination. "She sat before the relic from her past, the broken veena, freshly dusted, and waited for Devi to come back to her". The inviting call of veena to Devi suggests a restoration of new positive relationship with mother, herself and the renewal of itself. Both Devi and Sita have liberated themselves from the pressures of feminine role-play to attain a free creative individuality. Now for both of them it is self, the genderless principal which is neither male nor female that is in quest of selfhood. Devi admires her strong and self-willed mother. Sita and Devi share one thing in common. Both are strong willed. But as a critic asserts, in one case, 'this becomes a strength to live by, in the other, it becomes a venom to poison the life force'. Devi empathizes with her mother for her strong resistance to patriarchy when she broke her veena to satisfy her in-laws. But her sacrifice was never the sacrifice of the weak. It had the force of a rebellion. However, in the bargain, what she lost was her own comfort, privacy and needs. study, too, exhibits deviously her affection to her mother in dictating the novel.

Conclusion

In *The Thousand Faces of Night*, three types of suffering women characters recur with subtle changes. To the first type belongs the housemaid Mayamma –the traditional woman who believes that her place is with her husband and family. Whatever be her troubles, she does not speak. In this sense, she respects the traditional religious ethos and confirms to the Manu code that the woman should be under control of the father in the maidenhood the husband in the youth and sons during her old age. Despite being the victims of control over other woman in the family because of their status as mothers or mothers-in-law. Mayamma cannot offer resistance because traditionally, it is supposed that a bride is not to have a voice of her own. In a traditional society, those women can be happy who blindly and unthinkingly accept the roles it

assigns them. The second type of suffering woman is converse of the traditional type. Here, the woman is bolder, and rebellious. She cannot conform to the Sita's version of womanhood. Such kind of woman is Devi, the protagonist who rejects the traditional roles of woman and rebel against patriarchal society. She left her husband Mahesh and her lover musician, Gopal and decides to live an independent life with her widow mother Sita. The third type of women characterizes the woman in between. Most of the ShashiDeshpande's heroines belong to this category. This woman is neither traditional nor modern in her ideas and practice. She faces troubles and suffers a lot in her life and also pay a price to get adjusts in the patriarchal society. But in the end of the novel, she realizes herself and survives independently. Devi's mother Sita belongs to this category of woman in the novel *The Thousand Faces of Night*. These three women — Sita, Devi and Mayamma manage to survive by making their female choices in life. Not succumbing to despair or sorrow, not committing suicide like Anita Desai's characters, they prove the strength of their womanhood by their very act of survival. Hence, *The Thousand Faces of Night* is not only about the confrontation of tradition and modernity, the conflict between the 'old' stories and 'new' ones that need to be articulated; it is also about the search for identity that Devi embarks upon with a corresponding change in her mother's attitude that hints at an affirmative relationship being established between mother and daughter, where storytelling emerges to be a significant trope.

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SILENCE AND RESISTANCE: THE VOICE OF WOMEN IN MANJU KAPUR'S HOME

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Abstract

The space of women in society is always decided by men and she owns nothing and therefore woman does not enjoy the dignity of being a person. They have been deprived of their individuality and self-reliance. But women are now resisting the conventions and social norms and are asserting their independent status by rejecting patriarchal hegemony. Indian writers like Shashi Deshpande, Arundhati Roy, Gita Hariharan, Anitha Nair, Manju Kapur and many others shifted the view of women's culture and status by delineating bold, rebellious and new woman in their novels. All the major works voice their concern on social tradition that binds women. They rebel against male hegemony or sexual politics. The present paper explores the portrayal of breaking of the tradition of silence in Manju Kapur's Home. The voice of silence and resistance run as an undercurrent in the novel. Nisha's protests in Home show that she belongs to the class of emerging Indian women for whom resisting against norms of tradition becomes vital to survive and exist. Her crossing over to the sphere of business woman confirms that women are rising and their questions and revolts have shaken the hegemonic norms under the patriarchal structure to a greater extent.

Keywords: *silence, resistance, women, hegemony, tradition, patriarchy.*

The space given to women in this world is secondary and their status marginal. Their place in society is always decided by men and she owns nothing and therefore woman does not enjoy the dignity of being a person. They have been deprived of their basic rights, their aspiration to their individuality and self-reliance. The women are silent and remain only as rubber dolls for others to move as they want. Because of the tradition of silence, the victims of male domination are prevented from revealing their victimization. They are prevented from raising their voice and the offenders remain unknown and unpunished. A number of women writers made a strong impact by depicting the changing face of womanhood in their works. Women are resisting conventions and social norms in order to create a better world for her class. They are asserting their independent status by rejecting patriarchal hegemony. Chhaya Jain rightly says, "Women's oppression and suppression is now being thrown gradually to the margins by the marginalized creatures itself" (171).

Indian English novelists of present scenario have focused on suffering, status and condition of women in patriarchy society. In the past decades, the female novelists had explored silent and mimic women who surrendered under male dominated Indian society. They have depicted women who are educated, career oriented, sensible and modern but oppressed psychologically by the

forces of hegemony. But writers like Shashi Deshpande, Arundhati Roy, Gita Hariharan, Anitha Nair, Manju Kapur and many others shifted the view of women's culture and status by delineating bold, rebellious and new woman in their novels. Craving for self-identity, the women novelists voiced against the oppressive institutions of patriarchy through their protagonists. All the major works of the women writers voice their concern on social tradition that binds women. They rebel against male hegemony or sexual politics within the institution of marriage.

The present paper explores the portrayal of breaking of the tradition of silence in Manju Kapur's *Home*. The voice of silence and resistance run as an undercurrent in almost all the novels of Manju Kapur. Manju Kapur is a world acclaimed writer. Her first novel, *Difficult Daughters* (1998) won her the Commonwealth prize. She followed her debut with four other novels. *A Married Woman*, *Home*, *Immigrant and Custody*. All these novels highlighted the women characters that caught up in a personal turmoil and on the brim of profound change. All the women protagonists struggle to break the age old silence against gender based domination and violence in patriarchal Indian society. Manju Kapur's women yearn for autonomy and separate identity. In this context Kavita asserts that "Manju Kapur builds the story on the concept that women of

present day society stand on the threshold of social change in an unenviable position" (179).

Home is the story of three women: Sona, Sona's daughter Nisha and Sona's sister Rupa. Sona is beautiful and married to Yaspal, the son of Banwari Lal. The family of Banwari Lal is traditional and patriarch. They believe that men work out of the house and women within. Rupa was married to Prem Nath, a junior government officer of less esteem. Sona is childless even after ten years of her marriage and forced to take care of Vicky, son of Sunita who is the daughter of Banwari Lal. Sunita is beaten, harassed and exploited and finally one day she is killed by her husband for not borrowing money from her brother. As Sona is barren Vicky is given to her for bringing up the child. Sona's inner self cries whenever her barrenness is being commented by her mother-in-law, the female patriarch in the home. She could not openly resist to the remarks of her mother-in-law. But her contemplations show her protests. "Then as she had so often, she lay awake at night, going over her mother-in-law's words, gnawing at them, leasing out of them the last shred of bitterness" (Kapur 19).

Rupa is also childless throughout the story. But she is sufficiently fortunate that she is not subjected to bear taunts of in-laws for having no child. Childlessness is considered as a curse to women. Rupa once remarks, "It is our fate. Perhaps it is just as well we don't have children ..." (Kapur 2). Sona is made to realize the futility of her existence. Kapur realistically portrayed the psyche of such barren women. Sona's power as a woman is restored to her only after she achieves motherhood through Nisha and later through a son, Raju.

Nisha, the main protagonist, emerges as a self-dependent woman. She refuses to reconcile with the patriarchal and male dominated family structure and society and tries to make her own identity. Nisha is brought up with all conservatism at home. Right from the childhood Nisha is instructed not to go out in the sun, mix with boys or play in the streets like boys. She is provided with nice dresses and everything else but, "unfortunately her outfits did not match her inclinations, 'I want to play in the park,' she whined periodically" (Kapur 53). The seeds of discrimination are sowed into her right from the beginning. Even her mother never gives Nisha that kind of motherly love and affection after Raju was born.

Manju Kapur has depicted the confused growing up years of Nisha in a heart rending manner as she is sexually abused by her cousin Vicky. In so many families the female was victimized by the relations inside the safe

walls of home. Nisha's psyche was brutally battered. She grows silent and she began to scream at night. So, she was sent to live with her aunt Rupa. There she becomes the center of interest, concern and attention. Her aunt's love and her uncle's care and literary taste are the shaping influence on her. Nisha has been influenced by her Rupa Maasi's updated thinking of life. So Nisha has a modern thinking and did not believe in traditional beliefs. When she was told by her mother to observe fasts for her future husband, Nisha resisted and says, "Why should I? That's for older women" (Kapur 93). The mother wanted her daughter to be rooted in tradition.

Sona and Rupa, though born in the same house, are totally different in thinking because of the social circumstance under which one lives. Rupa considers a working woman as emancipated, while for Sona it is shame. Rupa protests, "Times are different now" but Sona defends by saying that "We are traditional people. Tradition is strong with us. So is duty" (Kapur 123). Nisha emerges as new woman in Rupa's home. After the death of Banwari Lal, she returns her home. It upsets her self-righteousness and shakes her into reality of a gender based home.

Nisha rebels against the conventions of marriage. The patriarchal family set up believes in arranged marriages. Nisha protests against all the old-fashioned notions of her family to marry a low caste boy, Suresh, whom she loves. When her affair with Suresh comes into limelight, she faced many questions and her brother criticizes that she is not trustworthy. So she protests, "Who are you to decide whether I am trustworthy" (Kapur 199). This voice reflects her modernity. She wants to live on equal footing with men and women. Due to the pressure given by her family, Suresh rejects her. She feels dejected, broken and frustrated. Finally, she yields to the family pressure in silence to accept a groom of their choice. She feels herself as an outcaste and untouchable in the family.

Nisha, now starts her journey towards emancipation. She asks her father to help in starting a business of salwar suits. This ushers in another storm in the family because the women in their family never entered into business. Nisha is not allowed to work like her brother. She is the victim of gender discrimination. But she requests her father, "if only you could take me with you papaji", she continues, "I have seen girls working in shops. Why should it be Ajay, Vijay and Raju? There must be something I too can do" (Kapur 268). She was allowed to join a play way school. Soon, fed up with the children, Nisha leaves the job. Kapur has shown that it is not easy for a woman to choose a profession of her own choice.

Manju Kapur explains the route of complete equality, struggle for economic independent existence of Nisha and her equality with men shows her marching towards modernity. Nisha defies the social structure and defines womanhood in different terms that suit her aspirations. With the help of her father, she starts her own business, a boutique named 'Nisha's Creations.' She gets heavy orders and becomes a successful and known business woman. She is now financially independent. She throws the social conventions and wants to display her talents and ready to take up any challenge.

In the meantime, Nisha's marriage is fixed with Arvind. She gives her consent for marriage on the condition that she has to be permitted to continue her business. She wants to retain her individuality and freedom. Like a modern woman craving to spread her horizon beyond traditional limits of women, she also wishes for larger space in her husband's heart and mind than what she gets. Arvind is not sensible to realize it. Nisha becomes more assertive to demand her right. She says, "If you are never going to talk or share things with me, why don't you take me back to my mother's house? You have done your duty, married and made me pregnant. When the baby is born you can collect it" (Kapur 330). The institution of marriage thus offers no space for a woman to articulate her desires. Nisha delivers twins, a boy and a girl, and becomes a complete woman according to the frame of society. Malti Agarwal, in "Manju Kapur's Home: A Chronicle of Urban Middle Class in India" says,

Manju Kapur's depiction of her heroine, her travelling the labyrinth of rules and regulations of traditional middle class milieu and stepping out to start earning for her existence are superb. A girl in Indian family is whining under the burden of patriarchy, she while leaving in her home feel herself homeless-shelter less. She strives to explore space for herself. She tries to be self-reliant in order to survive.

Home imparts the picture of the female revolt against the deep rooted traditional family, quest for identity, unending struggle to survive and to break the silence against her own suppression. Nisha's protests show that she belongs to the class of emerging Indian women for whom resisting against norms of tradition becomes vital to survive and exist. Manju Kapur through Nisha voices the trials and tribulations of the Indian women. Her crossing over to the sphere of business woman confirms that women are rising and their questions and revolts have shaken the hegemonic norms under the patriarchal structure to a greater extent. Kapur proclaims her womanhood in a bold manner. Woman has to pull herself out of her existential blankness and bring out herself by breaking the age old silence of suffering. She has to resist against the mental torture that she has suffered through the ages by creating a separate identity and space for herself.

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திருமணச் சடங்குகள்

க.பானுமதி

முனைவர் பட்ட ஆய்வாளர் பிப் ஹீப் கல்லூரி, திருச்சிராப்பள்ளி

அறிமுகம்

திருமணம் என்ற ஆயிரங்காலத்துப் பயிர் பற்றிய சடங்கு முறைகளையும் ஆசிரியர் பொன்னிலன் அவர்கள் கூறியுள்ள கரிசல் நிலத்தில் நிலவும் திருமண முறைகளையும் இந்த ஆய்வில் முன்னிறுத்தப்படுகின்றன.

திருமணம்

“அன்பும் அறனும் உடைத்தாயின் இல்வாழ்க்கை பண்பும் பயனும் அது”.¹
குறள். 45

“வீட்டைக் கட்டிப்பார் கல்யாணத்தைப் பண்ணிப்பார்” என்பது பழமொழி

ஆயிரம் முறைப் போய் சொல்லி திருமணம் செய்த செயல் - ஆயிரம் பொய் சொல்லி என்று திரிந்த கதையும் உண்டு.

“திரு” என்பது தெய்வத்தன்மை என்றும், ‘மணம்’ என்பது இணைதல் என்றும் பொருள் கொண்டு திருமணம் என்பது தெய்வீக இணைப்பு என்று கூறுகிறோம்.

“ஒரு கன்னிப் பெண்ணின் கூந்தலில் மலர் சூட்டி அவளை ஊரும் உறவும் அறிய தன் மனதிற்கு இனியவளாக வாழ்க்கைத் துணையாக ஒருவன் ஏற்றுக் கொள்வதினாலே தான் மணம், திருமணம் என்ற பெயர்களுடன் இச்சடங்குகள் தோன்றின”.²

திருமணம் என்பதற்கு, “கல்யாணம், விவாகம், மணம், பாணிக்கிரணம், விவாக சம்பந்தம்”³ என்னும் பொருளைக் குறிக்கிறது.

“திருமணமான ஆண்களே, கிறித்து திருச்சபை மீது அன்பு செலுத்தியது போல நீங்களும் உங்கள் மனைவியரிடம் அன்பு செலுத்துங்கள்”. எபேசியர் 5.25 என்று திருவிவிலியத்தில் குறிப்பிடப்பட்டுள்ளது.

திருமண வகைகள்

பண்டைத் தமிழர்கள் இருவகை திருமண முறையை மட்டுமே கொண்டிருந்தனர்.

1. களவு முறை
2. கற்பு முறை

இது தவிர, எண் வகைத் திருமண முறையையும் தொல்காப்பியர் கூறுகிறார்.

களவுத் திருமணம்

களவுத் திருமணம் மணம் ஒத்துக் கலப்பதை மட்டுமே இது குறிப்பிடுகிறது. தமிழர்களின் வாழ்வில்

மிகப் பழங்காலத்தில் இத்தகைய மண முறையே அதிகமாக இருந்துள்ளது. காலப்போக்கில் சமூக மாற்றத்தால் பலர் அறிய சில சடங்குகளைப் புகுத்தி திருமணம் செய்யும் வழக்கம் வந்துள்ளன.

கற்புமுறைத் திருமணம்

பெற்றோரும் நட்பும் உறவில் கூடி மகிழ்ந்து பலர் முன்னிலையில் நிகழ்ந்த மணத்தைக் கற்புமுறைத் திருமணம் என்றனர்.

“பொய்யும் வழுவும் தோன்றிய பின்னர் ஐயர் யாத்தனர் கரணம் என்ப”⁴

“கற்பெனப்படுவது கரணமொடு புணர்”⁵ என்பதற்கு சடங்குடன் கூடிய மணம் என்று தொல்காப்பியர் கூறுகிறார்.

இத்திருமணங்கள் பெரும்பாலும் மாமன் வழி - அத்தை வழி - அக்கா வழி முறைகளில் உறவிற்காகவும், சொத்திற்காகவும் நிகழ்கின்றன.

மணத்தைக் குறிக்கும் தமிழ்ச்சொற்களாக கடி, மன்றல், வதுவை, வதுவை மணம், வரைவு ஆகியவை உள்ளன.

தாலி

“தாலம் பணை” என்ற பணை ஓலையினால் செய்த ஒன்றையே பண்டைக்காலத்தில் மணமகள் மணமகள் கழுத்தில் கட்டி வந்ததால் இதற்கு தாலி என்ற பெயர் வந்தது. பணை ஓலைத் தாலி அடிக்கடி பழுதுபட்டதால் நிரந்தரமாக இருப்பதற்காக உலோகத்தால் ஆன தாலி செய்யத் தொடங்கிப் பின்னர் அதனைப் பொன்னால் செய்து அணிகின்றனர்.

தாலி கட்டும் வழக்கம் பற்றி பேராசிரியர் கே.ஏ.நீலகண்ட சாஸ்திரியார், மணப்பெண்ணின் கழுத்தில் தாலிகட்டுவது ஆரியர் வருகைக்கு முற்பட்ட தமிழகத்தின் வழக்கமென்றும் அந்த வழக்கம் ஆரியம் வருகைக்குப் பின்னும் பின்பற்றப்பட்டது என்றும் கூறுகிறார்.

திருமணத்தின் போது மணமகனின் பெற்றோர்கள் மணமகனின் கையைப் பிடித்து மணமகனிடம் கொடுக்கும் பழக்கம் இருந்ததை,

“நேறிறை முன்கை பற்றி நுமர்தர

நூடறி நன் மணம்”

என்ற செய்தி குறிஞ்சிப்பாட்டின் மூலம் அறிய முடிகிறது.

திருமணச் சடங்குகள்

திருமணம் என்பது ஒவ்வொருவரின் வாழ்விலும் மிக உன்னதமானதொரு நிகழ்வாகும். திருமண

சடங்குகள் ஒவ்வொரு சமூகத்திலும் வெகு சிறப்பாகவும் வேறுபட்டும் நடைபெறும் எங்கள் வட்டாரப் பகுதியான கொங்கு நாட்டினரின் மிகப் பழமையான பண்பாட்டு முறைகளை ஈண்டு காண்போம்.

முதலில் பெண்ணிற்கும் மாப்பிள்ளைக்கும் ஜாதகம் மற்றும் இதர பொருத்தங்களைப் பார்க்கும் போதே சகுனங்களை மிகத் துல்லியமாகப் பார்ப்பார்கள். கழுதை கத்துவது, சலவைத் தொழிலாளி எதிரில் வருவது, பிணம் வருவது ஆகியன நல்ல சகுனம் என்றும் பூனை குறுக்கிடுதல், விறகு கட்டு வருவது போன்றவை தீய சகுனங்களாகக் கருதப்படுகிறது. அடுத்து நிச்சயதார்த்தம் முடித்து திருமண ஓலை வாசிக்கப்படும். “திருமண நிகழ்வில் தாலி செய்தல், உப்புச் சர்க்கரை மாற்றுதல், விறகு வெட்டல், நெல் குத்துதல், முளைப்பாரி போடுதல், கூறைப் புடவை எடுத்தல், சோறாக்கிப் போடுதல், முகூர்த்தக்கால் போடுதல், எழுத்துப்பாணை என்ற பொங்கல் பாணை வாங்குதல், பிறைமண் எடுத்தல், பேய்க் கரும்பு நாட்டல், அரசாணைக் கால் நாட்டல், காப்பு கட்டுதல், சீர் தண்ணி கொண்டு வருதல், மங்கலன் முகம் துடைத்தல், ஆக்கை சுற்றிப் போடுதல், செஞ்சோறு அஞ்சடைக் கழித்தல், உருமா கட்டுதல், மாலை பெறுதல், குப்பாரி கொட்டல், நிறைநாழி, இணைச்சீர், கூடைச் சீர், பாதபூஜை செய்தல், பட்டம் கட்டுதல், திருப்பூட்டுதல், வரல் பூட்டுதல், நலங்கிடுதல், அம்மி மிதித்து அருந்ததி காட்டல், சம்பந்தம் கலக்கல் போன்ற பல்வேறு சடங்குகள், கேளிக்கைகள், விருந்துகள்”⁶ என மூன்று நாட்கள் மிகவும் விமர்சையாக நடைபெறும்.

முறையற்ற திருமணம்

திருமணம் என்பது விமர்சையாக செய்து பேர் வாங்குவோரும் உண்டு. கரிசல் நிலப் பகுதியில் நிகழும் முறையற்ற திருமணம் செய்து பேர் போனவரும் உண்டு.

“ஆடு சம்மதிக்கிதான்னு பாத்தா கெடாயில் சேப்பாக?”

“அப்ப ராமசாமி கட்டியிருக்கிறது அவனோட சொந்தச் சின்னம்மாவா . . .?”

“நீங்க பாக்கிராபல் பாத்தா, தாயோட தங்கச்சி சித்தி தான் . . .

இங்கெல்லாம் இது ரெம்பச் சாதாரணம்”⁷

என்று முடியும் இந்தப் பக்கம் முழுவதும் கரிசல் நிலத்தில் நிகழும் முறையற்ற திருமணத்தைப் பொன்னிலன் அவர்கள் தனது கரிசல் புதினத்தில் வெளிச்சத்திற்குக் கொண்டு வந்துள்ளார்.

அனுதாபத் திருமணம்

ஒரு சில இடங்களில் தலைவனோ / தலைவியோ அனுதாபத்திற்குள்ளாகி விடுவதுண்டு. அதன் பொருட்டு திருமணங்கள் நிகழ்வதும் உண்டு.

மாற்றுத் திறனாளிகள், வாழ்க்கைத் துணையை இழந்தவர்கள், குழந்தைகளைப் பராமரிப்பவர்கள் ஆகியோர்கள் இச் சூழலில் அடங்குவர்.

புதிய மொட்டுகள் என்ற சிறுகதையின் நாயகனான சுதந்திரராஜன், விதவையான தங்கரளியை பதிவுத் திருமணம் செய்வது இத்திருமணத்தில் அடங்கும்.

முடிவுரை

இந்த ஆய்வின் முடிவாக திருமணம் என்பது ஆண் பெண் இருவரின் பாதுகாப்பிற்கும் இனப் பெருக்கத்திற்கும் மட்டுமின்றி ஒரு சமூக நாகரீகம் அறவழி மூலம் பெரும் இன்பம் என்றே கருதப்படுகிறது.

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ICT AND LEARNING ENGLISH LANGUAGE

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Abstract

ICT stands for Information and Communication Technology. Learning English language has become a must in the present age of globalisation in order to work in different countries, in different capacities, in different fields. Learning English through ICT is the modern concept and it is receiving appreciation from many quarters. When one uses ICT, there are both advantages and disadvantages. On the side of advantages, it can be said that ICT helps learners to learn English language in a new way and in an interesting manner; ICT enables learners to learn LSRW skills (listening skills, speaking skills, reading skills and writing skills) innovatively; with the help of ICT learners are able to learn independently and also in groups; through ICT, it is possible to change teacher-centered approach to learner-centered approach. ICT can give a quick feedback. ICT can enhance the quality of education. On the side of disadvantages of ICT, it may be mentioned: (1) there may not be better rapport between the teacher and the taught and (2) one may not continue to make use of benefits from traditional way of learning English language. But, a trained and talented teacher can bridge the gaps, suitably, in the process of teaching and learning English language. He employs the best methods in traditional and modern ways of teaching and learning English language. On the whole, it can be said that many learners have realised that ICT enables them to learn English Language both in the classroom and at home; they have welcomed ICT, as they found that ICT made learning English language joyful and fruitful.

Keywords: ICT, learning, English language, skills, employment, benefits.

Introduction

ICT tools enable the learners to have access to learning materials from original sources and they can be copied and transferred to the USB, which can also be printed directly so that it can be used as learning materials. ICT is used for storage, retrieval, manipulation, transmission or receipt of digital data.

- Mrs. M.Z. Annes Fathima Banu, Dr. S. Mercy Gnana Gandhi (2017)

Internet is a commonly acknowledged term and widely used by people throughout the world. Students now use Internet in the class to learn English. Online teaching inside the classroom seems to be interesting and makes the students to find out the suitable materials for them. Students are instructed to do the grammar exercises which are available online.

- S. Ganesan (2014)

Information and communication Technology (ICT) plays a significant role in the matter of learning English language and improving communication skills of learners at large, especially in today's globalised world. ICT helps learners in acquiring knowledge in English and also in gathering a lot of information pertaining to different fields. Through ICT, learners can develop the functional use of English. The functional use of English has been gaining more and more importance in many countries in the world. Learners have been practising LSRW skills. It can be said that learners of English are better today than in the past,

particularly in mastering skills such as paying attention to what is said, articulating sounds properly, practising reading and expressing their views in writing. Through ICT, learners of English have been developing themselves, quickly. Consequently, they have been securing good positions across the globe and leading prosperous lives. In fact, in what fields, ICT and English language are being used today, throughout the world? Is ICT useful to learn English grammar? By making use of ICT, what are the skills that learners of English language can learn and improve and accomplish? In general, what are the ICT devices employed by learners of English language? In brief, how can ICT be described regarding learning English language? What are the ultimate goals of using ICT, in respect of learning English language? In this regard, what is the present situation in many countries of the world? What are the opinions of writers? What is needed today? What is the conclusion? All these important and latest issues and discussed, in detail, hereunder.

Discussion

In what fields, ICT and English language are being used today, throughout the world?

Today, ICT and English language are being used throughout the world in many fields including education, administration, law, economics, business, trade, commerce, science and technology.

Is ICT useful to learn English grammar? By making use of ICT, what are the skills that learners of English language can learn and improve and accomplish?

ICT is useful to learn English grammar. ICT is useful to learn vocabulary, structures, framing of sentences, paragraph writing, essay writing and other items of English grammar. By making use of ICT, learners of English language can learn LSRW skills and communication skills; they can improve skills such as comprehension, articulation and persuasion; they can accomplish skills like active listening, fluent speaking, extensive reading, writing general and technical papers, correctly. With the help of ICT, learners of English language can strengthen several employability skills. Thus, by learning different skills, they will be able to perform different kinds of jobs, effectively and efficiently.

In general, what are the ICT devices employed by learners of English language?

In general, some of the ICT devices employed by learners of English language are: computers, internet, radio, television, videos, multimedia, mobile phones, smart phones and other visual aids.

In brief, how can ICT be described regarding learning English language?

ICT can be described as a technology that supports people in their efforts to learn English language and to know information on almost every topic, especially in the realm of education, within a short time. Different technical devices with different purposes, in different situations have played a key role in the development of a new field called ICT. ICT can give much encouragement to learners to learn English language and communication skills. ICT provides authentic information about English language and its current usage in different forms. ICT enables access to several sources of information related to English and other disciplines. Any information in books or journals can be stored in a single compact disk (CD) or digital versatile disk (DVD). Whenever necessary, ICT gives processed data, in a meaningful form. A good knowledge of ICT is necessary to learn English language, to get employment anywhere in the world and to achieve progress in their respective careers.

What are the ultimate goals of using ICT, in respect of learning English language? In this regard, what is the present situation in many countries of the world?

The ultimate goals of using ICT in respect of learning English language are (1) to increase the motivation of

learners to learn English language, (2) to help them to learn English language easily and (3) to enable them to make use of opportunities in their respective fields to full extent and to lead prosperous lives.

In this regard, the present situation varies from one country to another. Many students in the developed countries have been using ICT to a large extent, in respect of learning English language; they have been enjoying the resultant benefits. Students in developing countries are making efforts to use ICT to learn English language; they have made some progress in this direction. Students in underdeveloped countries, for several reasons, have yet to make progress in using ICT to learn English language. In truth, after the introduction of ICT in educational institutions, the motivation of learners has increased; the number of students wishing to learn English language has increased considerably. With the help of ICT, many students have felt that it is comparatively easy to learn English language. ICT has been helpful in many activities, related to human life. ICT has influenced different people, in different parts of world, in different ways. ICT has helped people to acquire both general and technical knowledge. ICT has enabled people to understand real-world problems and solve them, very soon. ICT is found to be a convenient medium to learn and develop knowledge in English. ICT has proved its quality, its efficiency and its value. Finally, ICT has helped people to make use of opportunities in their respective fields and to come up in their careers and to lead better lives.

What are the opinions of writers?

1. About ICT and learning English language Dr. J. Sobhana Devi opines:
ICT makes the classroom learning interesting and effective; self-learning easy and successful and lifelong learning possible for all. (2014)
2. About Computer Assisted Language Learning (CALL) and student-centered learning, P. Chitra writes thus:
Computer assisted language learning (CALL) is a form of computer based learning which carries two important features: individualized learning and bidirectional learning. It is a form of student-centered learning materials, which promote self-paced accelerated learning. (2013)

Conclusion

ICT has brought a revolutionary change in the methods of teaching and learning English language. As such, more and more students have developed interest to learn English language and communication skills. ICT has

changed the way people interact and communicate with each other. ICT has enabled people of one country to develop cordial relations with people of different countries in the world. With the help of ICT, people around the globe have developed their skills, their knowledge and their prospects. **What is needed today is:** (1) to know that ICT is a powerful tool to bring about remarkable reforms, regarding learning English language, (2) to introduce ICT in educational institutions, only to the desirable extent, without ignoring the best in the traditional way of teaching and learning and (3) to give due importance to the words of S.V. Ramarao, about learning English language and ICT environment:

The students, sitting wherever they feel comfortable can develop language skills, vocabulary, new words, synonyms, antonyms and they can share with the rest of the group online, via email or in any other ICT environment. (2014)

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VOICE OF THE SUPPRESSED IN SIVAKAMI'S THE GRIP OF CHANGE

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Dalit Literature is one of the most important developments in twentieth century Indian literature. It occupies a distinct place today in the field of literature. The word Dalit is derived from Sanskrit means Untouchable. Dalits are treated as impure and ugly people. Our society fails to treat them equally with so called upper caste people. They are crushed and squeezed in every corner of the country. Dalits are not freely able to express their feelings too. They are denied from getting their basic rights. The untouchables couldn't get a share in political power also. A great social thinker Dr. B. R. Ambedkar says:

In India majority is not a political majority. The majority is born; it is not made. A political majority is a fixed or a permanent majority. It is a majority which is always made unmade and remade. A communal majority is a permanent majority fix in its attitude. One can destroy it; but one cannot transform it. (The Oxford India Anthology of Tamil Dalit Writing xxvii)

Our country was dominated or ruled by Britishers before independence but the caste system rules our country even after independence. Sivagami exposes caste and gender problems both outside and inside the community. The Dalit women, like their counter part black women all over the world, suffer from both racial and gendered forms of oppression simultaneously. Dalit feminist works and black literature and Dalit women's works speak about the wretched condition women all over the world. *The Grip of Change* is the narration of painful memories, despair, disillusionment, dejection and the pathetic conditions of the life and culture of people where women are subjected to sexual harassment and physical assault. Incidents are narrated and over narrated and reinterpreted each time to express the oppression of dalits. Sivagami explains how the male perspective have been encountered and questioned by feminine perspective. Her works voice the emergence of dalit literature. It is the patriarchal division that defines woman as a marginalized creature. As Simon de Beavior states "It is civilization as a whole that produces this creature, intermediate between male and eunuch, which is described as feminine" (16).

In this paper, an attempt is made to center a Tamil novel named *PazhaiyanaKazhithalum* translated by the novelist herself with the name *The Grip of Change*. This paper's first focus is the minor character – Thangam who is a childless widow and tormented at many different stages of life. Thangam means 'gold' and here, in this novel, she is misused or, we can say, she is related to the misdeeds and lust of the people as gold can be related to the yearning of people. Gowri – who is a narrator of the part of the novel and becomes a protest also against the other patriarchal forces, i.e., her father – Kathamuthu – a Dalit leader, and some other Upper Caste Hindus. Gowri and even the novelist – P. Sivakami focuses on the major events and incidents in the lives of the Dalit and the women are portrayed with that true and vivid picture of victimized society. They are doubly marginalized as they remain silent victims of even the Dalit men.

Through Thangam, the novelist gives a thorough picture of Dalit women's silence and their being victimized by the Upper Caste Hindus as well as they are sexually exploited by their own caste men equally. Body and misuses of the bodily pleasures become a central motif of the novel and yet the novelist does not glamorize sexuality by smattering the text of the novel with careless elopements and gauche marriages. The majority of the description part in the novel focuses on the incident which takes place with Thangam and her body. Her body bears acknowledgment to the difficulties faced by Dalit women. Her tortured body does the opening of the novel. She is a widow and so she becomes a 'surplus' woman when is harassed by her brothers-in-law when she refuses to submit to them; she is sexually exploited by her Hindu landlord – Udayar and the assault on her by Caste Hindu men owing to the sexual and social misconduct, and so on.

The narration of the novel *The Grip of Change* and novel's surprising turn of events are at once authentic and terrifying. A single woman's life and victimized status is capable of sparking a caste riot. Her casual existence, marked by mute submission and stubborn resistance at varying points of time, can trigger so many events that will

leave several lives forever changed. Thangam described the torment she has gone through to Kathamuthu,

My husband's relatives spread the story that I had become Paranjothi's concubine. That's why Paranjothi's wife's brothers and her brother-in-law, four men, entered my house last night. They pulled me by my hair and dragged me out to the street. They hit me, and flogged me with a stick stout as a hand. They merely killed me. No one in the village, none of my relatives, come to help me. I begged for mercy, but they wouldn't stop. They abused me and threatened to kill me if I stayed in that village any longer. They called me a whore. (6, Sivakami)

Kathamuthu asks her whether she is speaking is truth or not; what actually she has done without thinking about her 'feminine' qualities. How can she speak everything in front of a man who is almost new to her except his name and fame? Still with shame and fear she accepts the truth, 'Udayar has had' (7, Sivakami) her but that is not the complete truth. She explains the truth of events to Kathamuthu,

Sami, is there anywhere on earth where this doesn't happen? I didn't want it. But Udayar took no notice of me. He raped me when I was working in his sugarcane field. I remained silent, after all, he is my paymaster. He measures my rice. If you think I'm like that, that I'm easy, please ask around in the village. After my husband's death, can anybody say that they had seen me in the company of anyone, or even smiling at anyone? My husband's brothers tried to force me, but I never gave in. They wouldn't give me my husband's land, but wanted me to be a whore for them! I wouldn't give in. ... (7, Sivakami)

The Dalit woman Kanagavalli, Kathamuthu's wife, remains a silent bystander and even develops a bonding of friendship with his second wife Nagamani. "Kanagavalli and Nagamani became accustomed to having Thangam in the house. After lunch, they sat together in the coconut grove chewing betel leaves and chatting. They no longer served her left-over food. She ate what they ate." (88, Sivakami) On the other hand, Kamalam, wife of Paranjothi Udayar, provokes her brothers to assault her husband's mistress, Thangam. And the climax lies in Thangam 'earning' a place in Kathamuthu's house. Here, caste becomes subsidiary for a small portion and patriarchy becomes a major role where women are used just like the non-living things and this loneliness of the women sheds a particular light on the sick and lusty mentality of the men. Kathamuthu, somehow, rises as an inhuman womanizer here.

Thus, somehow, with the help of the character of Thangam, Sivakami does not want to focus on the patriarchy of the common society but she wants to expose the truths of the Dalit patriarchy and the shocking realities of Dalit Movement as a whole. She does not want to level her novel just on the subject of casts and the basic problems of the social hierarchy but she also wishes the readers to feel the feministic quality which she has as a writer.

The novelist tries to focus on the marginalized Dalit women becoming the victims of the patriarchal system of society. Thangam, the lady whose poor and pathetic situation creates havoc in both the areas of society – Cheri as well as the gramam, is a victim on both the sides. This shows how suddenly the clouds of patriarchy are in the sky to partially cover the Sun of the human life and its sustainability. This creates a problem as the down-trodden people get a deteriorated place in the social system of hierarchy because of that. Patriarchy does not only destroy the psychological peace of the females living rather suffering under that roof but it also destructs the feministic emotions. Slander becomes slaughter-house for the women like Gowri and Thangam as they are marginalized because of patriarchy and its consequences. Here we have to think that each and every individual must realize the existence of human and have a concern that Dalit and women in general are not a people from different planets, they are one among us whose quest are to get equality among their own beings. From the writings of Sivakami and other Dalit writers, it is clearly visible that their journey is to create awareness among people to look Dalits and women as HUMAN BEINGS not as other BEINGS that came from different planets. To conclude with the hopeful words of Albert Einstein, 'The world as we have created it is a process of our thinking. It cannot be changed without changing our thinking.'

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ULTRASOUND RENAL IMAGE SEGMENTATION TECHNIQUES: A SURVEY

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Abstract

Image segmentation plays a vital role in image analysis. It is used to partition an image into multiple regions, which are homogeneous with respect to specific property such as color, texture, etc. An ultrasound renal image is a safe and painless test which uses sound waves to capture the images of the kidneys, ureters, and bladder. This paper gives a survey of various image segmentation techniques such as Partial Differential Equation (PDE), Artificial Neural Network (ANN), etc. and discusses the merits and demerits of these techniques.

Keywords: Segmentation, PDE, ANN, Multi-objective, Clustering, Ultrasound renal images.

Introduction

Image segmentation is an important step in many image, video and computer vision applications. It is used to retrieve information from a given image without affecting the other features of an image. Hence, it assigns a single value to each pixel of an image in order to differentiate multiple regions of an image. Several image segmentation methodologies are, Fuzzy theory based segmentation [15], Partial Differential Equation (PDE) based segmentation [7], Artificial Neural Network (ANN) based segmentation [12], and threshold based image segmentation [18] which produces the exact results. General segmentation methods are given in Figure 1

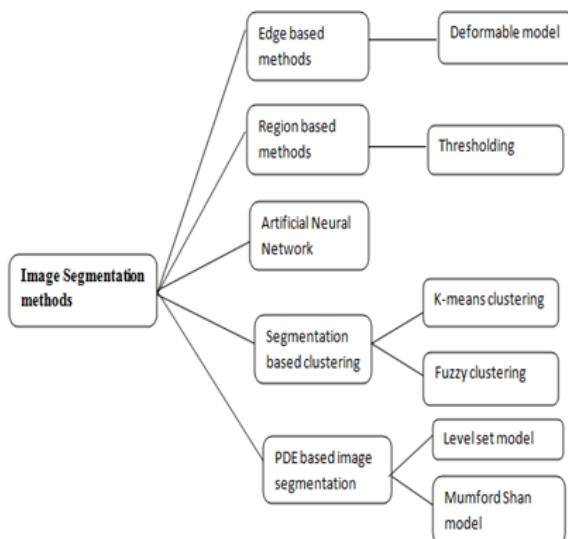


Fig.1 Image Segmentation Methods

Related Works

Edge Based Image Segmentation

Edge detection is a basic method for image segmentation process [1]. It divides the image by observing the change in intensity or pixels of an image. Gray histogram and Gradient are the two main methods used in edge detection for image segmentation [2]. Edge detection methods have several operators such as Classical edge detectors, zero crossing, Laplacian of Gaussian (LoG) [3], and color edge detectors etc [4]. In this section, several new approaches used in edge detection based image segmentation are discussed.

A.Zaim [5] has found that segmentation of prostate boundaries from ultrasound images is a challenging task for surgical procedures. He has proposed a new edge based segmentation technique for prostate ultrasound image. Detection of edges for an image may help for image segmentation, data compression, and also help for well matching, such as image reconstruction and so on. In his method, median filter was used to reduce the noise. Edge extraction and edge linking were used to produce the final edge based segmentation image. The main advantage of this method is that it doesn't require any human intervention. Results produced by the contour method were compared with manually segmented contours, and its accuracy 87% when calculated using given equation (1).

$$f(x) = \frac{I_r - I_l}{2} \left(\operatorname{erf} \left(\frac{x}{\sqrt{2}\sigma} \right) + 1 \right) + I_l \quad \text{----- (1)}$$

At the left side of the edge, the intensity is $I_l = \lim_{x \rightarrow -\infty} f(x)$, and right of the edge it is $I_r = \lim_{x \rightarrow \infty} f(x)$. The scale parameter σ is called the blur scale of the edge.

Deformable Model

Active contours or snakes are computer generated curves [6] that move within the image to find object boundaries under the influence of internal and external forces. This procedure is as follows:-

1. Snake is placed near the contour of Region of Interest (ROI).
2. During an iterative process due to various internal and external forces within the image, the Snake is attracted towards the target. These forces control the shape and location of the snake within the image.
3. An energy function is constructed which consist of internal and external forces to measure the aptness of the Contour of ROI, minimize the energy function (integral), which represents the active contour's total energy.

Traditional snake involves user interaction for determining the curve around detected object and also it is sensitive to noise which is the main drawbacks of using this algorithm. The computational complexity of the algorithm is high due to multiple iterations. In fig.2 segmented by active contour is shown.

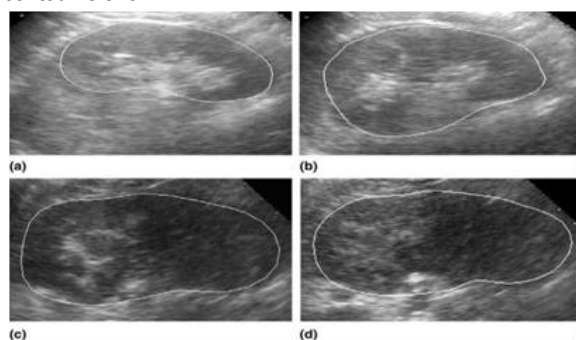


Fig.2 Deformable model (Active contours)

Hence, deformable models are suitable for renal images which are simple and noise-free as well often produce missing edges or extra edges on complex and noisy images.

Region Based Segmentation Techniques

Compared to edge detection method, segmentation algorithms based on region are relatively simple and more immune to noise [7]. Edge based methods partition an image based on rapid changes in intensity near edges whereas region based methods, partition an image into regions that are similar according to a set of predefined criteria [8]. Segmentation algorithms based on region mainly include the following methods:

Thresholding

Histogram thresholding is used to segment the given image; there is certain pre-processing and post-processing techniques required for threshold segmentation [9]. In this section, many different approaches were used in image thresholding. Based on the region magnitude, a new statistical feature representing the threshold value T is computed according to equation(2)

$$T = \frac{1}{\eta} \sum_{m=0}^{l-p} \sum_{n=m+p}^l \frac{m+n}{2} \cdot C'(m, n) \text{---- (2)}$$

Where,

$$\eta = \sum_{m=0}^{l-p} \sum_{n=m+p}^l C'(m, n)$$

$C'(m, n)$ in Equation 2 gives information on the frequency of the pixel pair and on the other hand, the edge component is represented by the range of the two level summation operations. Salem Saleh Al-amri [10] has applied Mean technique, Pile technique, HDT, and EMT technique on three satellite images in order to select the best segmented image from all above techniques. Experiments and comparative analysis of techniques have shown that HDT (Histogram Dependent Technique) and EMT (Edge Maximization Technique) are the best thresholding techniques which outperform all other thresholding techniques.

K.Wei [11] has found that current image segmentation techniques are time consuming and require lot of computational cost in order to perform image segmentation. It is a big problem for real time applications. They have proposed a new threshold based segmentation method using Particle Swarm Optimization (PSO) and 2-d Otsu algorithm (TOPSO). In this survey, adaptive thresholding is applied for pre-processing the renal images.

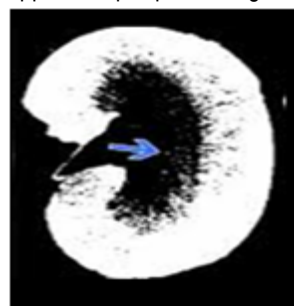


Fig.3 Renal image with thresholding applied

In Fig.3, a hysteresis function is performed with dual thresholding operation on a grayscale image (2D or 3D) using two threshold values (lower and upper). A trinarisation image is also produced where the lower threshold value is set to 1 and the upper threshold value is set to 2. Hysteresis performs better than standard thresholding (single value) because hysteresis uses a loop

to produce a more connect segmentation with fewer isolated pixels.

Artificial Neural Network Based Segmentation Methods

In Artificial Neural Network, every neuron corresponds to the pixel of an image. Some of the mostly used neural networks for image segmentation are BPNN, FFNN, and PCNN.

The back-propagation neural network (BPNN) is a solution to the problem of training multi-layer perceptions and feed forward neural network (FFNN) was the first and simplest type of artificial neural network[12].

In this network, the information moves in only one direction from the input nodes, through the hidden nodes and to the output nodes.

Each neuron in the network corresponds to one pixel in an input image, receiving its corresponding pixel's color information (e.g. intensity) as an external stimulus. This Segmentation of image using neural network is performed in two steps, pixel classification and edge detection [13]. In this section several new approaches are discussed.

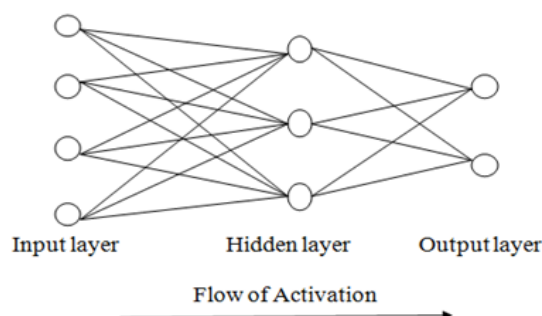


Fig.4 Schematic diagram of Neural Network

Neural Network consists of three components such as the input layers, hidden layer and output layer as shown in Fig 4[14].

Xuejie Zhang [14], proposed a new Fast learning Artificial Neural Network (FLANN) based color image segmentation approach for R-G-B-S-V that is RGB (Red, Green, Blue) and HSV (Hue, Saturation, Value) cluster space. In the first step, noise is removed using 3*3 averaging filter and the disparity in color distribution is reduced. In second step, pixels are converted to RGBSV space using HSV. FOFAN clustering [15] is performed to produce a cluster result of image. Next, the pixels with same color are being separated and the effect of tolerance and neighborhood size is observed. FLANN can be used for vision application, but it still needs improvement because the network parameters are heuristically determined.

Because of the many interconnections used in a neural network, spatial information can easily be incorporated into its classification procedures[16]. Although ANNs are inherently parallel, their processing is usually simulated on a standard serial computer, thus reducing this potential computational advantage [17].

Some drawbacks exist in neural networks based segmentation which is given below;

1. Some kind of segmentation information should be known beforehand
2. Initialization may influence the result of image segmentation
3. Neural network should be trained using learning process beforehand [14], the period of training may be very long, which consumes more segmentation time. There is a problem of overtraining in certain cases.

Segmentation Based Onclustering Methods

Clustering [15] is an unsupervised learning task, that is class labels are not present in the training data simply because they are not known to begin with. It can be used to generate such labels. A good clustering method will produce high quality clusters with high intra-class similarity - Similar to one another within the same cluster low inter-class similarity - Dissimilar to the objects in other clusters. The quality of a clustering result depends on both the similarity measure used by the method and its implementation. The quality of a clustering method is also measured by its ability to discover some or all of the hidden patterns.

Two Popular Methods of Clustering

Fuzzy Clustering

Fuzzy c-means is one of the most promising fuzzy clustering methods. Fuzzy c-means (FCM) [18] is the clustering technique in which a dataset is grouped into "n" clusters with every data point in the dataset belonging to every cluster to a certain degree [19]. In most cases, it is more flexible than the corresponding hard-clustering algorithms [20].

The FCM employs in fig.1.5.1 fuzzy subdividing such that a given data point can belong to some groups with the degree of belongingness stated by membership ratings between 0 and 1. However, FCM still uses a cost function that is to be minimized while trying to partition the data set. The membership matrix U is allowed to have elements with values between 0 and 1. The summary of grades of belongingness of a data point to all clusters is always equal to unity.

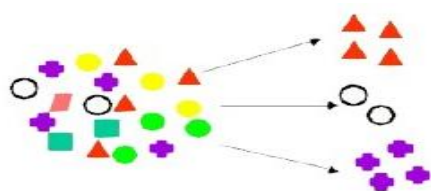


Fig.5 Clustering

Clustering is to identify natural grouping in the data. In fig.5 it is useful for exploring data and finding natural groupings within the data. Members of a cluster are more like each other than they are like members of a different cluster. In fuzzy clustering [15], each point has a degree of belonging to clusters, as in fuzzy logic, rather than belonging completely to just one cluster. Thus, points on the edge of a cluster maybe in the cluster to a lesser degree than points in the centre of cluster.

K-Mean Clustering

K-Means algorithm is an unsupervised clustering algorithm that classifies the input data points into multiple classes. In K-means algorithm data vectors are grouped into predefined number of clusters. At the beginning of the centroids the predefined clusters are initialized randomly.

Each pixel is assigned to the cluster based on the closeness, which is determined by the Euclidian distance measure [21]. After all the pixels are clustered, the mean of each cluster is recalculated. This process is repeated until no significant changes result for each cluster mean or for some fixed number of iterations [22].

The research work [23] has significant role in the field of Medical diagnosis and used for uterus cancer diagnosis. The classification done with the k-means clustering algorithm in uterus cancer dataset. Another work done by K.Sravya and S.Vaseem in [24], completed the work on image segmentation with the help of the k-means and c-means clustering algorithms. The k-Means algorithm is very consistent when compared and analysed with the fuzzy algorithms.

PDE Based Image Segmentation

PDE (Partial Differential Equations) equations or PDE models are used widely in image processing, and specifically in image segmentation. PDE used active contour model for segmentation purpose. Active Contour model [6] (or) Snakes transforms the segmentation problem into PDE. Level-Set [12] and Mumford shah method [25] is t. In this section, several new approaches for image segmentation based on PDE were discussed.

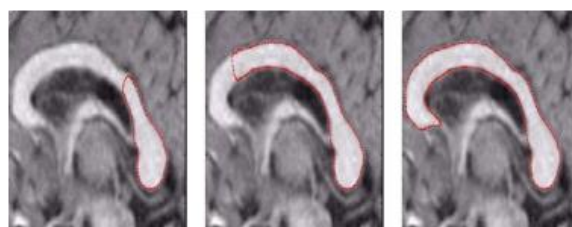


Fig.6 PDE Based Image Segmentation

Gloria Buenos [26] presented a new method of segmentation of anatomical structures in medical images. Adaptive PDE models, that is fuzzy PDE Contour model, and PDE geometrical Contour model with Fuzzy C-Means classification [24] is used for segmentation of images. In fig.1.7. Adaptive PDE models helped to find the region of interest. 3D MRI Image is used as a dataset. Feature extraction schemes [27] are capable to handling geometrical complexity, rate of change, and orientation of image. PDE based segmentation scheme was increase contrast criteria of texture information. PDEs are used for modeling the segmentation scheme. Watershed method was extended by using PDE models. It was found that coupling of textural information and modeling using PDEs lead the image segmentation to high quality process and outperformed the watershed segmentation algorithm [28].

Level Set Model

Many of the PDEs used in image processing are based on moving curves and surfaces with curvature based velocities. In this area, the level set method developed by Osher and Sethian [29] was highly influential. The basic idea is to represent the curves or surfaces as the zero level set of a higher dimensional hyper surface. This technique not only provides more accurate numerical implementations but also handles topological change with ease. Thus, in two dimensions, the level set method amounts to representing a closed curve Γ (such as the shape boundary in our example) using an auxiliary function φ , called the level set function. Γ is represented as the zero level set of φ by equation

$$\Gamma = \{(x,y) | \varphi(x,y)=0\} \text{ ----- (3)}$$

The level set method manipulates Γ implicitly, through the function φ . The various advantages of Level Set Model [19] are its stability and solving the problem of curve breaking. Hence, the Level set Model produces greater accuracy when compared with other Image segmentation Techniques.

The Mumford-Shah model uses the global information of the image as the stopping criterion to segment the image [23]. The advantage of using this method is that the entire

information of the image is used during the Image Segmentation.

Methods Specific to Kidney Image Segmentation

In India people in the age group of 40 have been affected by kidney tumor and there may be a chance that the younger generation may also be affected due to the changes in food habits. Symptoms of kidney failure are weakness, nausea and vomiting etc., there are several techniques related to the segmentation of kidney images, a deformable model is used to locate the object based on this classification [16]. This model is then optimized by dynamic programming along with a smoothness constraint. The idea is to combine the deformable model with texture classification to make the segmentation algorithm of kidney ultrasound more reliable.

According to X.Jiang *et al.* [30], in order to determine the best matches for improving both the quantity and quality of patients' life after transplantation, accounting for uncertainty in KPD (Kidney Paired Donation) program is essential. They have proposed a probability-based utility measure to access a variety of uncertainties in KPD, so that the optimality is based on the overall expected utility of exchanges.

Wang *et al.* [31] proposed a constrained optimization approach in which deformable contour can be computed as extra constraints within the contour energy minimization framework [32].

Tsagaan and Shimizu proposed a deformable model approach for automatic kidney segmentation [33]. They have used a deformable model represented by the grey level appearance of kidney and its statistical information of the shape. They have tested 33 abdominal CT images. The degree of correspondence between automatic segmentation and manual positioning was 86.9%.

A method based on shape prior [34] to model the kidney shape and on Gabor filter bank to extract texture feature and to segment the kidney. Then Curvelet Transform [35] is used to improve the contrast, to uniform the illumination of image and to reduce the noise as possible as in the ultrasound images. The shape modelling method in [36] also introduced as it is a part of the segmentation scheme for extracting variable shape model of kidney.

In kidney disease associated with tumor, the person suffering from tumor associated with chronic renal failure [37] need to involve haemodialysis regularly that lead to positive effects on extending the patient's lifetime. The middle aged and elderly patient [38]-[39] with tumor should

pay special attention to whether there is the kidney damage at a same time.

Comparative Table

Table 1 gives the comparison of various Image segmentation techniques. Edge based segmentation techniques, divides the image by observing the changes in the intensity or pixel of the image. The main drawback of this technique is that its accuracy is low but it is less immune to noise. A set of input neurons are activated by an input image but it takes more time. Clustering is used to group the pixels and easy to implement and it takes less time and less memory.

Table 1 Comparative Study of various Image Segmentation Techniques

Segmentation Techniques	Advantages	Disadvantages
Edge-based segmentation	Edge-based techniques is the way in which human perceives objects and works well for images having good contrast between regions.	1. Less immune to noise than other techniques 2. Not a trivial job to produce closed curve.
Thresholding	It has less computational complexity.	May be difficult to identify significant peak and valleys in the image.
Clustering	Straightforward for classification and easy to implement.	Does not utilize spatial information.
Artificial Neural Network	It reduces the potential computation.	Period of training may be very long.

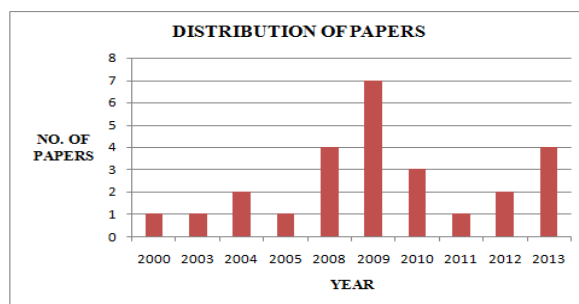


Fig 7. Distribution of Papers

Fig 7. Shows the distribution of papers of this survey

Conclusion

Image segmentation is one of the most important issues in image analysis. Kidney cancer is one of the most common cancers in both men and women and there may be chance to affect the younger generation due to the

changes in food habits. With this problem, this paper reviewed segmentation techniques for kidney segmentation. This work will help in improving the efficiency of the ultrasound images of the kidney.

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A COMPARATIVE STUDY OF ENGLISH FOR SPECIFIC PURPOSES (ESP) AND ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAMS

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Abstract

English for Specific Purposes (ESP) Programs are designed for students who want to improve their English in a certain professional field of study normally taught at university. Different from pre-academic and university ESL programs, which teach basic academic skills for all fields of study, ESP Programs teach the English needed in specific academic subjects, such as in Economics or Psychology. For example, a student who hopes to study Economics in the future would take an ESP class entitled "English for Economics"; and a future psychology student would choose the ESP class "English for Psychology." One very popular ESP program is "Business English."

Keywords: *ESP, Programs, Specific, Academic, Subjects, Teach*

The term "specific" in ESP refers to the specific purpose for learning English. Students approach the study of English through a field that is already known and relevant to them. This means that they are able to use what they learn in the ESP classroom right away in their work and studies. The ESP approach enhances the relevance of what the students are learning and enables them to use the English they know to learn even more English, since their interest in their field will motivate them to interact with speakers and texts. ESP assesses needs and integrates motivation, subject matter and content for the teaching of relevant skills.

"ESP is a major activity around the world today. It is an enterprise involving education, training and practice, and drawing upon three major realms of knowledge: language, pedagogy, and the students' participants' specialist areas of interest." (Robinson, 1991, p.1) The full name of "ESP" is generally given as "English for Specific Purposes", and this would imply that what is specific and appropriate in one part of the globe may well not be elsewhere. Thus, it is impossible to produce a universally applicable definition for ESP. Stevens (30, p.109) suggests that "a definition of ESP that is both simple and watertight is not easy to produce."

English for specific purposes (ESP), not to be confused with specialized English, it is a sphere of teaching English language including Business English, Technical English, Scientific English, English for medical professionals, English for waiters, English for tourism, English for Art Purposes, etc. Aviation English as ESP is taught to pilots, air traffic controllers and civil aviation cadets who are going to use it in radio communications.

ESP can be also considered as an avatar of language for specific purposes. Students focus more on syllabus contents and get less time to concentrate on expanding their knowledge outside syllabus. Same thing happens in case of English learning also. Students concentrate more on learning answers to the questions provided to them by their teachers and grammar exercises done in the class. obvious result is though they score very high in their subject but when it comes to using the knowledge they are complete failure. They lack appropriate words to convey their message in their work place. My paper deals with same issue and also with the importance of English for specific Purposes in present scenario.

Growth of ESP

From the early 1960's, English for Specific Purposes (ESP) has grown to become one of the most prominent areas of EFL teaching today. Its development is reflected in the increasing number of universities offering an MA in ESP (e.g. The University of Birmingham, and Aston University in the UK) and in the number of ESP courses offered to overseas students in English speaking countries.

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There is now a well-established international journal dedicated to ESP discussion, "English for Specific Purposes: An international journal", and the ESP SIG groups of the IATEFL and TESOL are always active at their national conferences. In Japan too, the ESP movement has shown a slow but definite growth over the past few years. In particular, increased interest has been spurred as a result of the Mombusho's decision in 1994 to largely hand

over control of university curriculums to the universities themselves. This has led to a rapid growth in English courses aimed at specific disciplines, e.g. English for Chemists, in place of the more traditional 'General English' courses. The ESP community in Japan has also become more defined, with the JACET ESP SIG set up in 1996 (currently with 28 members) and the JALT N-SIG to be formed shortly. Finally, on November 8th this year the ESP community came together as a whole at the first Japan Conference on English for Specific Purposes, held on the campus of Aizu University, Fukushima Prefecture.

David Carter (1983) identifies three types of ESP:

English as a restricted language: The language used by air traffic controllers or by waiters are examples of English as a restricted language.

English for Academic and Occupational Purposes: An example of EOP for the EST branch is 'English for Technicians' whereas an example of EAP for the EST branch is 'English for Medical Studies'.

English with specific topics. This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions. Strevens' (1988) ESP may be, but is not necessarily:

Restricted as to the language skills to be learned (e.g. reading only);

Not taught according to any pre-ordained methodology Anthony (1997) ESP may be related to or designed for specific disciplines; ESP may use, in specific teaching situations, a different methodology from that of general English; ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level; ESP is generally designed for intermediate or advanced students;

Characteristics of ESP

Absolute Characteristics ESP is defined to meet specific needs of the learners (Maslow's hierarchy of needs). ESP makes use of underlying methodology and activities of the discipline it serves. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable Characteristics

- ESP may be related to or designed for specific disciplines
- ESP may use, in specific teaching situations, a different methodology from that of General English

- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level ESP is generally designed for intermediate or advanced students.
- Most ESP courses assume some basic knowledge of the language systems

Theresponsibility of the Teacher for Esp

A teacher that already has experience in teaching English as a Second Language (ESL) can exploit her background in language teaching. She should recognize the ways in which her teaching skills can be

A Comparative Study of English for Specific Purposes (ESP) and English as a Second Language (ESL) Programs adapted for the teaching of English for Specific Purposes. Moreover, she will need to look for content specialists for help in designing appropriate lessons in the subject matter field she is teaching. As an ESP teacher, we must play many roles. We may be asked to organize courses, to set learning objectives, to establish a positive learning environment in the classroom, and to evaluate student s progress.

Theresponsibility of the Student for ESP

What is the role of the learner and what is the task he/she faces? The learners come to the ESP class with a specific interest for learning, subject matter knowledge, and well-built adult learning strategies. They are in charge of developing English language skills to reflect their native-language knowledge and skills. They have opportunities to understand and work with language in a context that they comprehend and find interesting. In this view, ESP is a powerful means for such opportunities. Students will acquire English as they work with materials which they find interesting and relevant and which they can use in their professional work or further studies. Learners in the ESP classes are generally aware of the purposes for which they will need to use English. Knowledge of the subject area enables the students to identify a real context for the vocabulary and structures of the ESP classroom. They are constantly expanding vocabulary, becoming more fluent in their fields, and adjusting their linguistic behavior to new situations or new roles. ESP students can exploit these innate competencies in learning English.

English as a Secondlanguage (ESL)

English as a Second Language (ESL), also called English as a Foreign Language (EFL), is an English language study program for nonnative speakers. Most

ESL programs have small classes so that students receive individual attention from their teachers. Students study English and also participate in the cultural and social activities of the school and community where they study. The goal of an ESL program is to improve the students' level of English. ESL classes teach different language skills, depending on students' English abilities, interests, and needs. All programs teach the following: conversational English, grammar, reading, listening, comprehension, writing, and vocabulary. Many people go to ESL schools to prepare for study at a College or University. In this case, students can choose an intensive program that teaches academic English. Other students study at ESL schools to improve their English for travel or social purposes. They can study in General English classes to practice conversational English and learn the skills necessary for communicating in many different situations. Business English courses are also available for students who want to learn the specific vocabulary and communication skills necessary for doing business in English.

Different Strategies Used By The Teacher

Methodologies Strategies

- Total Physical Response (TPR)
- The Natural Approach
- The Cognitive Academic Language Learning Approach
- Whole Language Approach
- Language Experience Approach
- Retelling a Story
- Activating Prior Knowledge

Visual Strategies

Teachers should use visual displays (i.e. graphs, charts, photos) in the lessons and assignments to support the oral or written message. Visual / graphic organizers should be used before presenting a reading passage. The provision of additional contextual information in the form of a visual should make the comprehension task easier. A teacher can use these visual aids e.g. Flow Charts, Maps, Charts, Graphs, Pictures, Mapping, T-Charts, Venn Diagrams, Story Maps, Timelines, Computer / Software, Videos, Films, CD-ROM, Demonstrations, Captioning, Labeling for delivering meaningful information.

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Interactive Strategies

- Peer Buddy / Small Group Activities / Pairs and Threes

- Think / Pair / Share
- Cooperative Learning (Group Reports / Projects)
- Panel Discussions / Debate
- Choral Reading / Read Around Groups (RAG)
- Field Trips
- Role Play
- Games
- Dialogue Journals

Modified Class-work (Based on Level of English Proficiency) Strategies

Modifying class-work involves the use of a variety of adaptations or modifications that provide classwork appropriate to the language proficiency level of the LEP students, so that comprehensible instruction can occur. Modifying class-work allows for differences in student learning styles and cultural diversity factors.

Directed Reading / Thinking Activity (DRTA)

The teacher directs the students in activities to check their prior knowledge of the subject, set the purpose for reading, and become acquainted with new vocabulary and concepts. At this stage, the students may also predict the content. Students then read small sections silently, while keeping their predictions and purposes for reading in mind. They read critically. After reading, the students think about what they read. They revise predictions or prove them. Follow-up activities help students expand, summarize, and restate their ideas.

Survey, Question, Read, Recite, Review (SQ3R)

This is a pre-reading activity that helps students focus on their topic, develop questions about that topic, and answer those questions based on the reading.

Procedure:

S-Survey-“preview”

Q-Question-Why-words, such as: why, who, what, etc.

3R-Read, Recite, Review

Question-Answer Relationship (QAR)

Teachers can use QAR when developing comprehension questions, helping students to identify different question types, and teaching text organization.

Different ESL Programs Help Us to

- read, write, understand, and speak English more fluently by enhancing our grammar, vocabulary, and communication skills.- Prepare us for academic study at college, university, or professional schools.

- Improve our scores on the English examinations we may need in the future, such as the TOEFL, IELTS, or Cambridge Exams.
- Satisfy our personal English learning needs and interests by offering many choices of classes, such as Business English or Conversational English.
- Teach us first-hand about the culture and customs of the host country.
- Immerse us in a new language and culture, providing many opportunities to practice English both at school and in the local community.
- Meet many new and different people both in and outside of school.
- Provide accommodations, cultural and social activities, and other student services to make our travels easier and more satisfying.

How is English for Specific Purposes (ESP) Different from English as a Second Language (ESL)?

If we agree with this definition, we begin to see how broad ESP really is. In fact, one may ask 'What is the difference between the ESP and General English approach?' Hutchinson et al. (1987:53) answer this quite simply, "in theory nothing, in practice a great deal". When their book was written, of course, the last statement was quite true. At the time, teachers of General English courses, while acknowledging that students had a specific purpose for studying English, would rarely conduct a needs analysis to find out what was necessary to actually achieve it. Teachers nowadays, however, are much more aware of the importance of needs analysis, and certainly materials writers think very carefully about the goals of learners at all stages of materials production. Perhaps this demonstrates the influence that the ESP approach has had on English teaching in general. Clearly the line between where General English courses stop and ESP courses start has become very vague indeed.

Rather ironically, while many General English teachers can be described as using an ESP approach, basing their syllabi on a learner needs analysis and their own specialist knowledge of using English for real communication, it is the majority of so-called ESP teachers that are using an approach furthest from that described above. Instead of conducting interviews with specialists in the field,

analyzing the language that is required in the profession, or even conducting students' needs analysis, many ESP teachers have become slaves of the published textbooks available, unable to evaluate

The most important difference lies in the learners and their purposes for learning English. ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions. An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required.

ESP concentrates more on language in context than on teaching grammar and language structures. It covers subjects varying from accounting or computer science to tourism and business management. The ESP focal point is that English is not taught as a subject separated from the students' real world (or wishes); instead, it is integrated into a subject matter area important to the learners.

However, ESL and ESP diverge not only in the nature of the learner, but also in the aim of instruction. In fact, as a general rule, while in ESL all four language skills; listening, reading, speaking, and writing, are stressed equally, in ESP it is a needs analysis that determines which language skills are most needed by the students, and the syllabus is designed accordingly. An ESP program, might, for example, emphasize the development of reading skills in students who are preparing for graduate work in business administration; or it might promote the development of spoken skills in students who are studying English in order to become tourist guides.

As a matter of fact, ESP combines subject matter and English language teaching. Such a combination is highly motivating because students are able to apply what they learn in their English classes to their main field of study, whether it be accounting, business management, economics, computer science or tourism. Being able to use the vocabulary and structures that they learn in a meaningful context reinforces what is taught and increases their motivation.

The students' abilities in their subject-matter fields, in turn, improve their ability to acquire English. Subject-matter knowledge gives them the context they need to understand the English of the classroom. In the ESP class, students are shown how the subject-matter content is expressed in English. The teacher can make the most of the students' knowledge of the subject matter, thus helping them learn English faster.

Conclusion

ESP programs focus on developing communicative competence in a specific field, such as aviation, business or technology. Some course prepares students for various

academic programs like English for science and technology. Others prepare students for work in fields such as law, medicine,

International Journal on Studies in English Language and engineering, tourism or graphic design. An ESP program is therefore built on an assessment of purposes, needs and the functions for which English is required. ESP is normally goal directed. That's students study English not because they are interested in the English language (or English language culture) as such but because they need English for study or work purposes. At the end, we want say that ESP involves specialist language (especial terminology) and content to improve professional work.

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EXPLOITATION OF LANDSCAPE IN CORMAC MCCARTHY'S CHILD OF GOD

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Abstract

*The paper is an attempt to textually analyze the exploitation of landscape portrayed in Cormac McCarthy's **Child of God**. This deals with the strenuous conditions that prevail in the aftermath of industrialization that affected the landscape of Appalachia and the lives of millions like Lester Ballard in the Appalachian region and thereby, illustrates the powerful ecocritical lessons to be learnt in an industrialized world. It also depicts the role of realtors and money makers in the Appalachian landscape in its degradation.*

Keywords: Ecocriticism, Appalachia, Industrialisation, Exploitation of Landscape

Introduction

Ecological criticism in the words of Cheryl Glotfelty, "shares the fundamental premise that human culture is connected to the physical work affecting it or affected by it". As a discourse, it is a negotiation between the human and non-human world. Most ecocritical works share a common lesson that the consequences of the actions of men affect the basic life support system. Cheryl Glotfelty enlists certain fields of environmental ethics and says that they are, "an effort to understand and critique the root causes of environmental degradation and to formulate an alternative view of existence that will provide an ethical and conceptual foundation for right relations with the earth."

Ecocriticism has taken marvelous strides ever since literature began. Nature was given prime importance in different ages in ways different. However, it is only in the late 20th century, ecocriticism turned out to be a movement voicing out the jeopardy done to nature and thereby to humankind itself. This paper attempts to portray the exploitation of landscape as narrated in Cormac McCarthy's **Child of God**.

Discussion

Cormac McCarthy's novel **Child of God** is set in Sevier County of the Appalachian region and the story spins between 1930s and 1940s which includes the years of the Great Depression. **Child of God** describes the woes of the Appalachians and the exploitations done to them in the name of industrialization by the government institutions themselves. The novel also gives insights of degradation of the southern landscape and its people, their lives and how the representatives of the government who were deputed to safe guard the public and work towards their welfare,

remained mere witnesses to the deterioration of the landscape and people.

Lester Ballard, the protagonist of the novel may be considered an agent representing the nameless Appalachian lots whose lives crumbled because of losing their own lands in the name of real estate and other industries; the novel portrays an Appalachian landscape that has lost its aesthetic beauty. In the novel, it is conveyed that Ballard not only loses his property but also turns out to be insane and looked down by the fellow men and he remains a wanderer, feeding on hunted prey, lives an isolated life like many other McCarthy heroes and is treated as an outlaw.

The narrator says that Ballard's father hanged himself when Ballard was a boy. Since the novel is set in period of industrialization and anti-industrial movements had started creeping into Appalachian regions, one may suspect that the reason for the suicide of Ballard might have been for the sake of land. When the novel commences, it may be observed that an auctioneer is selling the lands of that region including Ballard's as the taxes were not paid. Ballard protests to this though, it did not stop them from selling the land.

Ballard's reaction to the auction is not out of his bond to the landscape and people but it is an outcome of anguish acquiring his own land. The motive of the human mind to be a stake holder, to be the sole owner and dictator of proprietorship is seen in surplus and Ballard remains no exception to it. Lester Ballard himself is a wanderer who lives on hunting. The hunting image in **Child of God** could be reviewed as man's attempt to rule nature.

Guillemin notes that **Child of God** is, "the narrative representation of wilderness strangely mediated by the deranged and therefore aesthetically conditioned vision of

a farmer who has reverted to the condition of a hunter gatherer." Unlike the heroes of Cormac McCarthy, Ballard is not a recluse; he lacks ecological understanding. He is against humanity and is anti-pastoral in the sense of exploiting the landscape or the female gender or both.

With his lunacy mounting to the extreme Ballard turns out to be the hunter-gatherer of not only animal flesh but also of female flesh in order to satiate his basic social and physical needs. Guillemin adds that it is a novel about, "wilderness inside and outside or to be more precise, a representation of wild nature as reflected in a psyche gone wild" (37). Ballard finds abode in the caves at the foot of Tennessee Mountains.

Vicaka Inese is of the opinion that Appalachian region set in the middle of the 20th century remains, "an elegy for the demise of wilderness and farming due to the industrial development that led to the homogenization of both regions culture and landscape." The novel depicts the degradation of landscape in terms of institutional development. Appalachian region was once the richest and loveliest region of America that was savagely exploited and that the exploitation still continues (Waage 2005:157). Ecocritics interpret the effect of these choices on the surrounding environment and its degradation providing the glimpse into the earlier Appalachia which appears almost like a mythic tale with lush green mountains, deep forests, ice-cold trout streams and farms.

Key Findings & Conclusion

The novel's portrayal of violence, necrophilia and successive murders serve more as an elegy for the rotting wilderness and farms. Industrialization embarks in and it leads to the homogenization of both landscape and culture of that region. Gabe Rikard points out, "although self-promoting commercialism of later half of the 20th century has not yet encroached upon life in *Child of God*", the industrialization has made its mark in the world of Lester Ballard.

In the 1930s the majority of the lots of Appalachian region lost their farms and houses due to non-payment of taxes. The auction narrated in the beginning of the novel is a common phenomenon and many farms like that of Lester's fell as easy prey to the interests of the real estate brokers and towards tree logging. The auctioneer illustrates the prime importance of the economic promises of Appalachian region rather than the ecological consequences that ought to occur due to wood logging. He says, "While you're laying down in your bed at night this timber is up here grown. They is real future in this property. They is no sounder than property. Land" (COG, 3)

The narrator depicts the degraded environment and exploited landscape,

"Coming up the mountain through the blue twilight among great builders and the ruins of giant trees prone in the forest he wondered at such upheaval. Disorder in the woods, trees down, new paths needed. Given charge Ballard would have made things more orderly in the woods and in men's soul" (COG, 128)

The narrator illustrates the difference in the richness of nature that was once bountiful and that turned nihilistic later. The beauty of the lands which were once immaculate and free from the constraints of ownership has vanished and it is a mere tale.

At one time in the world, there were woods that no one owned and these were like them. He passed a wind felled tulip poplar on the mountains that held aloft in the grip of its roots two stones the size of field wagons, great tablets which was writ only a tale of vanished seas with ancient shells in cameo and fishes etched in lime. (COG, 119)

The narrator also outlines how a flourishing landscape is being polluted with flattened beer cans amid roadside grass by the post-industrial and consumerism. Ballard could not reconcile with nature as greenery was left over only in his dreams. He in his dreams rides with his father through woods, watching deer in meadows and the rays of sun falling on wet grass but a sense of agony and fear prevails as, "each leaf that brushed his face deepened his sadness and dread. Each leaf he passed he'd never pass" (COG, 162), that reiterates the necessity for preserving the abundance in nature and what the next generation may miss if unkempt.

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PROBING THE STEREOTYPIC PORTRAYAL OF GENDER IN TELEVISION CHANNELS

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Abstract

Media plays a large role in creating social norms, because various forms of media, including advertisements, television, and film, are present almost everywhere in current culture. Gender roles exist solely because society as a whole chooses to accept them, but they are perpetuated by the media. Conspicuous viewers must be aware of what the media is presenting to them. Both genders are underrepresenting in television channels. In such a context this study trying to probe the differences in the representation of gender on male and female in television channels with regard to the actual representation of them and the nature of that portrayal. The recognition and respect of each gender in television channels is the main area of examination.

Keywords: Stereotype, Portrayal, Gender, Television channel

Media especially television holds an important space in shaping the public opinion and viewpoint of the society. It is a very important part of our daily life and so that in some way it has an influence on us consciously or subconsciously. In modern societies, people typically use many hours of social media, TV, internet, etc. TV Controls the social life invisibly by transferring the dominant hegemonic ideology. So gradually this viewpoint shapes our perception. We can clearly estimate the discrimination on the basis of gender in TV shows, advertisements, films, etc. Genders are represented subjectively in two different ways and it has been present before the public domain. They are deliberately injecting the role of gender in society targeting the audiences according to the nature of the program. We still discuss gender discrimination as one of the crucial problem concerning our nation. But it is created in the mind of lakhs and lakhs of people through the media like television.

Gender role has been imposed on the public, i.e. oversimplified and widely held beliefs about the basic characteristics of men and women. They are continuing the stereotypical way of presenting men and women which is limiting our perceptions and thoughts of human possibilities. We can see a clear unequal representation of gender. Gender is used as a commodity. Generally as a society we are still not able to come out of this misery. This way of misinterpreting gender is distorting the way how we see ourselves and what we perceive as normal and desirable for both men and women. Because of the simplifications and generalizations they produce, stereotypes present false and incomplete images of reality, which is resisting changing. Media are using the

gender stereotypes based on the assumption that they are known to audience.

The area of the influence and effects are normally wide and spatial sense, but in the sense of family circle as well. The impact of this is increasing day by day, which is making the things more badly around our family and society. Women are getting more accessible to television irrespective of the fact that she is a house holder, student or women who is working. Even the work schedules and life styles are started to change in accordance to the schedule of some television programs. Television has borrowed the role once played by family, community and religion and influence the very process of living.

Representation of Women in Television

Our culture has given the most sacred and divine position to women from ancient times. She is defined as the embodiment of goddess, creative power "Shakti". Our culture underlined that society that provides respect and dignity to women only flourishes with prosperity and wellness, otherwise society will remain as a failure. But nowadays our society seems to have forgotten the descriptions which our culture has taught us. Our culture, lifestyle etc. has undergone drastic changes with the advancement in the technological field.

In nowadays television highlights women as an inferior entity to men. She is expressed as a stereotype where she is addressed as simple housewives whose dream is to impress their working husbands by using her role of caring and affection. Generally TV never encourages women to use her potential for the upliftment of society; instead her role is characterized in a way that her duty is only to make

the family happy. She is shown as a part of society who tend to take the role of helper or as a passive entity, which is making her role the same in the actual social conditions generally. Women has to appear, act or talk in a particular way, if she were to be socially acceptable. Two images of women has already been created by media, that disciplined, submissive, emotional women is considered as good and other type as bad.

Other important area here comes is the actual marketing of the women body itself. Young, white, slim women are highly selected as the anchors of almost all TV shows. It is very unlikely to notice a black lady who is bit fatty in any shows. This is clearly a message to the general public that women must be like this, otherwise that woman is not ideal and they should not come to the front stage of society. The portrayal of media gets varied according to the targeted audience which they are banking upon.

Advertisements are also not different from it. The most crucial issue here is that women are only considered for the advertisement of local commodities like soap, creams, washing powder etc. generally. That is a message highlighting that she is only capable of looking these silly things and her presence in big business, transportation fields may not be a great success. Then comes the racial discrimination, a white lady is always selected for the advertisements of soaps, creams etc. Even in cookery shows we will be only able to find out a pretty white lady who is presenting the program. That is the media is using the female body to meet their target audience.

Sexualisation is frequently used in product advertising because it triggers a strong emotional response consisting of desires, fantasies and appeal. This is helping media for persuading consumers to buy the product being advertised. We can be able to visualize many advertisements which focus on the private parts of women. Even in some geographic centric tour programs in TV, exploitation and usage of female body is clearly evident. They cleverly is making their target audience satisfied and making them pleasant. These kinds of programs always select a white pretty lady for the programs and she is used to show the different kind of places to public through television. Even in some cases the anchor swims in the lakes or ponds with tight dresses near to the location which she is showing. Actually the target audience may be more interested to watch the anchor than the location that has been shown by her. So presentation of beauty and her characteristics are shown in a subjective manner and it is

portrayed as reality in our society by television and other related media.

Other important representation is about the characteristics of women. It is a fact that there is an increased influence of serials in our society especially among women itself. That can be the only field where women hold the important position because the target audience is highly women. Here she is shown as dependent, easily influenced, home oriented, sensitive and emotional. Her life is only for exploitation in almost all serials. She can be hurt and used to cry a lot. She has assigned some roles by the media and kept as a maligned section. Only a few serials and films can be seen as an exception. Serials portray women as busy and highly concerned with beautifying herself with fashions, jewelry, cosmetics etc. She never is shown generally as having social commitments, or someone who is capable of decision making or someone who have a good leadership quality. Ideal wife is a submissive lady who is disciplined who always cries a lot. Some also show women as those involved in conspiracy, premarital, extramarital affairs etc. which is gradually influencing the attitude towards women.

A clear discrimination is seen nowadays in debates and discussions in news channels. If the discussion is on a socially relevant issue we can only witness male members. Female members are not invited. Generally they are called only when there is a women related topic in the discussion. The patriarchal mindset has been still continued through the media. It is the same in all fields of our society. In films also she is shown as seductive and only considered as beautiful if she is thin and white. That is attractiveness of girl is defined by the colour she has. In majority of films, relationship between men and women is the representation of women as subjected to men's sexual desires. In pornographic films too it shows the dominance of men over women.

Representation of Male in TV

Men are given dominance and superiority in almost all TV programs excluding the serials, because men are not the target audience in such programs. When women is most used in advertisements of soaps and washing powders he is used in the advertisements of business, smartphones, cars, etc. highly in comparison to female gender. He has been portrayed as the hero in most of the films and he is assigned to protect the female members. Male is an undeniable presence and composed majority of actions in films and shows. He is the energetic and highly rough in representation. Males are aggressively shown in

enthusiastic activities and leadership roles that are not dependent on anyone. It's a clear and direct perspective sent to the society that male should control the society in a way or another.

Sexualisation of male body is too there as like the female body. You can see that almost hundred percent men who even do advertisements even for a dress is those who have a good physique. They are seen as white and slim. Men with six-pack abs are preferred to perform such advertisements. You cannot find a black fatty guy with exposed belly in advertisements generally. So media is making the sexuality as a tool to meet their needs. It is sending a stereotype that only six pack guys are the perfect men and others are really not so good. A clear colour segregation is too seen as a part of the perspective portrayed by the media. He is shown as a free bird without any shackles and no need is there to control anyone. We can find out the example of cartoon fellows like Batman, Superman etc. So it starts even from children. The dominance of male is very clear in the TV channels and related programs. This has become the mindset of the society too. In a film theatre we can notice a big round of applause when a man slaps women at a particular stage of the film. But the applause may not be so loud and accepted when the scene is vice versa.

We can see other unequal representation of gender in the sports field. Every time the media which is an important mechanism in society gives more importance to male players. We all know how Virat Kohli is portrayed as the rising star of the Indian cricket. But for some reasons Mithali Raj is not getting such an attention or importance. It's a fact that the gender biased media always prefer to discuss the success of male team always. It is the same in political and cultural fields too. Here news and information through television is conveying a message loud and clear that only male gender can shine well in the field of sports. It doesn't matter whether it is cricket, football or hockey. That is the male supremacy which we can see in all fields is present in media too. The "gendered media" always put men ahead of women almost in all sectors of the social arena.

Nowadays media is a powerful tool which has an enormous and immense effect on the society. Historically media represented gender and sexuality in a way that matched the dominant public views and mirrors the evolution of gender related biases, stereotypes and views on sexuality. They are just following the popular culture to meet their needs. Television is supposed to be a wise and ethical media which is familiar to common people and must act as the mirror of the society, but because of the biased and non-inclusive way of presenting stereotypes are really changing the whole fabric and integration of society in a negative manner. Some sections are underrepresented and some are shown as incomplete by the media sections including television. They are not showing the real nature of the gender. They are representing their own attitude of gender and bringing it as reality in the contemporary world. As a nation we must dream for a society where there are no differences on gender and a society where every section is able to expose their potentials. In fulfilling that dream the media including television has to play a big role. We must start with media to overcome that Herculean challenge before our nation. Society must be vigilant and wise enough to select the and realize the realities around them in a comprehensive manner.

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ECO CENTRISM IN INDIAN SPIRITUALITY: AN ANALYSIS

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Abstract

Environmental problems are one of the serious issues our contemporary era faces. Our civilization is one of the most primitive and sustainable civilization of the world. Hinduism describes about the traditional practices to save the environment. Our spirituality projected nature as a manifestation of almighty and it upholds earth as divine mother and living beings as her equal off springs. Our life is in continuity with cosmos and provides a strong ethical direction aimed at keeping the relational continuity in balance. Whole environment is considered as same aspect of divinity which is present in many forms. The five elements- space, air, fire, water and earth are the foundation of an interconnected web of life. So to face the environmental challenges, the relevance of going back to our spirituality and culture will be vital. Hence the paper explores the eco-centric viewpoints described in Vedas, Ramayana and Bhagavad-Gita. This is also an attempt to find out the increasing relevance of accepting and adopting eco-centric attitude as a lifestyle.

Keywords: Eco-centrism, Indian spirituality, Environment, Culture

Environmental issues are one of the most serious problems faced by our contemporary era. Lot of discussions and debates occurred on this in different parts of the world and on how to confront this serious challenge. So the basic conclusion which they arrived was the adoption of eco-centric perspective in living world and rejects the anthropocentric mindset. Eco-centric idea was the contribution of our great culture. Our saints predicted the future challenges and disasters which the human kind will face and urged us to follow the perspective of eco-centrism. The basic of eco-centric argument is that whole creatures in this world are equal and there is no superiority or dominance to one part of nature. We must care and respect and look after terrestrial, natural and aquatic ecosystem around us. Eco-centrism made us aware that natural world should be respected for its processes and products and that low impact technology and self-reliance is more desirable than technological control of nature.

Now the whole world is keen on giving attention to Indian classical texts and its contents. Whole universe now gives importance to the ideas put forward in Indian philosophy for the survival of mankind. Eco-centric world view follows naturally from our evolution deprival, empathetic and aesthetic capacities, which when combined with our rational abilities. Hinduism contains numerous references to worship of divine in nature in Vedas, Ramayana, Bhagavad-Gita, etc. We Bharatias recite many mantras in Vedas daily to revere rivers, mountains, trees, etc. We as Indians focused on the biotic community as a whole and tried to maintain ecosystem composition and ecological process. Our

culture taught us the importance of ensuring the sustainable utilization of species and ecosystem for rural communities and human industries. Eco-centrism advices underline the importance of preserving genetic diversity for protection of human industries that use living resources too.

Eco-centric ideas in Veda

Vedas are the most sacred books concerning India and Hinduism. They are the original scriptures of Hindu teachings which include the knowledge encompassing all aspects of life. Word Veda means wisdom and there are four Vedas. They are Rigveda, Yajurveda, Saamveda and Atharvaveda. It serves to manifest the language of Gods in human speech. Veda also discusses about the importance of environmental protection, ecological balance, rainfall phenomena etc. Rigveda notes that Varuna, Indra, Aditya and Pavana are the deities manifesting the balance of nature. Veda seeks the blessings of panchamahabootha of nature that is vayu, agni, aakash, water and earth. Veda also expresses the necessity of maintenance of season cycle and also warned that any undesirable actions of humans towards environment may cause issues like climate change. Rigveda mentions about the various components of ecosystem and their importance. It is mentioned clearly that if we cut the trees on cost, rivers can cause widespread destruction. Our modern society is very much faced with this. Atharvaveda quotes about the importance of air, water and green plants for the existence of human beings. Clear mention is written against the pollution of rivers and adding toxins to the water bodies. Atharvaveda also include the

well-defined Vedic view where three coverings of our surroundings are referred as 'chandamsi'. Wisely utilise three elements variously which are varied, visible and full of qualities. These mentioned are water, air, plants or herbs. This itself proves the immense knowledge of Vedas on environment and its future problem.

Let us discuss some Vedic mantras which direct us to the eco-centric views:

- Pritvisukta in Atharvaveda states "matabuminpathrohamprithivyan" means that my mother is the earth and am her son.
- "uveambasulabhike yadhevagthebhavishyati bhasanmeambashakthi me siro me veevamhrishyataviswasaminthauthara" (20.126.7)

This mantra explains that we should consider nature as our mother. If we consider nature as mother we will not be exploiting and we will be benefited from the love of nature. By this way we can see 'Eeswara' in nature.

- The following hymn in praise of mother earth, consort of Lord Vishnu is chanted as, "Samudravasane Devi parvatasthanamandale Vishnupatninamastubyam padasparswamkshamasvame"

The meaning is that oh mother earth! Vast ocean is your abode. Mountains are your breasts. Thou art consort of lord Vishnu, please forgive us for trampling on you with our legs.

- "madhunaktamutusu madhummatparthiva rajah madhuksorastusuryah madhigabobhavantu nah" (Rigveda 1/90/6,7,8)

The meaning of the mantra is environment helps us to live our life in a right manner. Rivers provide us the pure water and provide us health, vegetation, morning, night, etc. Other most important mantra regarding tree protection is given below:

- "aswatthudevasadanastriyashamityodivi tatramritayasyosakhan deva kushthamavanwat" (Atharvaveda-5/4/3)

This means that god exists in trees and disease will not be there where a vatavriksha is situated. So cutting of vatavriksha is not allowed.

Eco-Centric Views in Bhagavad-Gita

Bhagavad-Gita is one of the oldest religious scriptures of world which is a dialogue between Krishna and Arjuna. It contains living based up on right knowledge, faith, devotion and it include a comprehensive ideology touching all aspects of humanity. Gita describes about

swadarmacharan (duty of a person), hidden self and about the omnipresence of God. Gita turned a helpless man to a warrior and rest is known for us. Gita also describes about the factors related to human life, flow of energy in ecosystem and presence of God in whole universe. Whole world has been presented as a single ecosystem. Gita urges the need of human harmony with all forms of life. Lord Krishna compares whole world to a banyan tree with unlimited branches under which all spheres of animals, plants, humans etc. Gita urges on sarvabuthahitai.e. the welfare of all including humans, plants, animals etc. Ahimsa has been also one of the main ideas of Gita that is there is no scope for violence against anything in nature.

Krishna says in Gita,

"On me the universe is strung
Like clustered pearls upon a thread
In water is the flavor
In sun and moon the light"
Let us discuss some slokas,

- "patrampushpamphalamtoyam, yo me bhaktyaprayachhati thadahambhaktyupahrutam asnaamiprayataatmanaha" (9,26)

This means I accept even a leaf, flower, water whatever is offered, that is everything in the universe is precious to God Krishna.

- "bhoomiraaponalovaayu khammanobhudhirevacha ahankarameteyammae bhinaaprakritishtada" (7,4)

Here the meaning is whole prapancha is defined as the combination of prakrithi and purusha.ie earth, water, air, fire, ether, mind, intelligence and ego. These eight fold is my prakriti divided. This sloka send a direct message for environment conservation.

- "rasohamapsukaundeya prabhasmisasooryayo pranavahasarvavedeshu sabhdahakhaepaurushamnrisu" (7,8)

The sloka says that oh Arjun, in water am the savor, in the sun and moon am the effulgence, in Vedas, the primeval syllable "AUM", in air, sound and in man, virility.

- "anadhimandyantamanantaveeryam anantabhaahusasooryanetraha pashyamithwamdeepthahootashavaktram swategasaaviswamidamthaptam" (11,19)

The sloka says that nature works by his blessing. He lies in all minute creatures and that presence makes the world so real and divine.

Eco-Centric Perspective in RAMAYAN

Ramayan, Rama's ayana (journey of ram) is one of the two ithihaasas of our history. There is no other story which became more prevalent in world like Ramayan. There are more than 300 versions of Ramayan in the world. But the most authentic and followed Ramayan is the Valmiki Ramayan. Thunjath Ezuthachan translated Valmiki Ramayan to Adyathma Ramayan Kilipaattu in Malayalam. Ramayan includes 6 khandas and we can witness eco-centric ideas on all 6 khandas. If someone ask which is the most beautiful and meaningful lines in Valmiki Ramayan, majority will reply this below mentioned lines of Ayodhyakhanda.

- "Ramam Dhasharadhamvidhi
maamvidhi Janakaatmaja
Ayodhyamadavimvidhim
gachatatayadhasugham"

This is the advice given by Sumitra to her son Lakshman, the meaning of the sloka is Lakshman, you must consider Ram as father, Sita as your mother and forest as Ayodhya. i.e. you must see forest as home. Really these three lines are enough to show the importance given by our culture and Ramayan to the views in relation to environment.

In Aaranyakhanda when Sitamata was kidnapped by Ravan, Ram just enquired about his love to all the trees, and animals. The heart touching lines of Adhyatmanaramayana is given below:

- "vanadevatamarenaingalumundokandu
vanajekshanaya Sitayaesatyamcholvin
mriganjanayangalaeningalumundokandu
mrigalochanaya Janagaputritanae"
"pakshisanjayangalaeningalumundokandu
pakshmalakshiyae mama cholluvinparamartham"
"vrikshavirindamaeparanjeeduvinparamartham
pushkarakshiyaeeningalenganumundokandu"

This shows the attitude of Ram towards nature. He is enquiring about Sita to nature even to trees. It's very important to underline that Ram uses the word Devatas for forests, i.e. Vanadevatas. Other most important instance showing the eco-centric view in Ramayan is the cremation of Jadayu by Ram itself. A man giving cremation to a bird.

Is it thinkable in our nowadays life? The lines are mentioned in Aaranyakhanda in Adyathma Ramayan Kilipaattu.

- "pullinmaelvechujalladhigalumnalkeedinan
nallorugadhiavanundaguvanpithrathamay"
"pakshigalavayelambhakshichusugichalum
paksheendranatukondusantriptanaay
bhavichalum"

We can find out many instances like this in Ramayan. The command given by Jambavan to Hanuman to place the mountain back which contain mritasanjeevani in Rishabhadr is another example. Ganga River is described as Ganga mata in many of parts in Ramayan. So the eco-centric perspective in Ramayan is clearly evident and seen in Ram's story that is in Ramayan.

We just went through some of the eco-centric ideas described in our culture especially in Vedas, Bhagavad-Gita and Ramayan etc. We are now on the verge of many serious environmental issues. So answer to these issues is in our culture. These all texts provide a good deal of knowledge about each and every aspect of life. But the issue is that we kept our culture and philosophy aside due to some reasons, that's why we are facing drubbing in all spheres of life. It is a fact that the only path forward for us is the adoption of eco-centric ideas to confront the mentioned challenges before us. Surely, if anything is worthy of respect, even reverence, it is itself our home planet. So transformation towards an eco-centric worldview from anthropocentric world view with a corresponding value system is the need of the hour. Solutions of all problems are there in our culture itself. So go back to Vedas, Bhagavad-Gita and Ramayan.

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VISUAL CULTURE AND COMMERCIALISATION IN MAUS - A SURVIVOR'S TALE

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Abstract

This paper deals with the Salient Features, Shortcomings and Commercialization in Maus - A Survivor's Tale, a graphic novel by Art Spiegelman. The emotional and physical conditions under which this work is produced, the intensity of the events, the impact on the readers, the level of compromise for the sake of commercialization and popularization adopted are analyzed. This paper also highlights some of the post-modern features in Maus.

Keywords: Holocaust, visual culture, graphic novel, animation, anthropomorphic images, post-modern representation, hyper-reality, meta-narration, serialization, Americanization of holocaust, commercialization, collateral sales.

Introduction

Maus, the first graphic novel which received the Pulitzer Prize in 1988, written by an American cartoonist, Art Spiegelman, has set a different tone to comics in the history of Holocaust representation in post-modern era. This narrative which is in the form of an interview, between Art Spiegelman and his father, provides an account of Holocaust in Poland during World War II. The novel makes use of the post-modern technique 'feeds on itself' with enticing pictorial presentation using anthropomorphic form such as the Nazis as cats, the Jews as mice, Poles as pigs, Americans as dogs, etc.

Maus contains two volumes namely *Maus- A Survivor's Tale – I* subtitled *My Father Bleeds History*, and *Maus- Survivor's Tale- II* subtitled *And Here My Trouble Began*. *Maus – A Survivor's Tale – I* covers his father, Vladek's early life as a millionaire and as an owner of a textile factory in Czeszochowa, his marriage with Anja and how he was separated from his family due to the Nazis. *Maus – A Survivor's Tale – II* covers the rest of the story which depicts the atrocities, and horrors that Vladek had experienced and witnessed. It details his hiding in the bunkers, the risk in crossing the borders, his suffering, starvation and torture during the Holocaust, the separation from his wife, the reunion with her after the Holocaust and, much later, her suicide due to the burden of her memories. It also covers the guilt of Vladek as a Holocaust survivor and his uncomfortable life with Mala, his present wife.

The author intersperses this past with the interview in present times, the emotions and trauma of the author, the making of *Maus*, its presentation, and the commercial aspects involved in it.

Though *Maus* is a representation based on the first-hand account of a Holocaust Survivor, yet, one cannot deny the fact that, like all representations by later generations, *Maus* has also been crafted specifically in terms of strategy, purpose, approach and in the genre of representation to suit the taste of modern readers. Like all such works, consciously or sub-consciously, Commercialization and Political Aspects have crept into *Maus – A Survivor's Tale*, due to either the author's own motive or due to external factors, making the narratives attractive and sanitized to satisfy the readers.

The factors that introduce Commercialization into *Maus* include the adoption of Popular Genre of Graphic Novel with animated effects, its Serialization in Magazines, both daily and weekly, Publisher's Pressure, Pressure from Collateral Sales Agents, Reader's Demand and Thirst for Holocaust Literature from the American Society.

The Publication History of *Maus*

The first chapter of *Maus* appeared in December 1980 in the second issue of *Raw*. A new chapter of the story appeared in every issue as a small insert in the oversized Magazine until it came to an end in 1991. Except the last, all the chapters of *Maus* appeared in this Magazine.

In August 1986 after Rave New York Times' review, Pantheon books published the first six chapters in one volume called *Maus – A Survivor's Tale* subtitled *My Father Bleeds History*. The commercial considerations crept into the making of the book in the initial stages itself as Spiegelman was relieved that the book publication had preceded the theatrical release of the animated film *An American Tale*. He guessed that the film released by

Stephen Spielberg's Amblin Entertainment inspired by *Maus* would be compared with *Maus*.

The book found a large audience, since it had been sold through book stores rather than the direct Comics shops. Anyway the book was difficult for critics, reviewers and also for book-sellers to classify, who needed to know on which shelves to place this book. Pantheon books had placed *Maus* under the category of Graphic Novel. Spiegelman was initially not comfortable with that categorization but later accepted it. Chris Oliveras successfully lobbied with the Book Industry Study Group in 2000 to include Graphic Novel as one category in bookstores. Thus even the categorization of a book is a key factor for its' commercial success.

In 1991 Pantheon collected the last five chapters in the second volume subtitled *And Here My Troubles Began*. Pantheon later collected two volumes into soft and hard covered two- volume-boxed-set and single volume editions. In 1994, the Voyager Company released CD-ROM collection on complete *Maus*. Besides, the CD contained Vladek's taped interviews, transcripts, filmed interviews with the author, sketches and other background material.

In 2011 Pantheon books published a companion to the complete *Maus* entitled *Meta-Maus* wherein Art Spiegelman talked about the problems and controversies that he had faced.

The Reception of *Maus*

Maus proved itself difficult to be categorized under a particular genre. It had been described by many critics as History, Biography, Auto-biography, Memoir and Graphic Novel.

Initially, critics were reluctant to include Comics in the literary arena but with the positive review from The New York Times and the Pulitzer Prize, *Maus* had attained greater acceptance in the American Academic circle. An exhibition on the making of *Maus* was staged at the Museum of Modern Art in 1991-92. Spiegelman continued to attract academic attention and influence younger cartoonists.

Already Spiegelman established himself as a cartoonist with the publication of *Maus* (Volume 1) in 1986 and the genre called Comics had attained immense popularity as it could deal with serious subject matters such as Holocaust. *Maus* had received hundreds of positive reviews and had been considered to be one of the big three Book-Form comics from 1986-87 along with *Watchman* and *The Dark Night Returns* that are said to

have brought the term Graphic Novel, and the idea of comics for adults, into mainstream consciousness.

Spiegelman turned down numerous offers to have *Maus* adaptation for films and television.

Usually comics entertain children and the adolescent with Super Heroes titles such as Superman and Batman. But *Maus* had changed the public perspective on the genre called Comics.

Maus as Autobiography - Experimentation with Autobiography

Maus proves itself as a post-modern text with its' experimental nature.

Usually autobiography accommodates one voice, the individual's voice, but in *Maus*, the traditional way of writing autobiography is reconstructed by Art Spiegelman. This autobiography is a blend of two voices namely Vladek, the Holocaust survivor, and Artie, his son and author, both of which are presented in the first person. These two voices bridge the present and the past. Even though Art Spiegelman offers a personal account of his life, it is shaped by his father's Holocaust experience. His Holocaust memory stems from the memory of his father. Art Spiegelman's and his father's voices remain as collective memory or collective consciousness of Holocaust. Thus, Art Spiegelman has created post modern and alternative trend from hitherto existing traditional autobiographical writings.

The Role of Representation and Print Media in *Maus*

The effectiveness of *Maus* is largely dependent on the Representation used by the author and the role of Printing Technology which has made it possible. The vividness of the situations is enhanced by these techniques.

Depiction of Anthropomorphic Characters in *Maus*

Here the characters are represented as anthropomorphic, human beings with animal heads.

The characters in this graphic novel are depicted as Mice to represent the Jews, Cats the Nazis, Dogs the Americans, Pigs the Poles, Frogs the French, Stags the Swedes and Bees the Gypsies. These are all symbolic representation of the Race of the characters.



Maus I Page no. 149

The above comic strip contains anthropomorphic characters. Depiction of the Jews as Mice can be seen in Panel 4. Jews masking as Poles is shown as Mice wearing Pig masks– in all the Panels except Panel 4. Poles are shown as Pigs as can be seen in all Panels except in Panels 4 & 8.

This characterization by Art Spiegelman is to exhibit the dehumanizing act of the Nazis during Holocaust times. Nazis had a pre-conceived notion that Jews are vermin. Spiegelman adopts their prejudice, meticulously, to counter this cruelly constructed notion. Here the representation is based on their race, whether the characters are good or bad, past or present. In making all people of a race, good or bad, look alike, Spiegelman shows the absurdity of dividing people along racial lines.

The Artwork of Maus

The story is picture-driven with pictorial aspects occupying the entire novel with the text adding to the emotions.

This Graphic Novel utilizes various shades of black and white in the background to distinguish the peaceful times, both past and present, from the depressing past as well as the horrors of Holocaust.



Maus II – Page 35 shows the past with dark shade and the present with white.

Through the panoramic view of the comic strips one can observe the post modern attitude of Art Spiegelman who has demonstrated that even serious subject matters can be handled with comics form. This can also be well understood from Jean Francois Lytord's views on post modern artist, "The artist and the writer therefore work without rules, and in order to establish the rules for what will have been made" (Lytord 7).

The visual images in Maus

Graphic images provide cinematic effect. Images in *Maus*, a Graphic Novel, have a potential to provide the hyper-reality despite being a print medium, which is the inherent feature of post-modernism. Ihab Hassan throws some light on the concept known as Post-modernism in *Towards a Concept of Post-modernism* edited and introduced by Thomas Docherty as follows "what better name have we to give this curious age? The atomic, or space, or television, age? These technological tags lack theoretical definition. Or shall we call it the age of indeterminance (indeterminacy+ immanence) as I have half-antically proposed?" (148)

In films, the cameras, shots and cuts determine the effect; similarly the visual images in the text which utilize a moment –to – moment transition provide that cinematic effect to comprehend the story. Thereby, they make the characters and events in the story alive for the readers.

Jeremy S. Page in *Retelling the stories of Holocaust in Shoah and Maus* quotes Browns who identifies that it is the meaning that is created between Spiegelman and the reader, "discourse that exist with " between the panels" that

is the power of *Maus*, rather than the direct representation of the events that describe" (1). Further he says, referring to the depiction of characters as anthropomorphic "The Jews are articulated as mice an uncomfortable parallel with their real-life articulation by Hitler. Portraying the Jews as vermin unavoidably brings in connotations of eradication, extinction, genocide. Indeed in reading *Maus* one often momentarily forgets that one is reading about not mice but people" (1).

Beyond all these merits of visual images in the Graphic Novel, *Maus*, one has to observe the difficulty of the artist in retelling of the Holocaust. Spiegelman here struggles to transmute the images of Holocaust into graphic images. His recollection of the past is not the direct transmission of images but is mediated through what Ranciere terms "paratactic images"(1).

Language in *Maus*

For the making of *Maus*, Art Spiegelman has interviewed his father for 4 days to record his oral narration with a tape recorder. In order to make the narration more cinematic, he structured the language in spoken form. This cinematic effect makes the past more alive and closer. The structure of language exhibits cultural aspects of some characters, especially Vladek who speaks in broken English. When the tale opens, Vladek is shown speaking with broken English, "Friends your friends, if you lock them in a room with no food then you could see what it's friends" (5). The language of Vladek shows that he struggles to speak American English, since he migrated from Poland to America; Whereas, Artie with an American cultural background speaks English fluently. The character and language of Artie reflects the American culture in general and his identity as an American Cartoonist.

Print Media and *Maus*

Maus takes the readers into the horrible world of atrocities on the Jews by Nazis. Even though the author has not experienced the trauma directly, he has concretized Holocaust, which is fundamentally difficult even to imagine. This is done with the help of technology.

The role of technology in post- modern era towards the production of texts, which are embodiments of mass cultural products, and the function of visual images, is a point of discussion in the analysis of *Maus*. Without witnessing the atrocities which took place in Auschwitz, Srodula, and Dachau and in other places, he has vividly portrayed Holocaust which is fundamentally difficult to represent. The horrible incidents like the killing of the

crying children by dashing them against the walls (*Maus I* page no. 108), the march without food for days from Auschwitz in Poland to Gross Rosen in Germany (*Maus II* page no. 83-84), the packing of the Jews like sardines into trains meant for cows and their sufferings for weeks without food, air and hygiene (*Maus II* page no. 85-87), their struggle for survival (e.g., *Maus II*, page no. 91 and 95), etc. and the ingenuity of the Jews in saving themselves (e.g., *Maus I* page no. 110-112), the reality of the gas chamber into which the Jews were pushed only to come out in gas form (e.g., *Maus II* page no. 27) are cinematically brought out through visual images. These have taken the readers into the actual traumatic events and the reader witnesses the atrocities of the Nazi during Holocaust times.



Maus II Page No. 85- Jews packed like sardines in trains meant for cows.



Maus | Page no. 108 - Crying children being dashed against the wall at Srodula. This is one of horrible incidents takes place in Srodula where, in order to silence the voice of the children, the Nazis dash them on the walls.

The strategy of narration within a narration

In *Maus – A Survivors Tale*, the strategy of narration within a narration can be seen. There is a constant shift between the present and the past. This constant shift throws light on the interference and deviations in recollecting the past. Coherence in post- memory is difficult.

Post- memory is a memory recollected by second and third generations, who are removed in time and experience from Holocaust times. The idea of Holocaust memory itself is chaotic and fragmented. Therefore, in order to highlight the difficulty his father experiences in recollecting, Spiegelman has meticulously and skillfully employed the technique called "Narration within Narration".

Even though this technique exhibits the objectivity of the reality of Post-Holocaust Memory, this narrative technique can be taken as a Strategy.

This Strategy of narration, in one way, reduces the tension of the young adult readers to be prepared for the forthcoming narration. There are two narrative parts in the novel, one deals with horror of Holocaust; another deals with the present Rego Park. This way, it diverts the attention of the readers from the serious narration of Poland in the past. It is notable that the mind-set of the young adult readers is different from that of the matured. The matured readers can prepare themselves to move with the seriousness of the narration whereas the young adults need some amount of relaxation from the serious narrative past. Hence a constant shift between two narrations could have been done deliberately to attract the young adult readers.

Narration-Meta Narration in *Maus*

In *Maus*, one of the post-modern features known as meta-narration can be found on a close reading. Meta-narration is the comprehensive explanation or narration about narration also known as 'feeding on itself'.

Self-reflexivity is seen in *Maus*. *Maus* record the way in which it is made. The text itself objectively and consciously talks about its own limitations, the choices Spiegelman makes in the retelling of his father's memories, and the artistic choices he makes.

In addition, *Maus* talks about how the book has been serialized and received by the public and its review in the Raw Magazine.

The text itself reflects on its own limitations and distortions in the representation of Holocaust through graphics. Even though the Comics form has achieved the depiction of Holocaust, it has its own limitations. When the un-representable Holocaust subject matter is handled by Graphic novels, so much has to be modified, left-out and distorted. It is brought out by Spiegelman in *Maus-Survivors Tale – II*. While talking to his wife, Francois Mouly, he says "so much has to be left and distorted" (16).

Further, this tale is narrated in the form of an interview which is to be published, which could have made Vladek more conscious of the public acceptance of his narration. Therefore there is a chance that he could have constructed his narration ideologically.

While talking about *Maus*, Eric Berlatsky in his article, *Memory as Forgetting: The Problem of the Postmodern in Kundera's "The Book of Laughter and Forgetting" and Spiegelman's "Maus"* explains self reflexivity of the text as follows:

Like Kundera, Spiegelman here foregrounds the literary production of his supposedly representational /mimetic work. Not only does Artie admit the inherent pitfalls in narrativizing history, he also subverts the binary of reality/fiction by having the fictional Artie comment on his own status as literary production. "If this was real life," he says, highlighting the fact that, of course, this representation of life is not life, while at the same time narrating the impossibility of representing life accurately. These metafictional references to the constructedness of the text of *Maus* increase in *Maus II*, with the writing continually drawing attention to itself as writing (130).

Commodification in *Maus*

Eric Berlatsky in his article, *Memory as Forgetting: The Problem of the Postmodern in Kundera's "The Book of Laughter and Forgetting" and Spiegelman's "Maus"* points out the process of commodification of *Maus*, by the author, Art Spiegelman, as follows:

Spiegelman depicts Artie worrying about the mass-market co-option of his Holocaust narrative. Artie sits at his drawing table, in front of television interviewers, discussing his own commercial success while sitting atop a pile of mouse corpses. Clearly, Artie is concerned about what Fredric Jameson might call the commodification of his art. The sense that he may be faking authenticity without realizing it, or that there can be no separation of the

money-making commodity and its artistic and social significance, finds Spiegelman pointing resolutely to the constructedness of his artistic creation and the constructedness of himself, wearing the mouse mask for commercial gain. That this commercial gain is built on the deaths of millions of dead "mice," or Jews, is horrifically and vividly depicted (131).

Comic strips from *Maus II* page no 41 -This comic Strip explains that for TV shows, the setting is arranged as if the dead Jews are heaped on one another.

Time flies...



41



42

Comic strip from *Maus II* pages no 42 -This comic Strip shows licensing deals for collateral sales.

From the observation of Eric Berlatsky's comment on *Maus* especially on the depiction of Artie as human

wearing mouse-like mask, it is concretized that as a post-modern artist, Spiegelman is concerned about commodification of his art. Commercialization of arts is one of the inevitable aspects in post-modern era. Therefore it can be said that, like other writers, he also has material consciousness. Based on the observation on *Maus* by critic Eric Berlatsky this paper argues and raises an important question as follows.

When one sees the depiction of characters throughout this novel, one finds that in *Maus II*, Spiegelman shows himself as a human wearing a mouse-like mask (but does not have a mouse face) during the publication process of *Maus I*. Similarly the others involved are also wearing a mask of an American (dog), German (cat), etc. This depiction raises some questions such as is he trying to distinguish himself from the so-far depicted characters, or is he trying to establish himself as an artist? Both in the present and in the past, all the Jews are depicted as mice including Artie and his wife to announce that even the recent generation has an identity as Jew. They still try to connect themselves to the past. However, Spiegelman has shown himself and the other related characters during publication alone, be they Americans, Germans or Jews, as humans with masks of dogs, cats or mice. The motive behind this can be that, during the Holocaust and even subsequently while discussing with his father, the identity as a Jew as distinct from a German or Pole is very prominent in Spiegelman's mind and the purposes and goals are very different for each of these ethnic groups at that stage. However, when it comes to publication, all those involved have a single purpose, that of making the book a commercial success and then the ethnic distinctions fade. In that situation, their identity as Jews or Americans or Germans is only a matter of role-playing in the eyes of the public (readers) in order to make the book successful.

Spiegelman is in a position to establish himself as an artist as well as a Jew. It is hinted through his depiction of himself as a human that in the art world the resistance, horrors, outpouring of emotions is possible, whereas in the publishing world, there is more focus on practicability, compromises, distortions, insertions and removals, on the part of writer and publisher to make the book acceptable to the public and to make it a grand success.

Americanizing the European Holocaust

Peter Novick in *The Holocaust in American Life* (Boston, 1999) says:

The Jewish historical tradition of memorializing national tragedies aims to expose Holocaust

consciousness as a deliberate construct of American Jewish organization and institutions. The leaders of these organizations recognized that Jewish identity in America was weakening. They focused on the Holocaust as the one item in stock with consumer appeal and set about shoring up flagging Jewish commitment by creating a Holocaust centered Jewish identity (6).

He also says "in addition they worked to spread Holocaust awareness to mobilize support for a beleaguered Israel pictured as being in a kind of pre-Holocaust danger. They were aided in these efforts by a powerful Jewish presence among the media and the opinion –making elites" (168).

Above all, the Jews play an important and influential role in Hollywood films, the television industry, the news paper, magazines and in the book publishing world.

As Novick has pointed out, the success in establishing the Jewish identity at a universal level comes along with commercialization and popularization of Holocaust narratives. This commercialization and popularization becomes more viable by the Americanization attempt.

Americanizing the Holocaust is fixing European Holocaust in an American context, or, comprehending Holocaust through the American culture. This kind of Americanization of Holocaust is visible in American popular arts like Movies, Television, Graphic novels and Literature. Americanizing Holocaust is reflected in *Maus*. Artie tries to understand Holocaust as an American. He is a representative of second generation of Holocaust survivors, which comprehends Holocaust in the American context, since they have assimilated the American culture. In this process, he has changed his father's Hebrew name Vadyslaw Zew Benn Spiegelman as Vladek and mother's name Andzia Zylberberg as Anja, because these names can be pronounced easily by the Americans. He has also revised the dialogues for the same purpose indicating that he has adopted himself to the culture of American society.

While rendering his ideas on *Maus*, as a response to Walter Benn Michael, Michael Rathberg explains in his article *Against Zero-sum Logic: A Response to Walter Benn Michael* on how *Maus* reflects Americanizing the Holocaust by second generation of survivors and the disjuncture between the first and second generation in understanding Holocaust. He says, "Spiegelman's *Maus* is not simply a reflection of Americanizing of the Holocaust as Michael states rather it offers a critical engagement in the form of literary text with that process of Americanization".

With Americanization, comes the commodification of an art work for the purpose of commercial success.

Commercialization is one of the post-modern social phenomena. *Maus* is commodified, one by means of serialization and another through collateral sales, as also through cheaper paper-back editions, and to some extent through the genre of expression itself, namely the Graphic Form.

The following section deals with how far the function of serialization determined the popularity of this Graphic Novel.

Serialization and Visual Images - Commercial Aspects in *Maus*

As has been highlighted, some of the post modern features like the traditional way of writing autobiography, depicting characters as anthropomorphic, the cinematic effect and its self-reflexivity and another factors like serialization of the graphic novel play an essential role in determining the popularity of this text.

Serialization

The concept of readership in the commodification process is not without the concept of serialization. A serial is by definition an ongoing narrative released in successive parts. It is a story published in a weekly or monthly installment. The serials are released in magazines, periodicals and newspapers.

According to Jennifer Hayward, a critic on serialization Serial narratives tend to share a range of elements including refusal of closure, intertwined subplots, large casts of characters (which span a range of ages and classes) interaction with current political, social or cultural issues designed toward and dependent on profit and acknowledgement of audience response (3).

Professor Nancy West in her lecture no 11 quotes Roger Hagerdon who elucidates about serialization in his article *Technology and Exploitation: The serial as a form of Narrative Presentation*. The function and the role of the serial form, Hagerdon argues, is to "cultivate a dependable audience of consumers" as a new media appear on the market. (*The Visual Dickens*).

The purpose of releasing novels as serialized version is to attract the readership. This process is a trial and error phenomenon because the author can evaluate and predict how the work is going to be received by the reaction given by the readers for that particular serialized part of the entire work and make changes accordingly. On the other hand, it can be taken as an advertisement of the product. In order to enlighten minds regarding serialization, Jennifer Hayward points out, "for producers the advantage of

serialization is that it essentially creates the demand it then feeds; the desire to find out what happens next can only be satisfied by buying, listening to or viewing the next installment”(234).

This process of serialization can be seen in the production of *Maus - A Survivor's Tale*. In the 1980s *Maus - A Survivor's Tale I* had been serialized in the magazine called *Raw*. This happened until the entire work came out. This was the first entry of *Maus* into the publishing industry in America. Once the serialized version of *Maus* was well received, he moved into the making of the novel, *Maus – A Survivor's Tale*. Thus it is the popularity amongst the readers for the serialized version which has drawn the author into the making of the novel more than the strong urge to present the Holocaust trauma.

Visual Images for Commercial purposes

Spiegelman can also be arguably said to have used visual images for commercial purposes as this accentuates the impact of reality amongst the readers. As Baudrillard points out popular media such as television, cinema and press display images “with ever increasing perfection, absolute reality: in its banality, in its veracity, in its starkness, in its tedium, and at the same time in its pretentiousness, in its pretension to be real” (194). These “images become more real than the real; cinema itself becomes more cinema than cinema” (195). Baudrillard explains:

Images ultimately have no finality and proceed by total continuity, infinitely multiplying themselves according to an irresistible epidemic process which no one today can control; our world has become truly infinite or rather exponential by means of images. It (reality) is caught up in a mad pursuit of images, in an ever greater fascination, which is only accentuated by video and digital images. We have thus come to the paradox that these images describe the equal impossibility of the real and of the imaginary. (194)

Thus, in the case of the popular cultural product known as Graphic Novel, manipulation and commodification in the form of hyper-reality, for commercial purposes, becomes inevitable.

Commercialization in *Maus* – In a Nutshell

There are various factors that inject Commercialization into *Maus* including the Popular Genre of Graphic Novel with animated effects, Serialization in Magazines, both daily and weekly, Publisher's Pressure, Pressure from Collateral Sales Agents, Reader's Demand

and Thirst for Holocaust Literature from the American Society.

This paper likes to place on record that there is a reciprocal relationship between Visual Culture and Commercialization. When *Maus* adopted the Visual Culture by way of Graphic Novel with animated effect, this served the purpose of increasing its popularity and reach and thereby Commercialization crept into it.

Serialization, by its nature, appeals to readers who are kept waiting for the next episode with a note of suspense. This increases the readership not only of the serial, but also of the magazines and newspapers. To this end, Spiegelman adopted serialization of *Maus* to cash in on the popularity of this mode of publishing.

Publishers put in all efforts to popularize the book and the author by having Television shows. In the case of *Maus*, Spiegelman is part of a television show where bodies are heaped (as they would have been in the concentration camps) to create an impact and the author is asked probing and controversial questions such as what his message is through *Maus* and how he would have represented Israeli Jews, all this with the intention of making *Maus* a commercial success.

Collateral Sales such as sale of vests and bags is one of the factors which aid Graphic Novels to be fresh in public memory and to popularize through constant visibility. As part of the narration of *Maus II*, Spiegelman himself talks of such collateral sales licensing deals to popularize and to profit from the book (49).

Consciously or sub-consciously, Art Spiegelman has subjected himself to the reader's demand in matters of the genre, the American way of depiction through anthropomorphic characters, easy recall of names and meta-narratives on what went on behind the scenes. All these factors reveal the innate materialistic attitude of the writer.

Initially, Holocaust survivors were hesitant to talk of their experiences. Later on there was a flurry of Holocaust literature and observing this demand for Holocaust literature, Art Spiegelman joined this stream with a distinct narrative mode to carve out a separate space and popularity for himself, thus commercially benefitting by it.

Thus, the popularity and commercial aspects in Holocaust representations cannot be overlooked.

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WOMEN ARE THE ULTIMATE VICTIMS OF TRADITION: BUCHI EMECHETA'S THE BRIDE PRICE

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Abstract

Women are controlled and restrained in the name of tradition and it is not confined to particular region or place. It is a phenomenon that is inherited from generation to generation. In all most all the traditions men are privileged with many amenities and women are treated as marginalized, ill-favored gender, and 'second sex'. Centuries onwards women are accorded with inferior position. Women are vulnerable to rebel against these traditions as they feel that they will become ultimate victims of the rebellious actions. The present paper is an analysis of women status in an African society permeated by class, race, and religious ideologies, as well as by patriarchal, sexual, and gender oppression. In the present novel The Bride Price Buchi Emecheta projects the protagonist as a rebellion against traditional roles, socialization and cultural expectations in order to change her position in an oppressive African world. It is identified that the clash between the inner-self and the identity imposed by society provokes the rebellious attitude in the women. The primary objective of this paper is, to examine the consequences that a woman has to face for rebelling against tradition.

Keywords: Tradition, oppressive, rebellion, inheritance, vulnerable, patriarchal, victimization, consequences, inferior, marginalized, ill-favored

Introduction

Buchi Emecheta's writings highlight women's issues and serve as a powerful and influential feminine voice on the African literary scene. As a multicultural African woman, her writings are the portrayal of the problems faced by African black women and girls. As a major voice in African women's liberation, Emecheta focuses on gender discrimination and victimization of women. According to several critics, most of the works of the novelist are packed with her own childhood experiences of marginalization because of her gender. For example, *Aku-nna's* determination to marry Chike, despite parental objection is reflected in the present novel *The Bride Price*.

The Bride Price published in 1976 as the title suggests is a novel based on the notion of the enslavement of women. It radically questions the customs and traditions that are imparted in the society. The narrative exposes African society in a naked manner which is filled with tensions, allegation and silences. The novel records the attitudes of the society such as rejection, local customs, resistance and women's bondage which are the results of traditional patriarchal ideology. It is a scenario of women predicament those who revolt against societal customs and traditions.

The story of **The Bride Price** starts with Ibo *Aku-nna* and her brother, *Nna-nndo* living in the city Lagos along with their father *Ezekiel Odia* and mother *Ma Blackie*. *Aku-nna's* exposure to the reality of societal customs and

traditions begins with the death of her father. Her uncle *Okonkwo* becomes her new father and gets all the rights over her as per the customs of her Igbo society in Ibuza. Her step-father wants to acclaim the positions of chief, begin to anticipate a large bride price for her.

The first shock to *Aku-nna* in the village is her mother's inheritance by her father's brother, according to the traditional law of "widow inheritance." Being a woman her mother, *Ma Blackie* has no option in her own affairs. She is acted upon, silenced and submissive just like her daughter. This reveals that in Igbo tradition girls and women are defenseless. Interestingly, the actual story starts with the conflict between the rebellious attitude of the protagonist and the oppressive ways of the tradition. The issue of women's control and ownership by a father figure seeds the rebellious thoughts in women. Even though *Ezekiel Odia* values his daughter for the money she brings at her marriage, in the form of 'bride price', he is not interested to marry her at an early age. He is a man of modern thoughts that he allows *Aku-nna* to attend the school. She is never shown discrimination because of her gender. *Ezekiel Odia's* affectionate relationship with his daughter sows enough confidence in her that "though she was nearing fourteen her father would not bear marrying her off early." [20]

The remarkable thing in *Ezekiel Odia's* character is that his role as a husband is different as that of a father. It is pathetic to notice in the novel the way *Ezekiel Odia*

abuses his wife because of her inability to bear more sons. "He would remind Ma Blackie that having paid this heavy 'bride price' he had the marriage sanctified by Anglicanism and what had he to show for it all...an only son!"[9] His notion is that he is unable to get a worthy product for his investment on the marriage, as his wife failed in producing many sons. This shows that women are considered as mere objects but not as humans. The commodification of women is common even under developed culture like Ibo. Thus Ma Blackie faces a daily problem of son-preference, a phenomenon encountered not only by Ma Blackie but also by many women all over the world.

Aku-nna's grief is enhanced with her natural body changes which turn her life into a living nightmare as it is an indication that she is mature enough to be married off. Uwakweh's describes Aku-nna's idea of hiding menstruation "Intent on finishing school, Aku-nna maintains secrecy about her menstruation-a symbolic act of resistance against forced and early marriage"[1998:16]. In spite of being a man Chike extends his help in maintaining the secret. Sharing the secret together makes to sprout the love between them. The novelist confirms that the protagonist is not scared to become an adult, "but she was afraid of what her people might force the future to hold for her" [104].

Okoboshi abducts Aku-nna and claims her as his wife. Men are blessed with these privileges exist in the Iboza tradition, as Emeheata says; forced marriage is sanctioned by the custom of abduction, or cutting a lock of hair from the victim. Enforced virginity and its verification at marriage appear to have been socially instituted for male ego gratification [17]

Aku-nna doesn't like the idea that any man can abduct her and claim her for his wife without her consent. As an educated woman she does not like to go against her will and aspiration. Hence Okoboshi is not accepted as her traditional husband.

In Ibo tradition women's chastity is always expected "A girl who had adventures before marriage was never respected in her new home," [84] in contrast boys who are engaged in similar indulgences are not punished, but were encouraged. Aku-nna rejects these prescribed gender roles of her society so she uses her common sense to free herself from a forced marriage with Okoboshi. Aku-nna targets his male ego and defends her chastity by telling him that she is no longer a virgin. She thus escapes from an unpleasant union with Okoboshi, by saying, "look at you, and shame on you, Okoboshi the son of Obidi!....he can manage to steal for his son's girl who has been taught what men taste like by a slave"[138]. Aku-

nna knows that her lie entails public humiliation and chastisement that will also affect her family, yet she is ready for the self-inflicted disgrace. Thus Aku-nna's shows extraordinary courage at a tender age.

Aku-nna, not only acts against societal expectations of preventing a woman from choosing her own husband, she also runs away and marries Chike who belongs to a forbidden group of people within her society-descendants of former slaves. After her marriage with Chike, she earns new connections, new growth as she is disconnected from patriarchal power. They start their new life in Ughelli, where Chike is recruited in an oil company and Aku-nna gets employment as a teacher.

Aku-nna's step-father determines to take revenge against her act of eloping with a boy of her slave descent. So he refuses to accept the generous bride price offered on her behalf by the well-off Ofufe family. This act of Aku-nna's uncle results in Aku-nna's ultimate death, according to Ifeofe. The death of the Aku-nna confirms the power behind the traditional tale, which is used for generations to instill fear in young girls who desire to rebel against their society's moral code. The concept of the tradition is explained by Akachi Ezeigbo as "the body of principles, beliefs, practices and experiences passed down from the past to the present." (1996:7) It shows that a code of morals is to be followed without demur by the community. According to Uzodima Nwala, "death, selling into slavery, banishment, ostracism, or propitiatory sacrifices, to simple apology and doing some work to appease the anger and assuage the feelings of the many wronged." (1985:8)

The women are degraded gender of the Ibo culture, so Aku-nna faces the problem of malnutrition. It is no wonder that Aku-nna becomes anemic. It is one of the reasons of Aku-nna's death. Neera Kuckreja Sohoni talks about malnutrition and gender discrimination in developing countries: "The presumed superiority of males, which determines gender biases in health care, nurturing, rearing, and the overall attention given to female well-being, allows the female less than an equal chance to grow from birth to childhood, adolescence, and adulthood (1995:66)

It is mentioned that her brother Nnando has the privilege of getting the greater share of food because of his gender and Aku-nna, as a girl is to be satisfied with the least share. She "knew that she was too insignificant to be regarded as a blessing"[9] to them. Here Simone de Beauvoir concept of 'other' has been weaved in the tradition itself.

In this gender biased society Aku-nna exhibits much courage and individuality but she "fails because she lacks the psychological and mental frame of mind to face and live upto her convictions" (Ezeigbo, 1996:21) The fear instilled in her becomes weapons of her adversary's power. Aku-nna's uncle is a destructive person and acts as a tool in the hands of notorious side of tradition. Aku-nna admits this to Chike's father: "I know my uncle does not want ever to accept the bride price. He calls me back in the wind, when I am alone...I don't want to die, Father" [163] She pleads Chike: "Please, my husband, don't let him take me! Please don't, please!" Desperately, Aku-nna tries to start a happy life with her husband but centuries of taboos and superstitious legends over whelm her: "everything about her seemed stretched to breaking point" [164] Chike is affectionate and sympathetic towards her but as a slave decedent he is also depressed. Katherine Fishburn says "doomed to social approbation and isolation because of his ancestry," (1995:91) is the root-cause of her problems

Okonkwo finally determines to kill this girl who brought disgrace to his household. He not only divorces her mother, but also makes a fetish of Aku-nna's, and it's purpose is either to kill or pull her back home.

Perhaps Chike is left to tell the sad story of Aku-nna how she is punished for opposing her community people and for violating the traditional rules. Though both are oppressed by the traditions of their society, Aku-nna faces a different and more challenging array of problems from those that Chike encounters. Though an outcast, he is safe because of his gender. Finally death is shown as an ultimate solution to the problems of the protagonist in a tradition bound society. It has disclosed the harsh reality of women development in a patriarchal society. Hence the narrator concludes the story with these words: "So it was that Chike and Aku-nna substantiated the traditional superstition

....every young girl that would continue to exist, even in the face, of every modernization, until the present day [168].

The present version, was modified and published in 1986. In this regard Emecheta herself explains that: "The original story ended with a husband and wife going home and living happily ever after, disregarding their people. But I have grown wiser since that first manuscript an outsider, a radical, someone different who found a way of living and being happy outside the group. Aku-nna was too young to do all that. She had to die [166]. At the time when Emecheta started rewriting her novel, she was

separated from her husband and through this she realizes that it is difficult for a woman to get a positive note. Emecheta's personal experience may be one of the reasons to give a tragic end to the novel. It is also apt to emphasize woman's survival in extremely patriarchal societies like Igbu. The progression of girl is always vulnerable in a gender-biased society. Thus, at the end of the novel, repentance occurs in the form of fear as the protagonist is unsuccessful and meets the death though it is able to shake off the interior colonization that is represented in the name of tradition.

Conclusion

Emecheta has used Aku-nna's story as a representation of socio-cultural traditions, taboos, myths, emotional and class distinctions in an inherently patriarchal structure to show existence of "women in the shackles of bonds". Aku-nna's life ends with death in spite of her rebellious attitude and education because traditional rubrics are imbibed in her unconscious. It is well seen that the novel is a beautiful representation of women's battle against the patriarchal and traditional issues through the character Aku-nna irrespective of defeat or victory. This novel is a testimonial of the African woman's experience, whose journey towards selfhood often ends in death. Moreover it presents that compromise with the tradition is the only avenue for smooth integration in society.

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UNCOVERING THE PURDAH: THE POETRY OF IMTIAZ DHARKER

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Abstract

Imtiaz Dharker belongs to that generation of post-independence women poets who have given a convincing assurance that Indian English Poetry matches the best anywhere. These poets include Kamla Das, Sujata Bhatt, Eunice de Souza, Mamta Kalia, Tara Patel to name a few. All these poets have broadened the thematic concerns of Indian English Poetry. They have been successful in presenting to the world how words and images- simple, suggestive and highly evocative- can recite the music of their anguish and agony. The delicacy and the tenderness that run in her silky strains awakens us to the wrongs of the daily life of women under the norms, rules and sanctions laid down by the patriarchal society for mere power and control. The present paper is an attempt to study the main concerns presented in the poetry of Imtiaz Dharker.

Keywords: patriarchy, exploitation, tradition, culture, religion.

Introduction

Indian English Fiction has made a considerable incursion into the realm of international scenario but Indian Poetry in English remains a relatively unexplored field until recently. Of late, there has been a large upsurge in the number of young poets writing poetry in English. It is a common misbelief that the contribution of Indian poets to the English poetry has no voice of its own and therefore its relevance and validity within the literary scene of the contemporary India has a doubtful and dubious authenticity. This is indicative that while the Indian English fiction has made considerable contributions into the domain of international literary evaluations, the English poetry remains unexplored.

The Indian contribution to the field of English poetry can be divided into the two different periods, namely, I) Pre Independence and II) Post Independence. The classical contributions made by the Indian poets even before the Independence are well - acclaimed by the western world. They include the poets like Aurobindo Ghosh, Toru Dutt, Rabindranath Tagore, Sarojini Naidu and the likes whereas the contributions that have been made after Independence include Nissim Ezekiel, R. Parthasarathi, A. K. Ramanujan, Keki Daruwala, Kamala Das, Jayant Mahapatra, Arvind Mehrotra, Mamata Kalia, Imtiaz Dharker to name a few. These are the handful of poets who in fact pushed forward the Indian contributions to the English poetry beyond the country's literary borders.

Imtiaz Dharker lives with the passion of an undaunted rebel- not to retreat and not to fail. Dharker (b.1954), a

poet-cum-artist, has published five books of poetry. Accompanied by an exhibition of drawings her poetry confronted the theme of suppression of women by societal forces--cultural, religious and political. Having both literal and metaphorical connotations, her poetry captures the heart of every woman as her exposure to the western world develops in her a cosmopolitan outlook, and enables her to present the woes and sufferings of women not only in Islam but throughout the world in different cultures, with a deeper sense of involvement and consciousness. The intensity and eloquence of her life and poetic accomplishment have dumbfounded the male-chauvinists and have left her female counterparts in soaring spirits not only inside the Islamic social, cultural and religious setup but also outside of it. She was one of the few poets from a Muslim background, she was raised in Scotland and broke with her Pakistani family to marry an Indian and moved to India. Bruce King, a critic describes her work as: **"..consciously feminist, consciously political, consciously that of a multiple outsider, someone who knows her own mind, rather than someone full of doubt and liberal ironies."**

The mixed heritage and itinerant lifestyle is at the heart of her writing: questioning, imagistic and richly textured poems that span geographical and cultural displacement, conflict and gender politics, while also interrogating received ideas about home, freedom and faith. Yet for all the seriousness of her themes, Dharker is a truly global poet, whose works speak plainly and with

great emotional intelligence to anyone who has ever felt a drift in the increasingly complex, multicultural and shrinking world.

Imtiaz confirms all the notions and convictions that socio-culture and socio-religious restrictions on women have robbed them of all their potentialities leaving them not only physically and mentally handicapped but also psychological wrecks as the time passes. Whatever Imtiaz has lived through, she has expressed every detail in her poetry with the courage of conviction. It has been said that her humanistic and feminist concerns with her anger, sympathy and protest give her message silently to the world, though its deafening explosion has been felt everywhere.

Imtiaz Dharker belongs to that generation of post-independence women poets who have given a convincing assurance that Indian English Poetry matches the best anywhere. These poets include Kamla Das, Sujata Bhatt, Eunice de Souza, Mamta Kalia, Tara Patel to name a few. All these poets have broadened the thematic concerns of Indian English Poetry. They have been successful in presenting to the world how words and images- simple, suggestive and highly evocative- can recite the music of their anguish and agony. The delicacy and the tenderness that run in her silky strains awakens us to the wrongs of the daily life of women under the norms, rules and sanctions laid down by the patriarchal society for mere power and control.

She reflects on the condition of women in contemporary world:

"Women are racing ahead in all kinds of fields:And yet there are women Who don't even know they have Choices.....The cases are in our newspapers. Every-day, a young girl abused within their own families.....I do see all the bright young girls and the self-confident women around me..... Ofcourse, they are shining..... and what I am saying is that I want all the others to shine too, to have the same opportunities."

Dharker's *Purdah* has been sung and celebrated age after age in poetry, films and even in common situations. With the rising spirits of Feminism and its becoming a world-wide rage, a force, purdah is seen in a new light and perspective. *Purdah* is a discreet protest and an eloquent criticism of the tradition of veil sanctioned and imposed on Muslim women. The attention of the readers is focused on the turning point in the life of a Muslim girl when she suddenly becomes conscious of her sexual growth; others are perhaps more conscious.

**"One day they said
she was old enough to learn some shame."**

And-

"Purdah is a kind of safety."

**-----
The cloth fans out against the skin
much like the earth that falls
on coffins after they put the dead men in."**

The conservative society believes that they much teach dignity, decorum and some manners to the woman because a woman in the purdah is:

**"carefully carrying what we do not own:
between the thighs, a sense of sin."**

For a society like ours purdah has been considered a form of protection against the undesirable, vulgar and vile looks of staring people. So Eunice de Souza regards, **"purdah not just as concealing garment but as a state of mind"**

Without any doubt it can be said that purdah is suppressive and deadening to the intellectual and emotional awakening and growth of women and it is equally damaging to her personality. It is a symbol of isolation and marginalization from the outside world. It is a wall between the woman and the world. And due to this alienation she lacks the first hand experience and the enlightenment this world offers to man. Her mind and memory are stuffed with impressions from other women. Her plight is really miserable and evokes sympathy:

**"Wherever she goes, she is always
itching past herself
As if she were a clod of earth,
And the roots as well....."**

Another outstanding poem of discrimination among women is *Prayer*. The scene is set outside the mosque where the poetess is denied entry. Therefore she expresses her strong resentment against man's writ which runs large here also in the house of God and it seems as if God has also yielded to man's dictate. We are told that, "The place is full of worshippers, all poor; their sandals with soles, heels and thongs forming a perfect pattern of need", are ragged and mended many times. They are thrown together in a heap:

**"like a thousand prayers
washing against the walls of God."**

They appear to be the hopeful prayers of the poor. The poetess is quiet ironical when she questions out of sheer curiosity-

"What prayers are they whispering?"

And-

"What are they whispering?"

Though no answer has been provided but the message has been conveyed in a very tactical silence, in the subtle irony of the question itself.

Purdah II is more elaborate, more dramatic and clearer in its purpose. It is a poem about many women and all merge into one. The movement of the poem can be equated with T.S.Eliot's "The Waste Land". All the women in the poem merge into one woman; one can say they all serve the same servitude-physical, psychological, social and cultural. The poem is an undaunted criticism of the way the society works against the freedom, dignity, respect, will and choice of women even in an alien land, here England. The tenet of the Islamic faith, "Allah-u-Akbar", comes as a reassurance and a comfort even there. The speaker reveals how Muslim women offer namaaz in a strange land.

A group of twenty women hear the mechanical recitation from the hustling pages of the holy Koran, without understanding a single word. This is the shallowness of the traditional education with no list of knowledge. The fifteen year old Hajji who has pink cheeks and blue eyes throws a flower slyly on the book before a girl. It was the offering of the same hand with which he has prayed at Mecca. The impact of this incident was so powerful that it brought a great physical and psychological change in the girl and she was unmindful of the punishment on the Dooms day.

**"You were scorched
long before the judgment,
by the blaze.**

Your breasts, still tiny, grew an inch."

This results in her early traditional marriage. Similar to her fate is the fate of all other girls who live and die with no will or choice of their own. They are "unwilling virgins" who had been taught to bind:

**"their brightness tightly round,
whatever they might wear,
in the purdah of the mind."**

This veil is not only a concealing garment but a purdah of the mind. And:

"They have all been sold and bought."

The harsh practices of Islamic culture against women are highlighted in "Purdah-II" through two women- Saleema and Naseem. The poet refers to the story of Saleema, who is forced to marry within her community, although she is in love with an English man but her religion doesn't allow her to marry outside her community, so she becomes a

machine- a child-producer as her religion prohibits the use of contraceptives.

"Had annual babies, then rebelled at last.

At last a sigh, behind the veil, /of life;

Found another man, became another wife."

In desperation, she takes a divorce and elopes with her lover hoping that her predicament may change but, to no avail as her condition doesn't change:

"Her neck is bowed as if she were a hood.

..... watching, as any creature

that lifts its head and sniffs the air

only to scent its own small trail of blood."

She feels guilty for her revolt and marrying again as her condition is the same after her second marriage: disgust, pain, bondage and no freedom. She learns that a man is man no matter which community he belongs. Naseem's condition is the same, who elopes with an English man, and is consequently excommunicated as her act brings shame for her family.

"the table is laden at Moharram

and you are remembered.

among the dead. No going back

The prayers said."

Ranjit Hoskote in his Review published in "The Times of India" writes,

"In "Purdah" she memorializes the betweenness of a traveler between cultures, exploring the dilemmas of negotiations, among countries, lovers, children....."

She starts her next collection *I Speak For The Devil* (2001) with this effort and dedicated it to all, "who stood up and spoke out....who are still struggling to find their feet and their voices....and who haven't yet begun." The poem is a suitable piece in which she tries to clean herself by stripping herself naked, before creating a new identity for herself. Dharker reflects herself:

"If the starting point of Purdah And Other Poems was life behind the veil, the starting point of the new book, I Speak For The Devil, is the striptease, about what happens when the self 'Squeezes past the, the easy cage of bone."

Imtiaz though her poetry has demolished the religious and cultural barriers prescribed by the patriarchal society and imposed and many a times superimposed upon women and endured by them. In her another poem *Grace* she presents an ironic contrast between the mercy of the God and the ungraciousness of those who see women, especially during her periods, as impure.

"He does not look at you.

Instead, a woman comes

with her eyes concealed.
She trails the month behind her.
We are defiled."

The Child Sings section of *Purdah* has poems about children, motherhood, being a wife, such as 'A Woman's Place':

**"If occasionally you need to scream, do it
alone but in front of a mirror
where you can see the strange shape the
mouth makes
before you wipe it off."**

The poem reveals how the wife has herself become 'another woman' from what she was after years of shopping for food in the market, counting her coins out carefully; cooking, facing her hostile mother-in-law, waiting for and dependent on her husband, being docile and being alone. The society, religion and her culture, even the people she calls her own, her blood, gave her no other option, no other possibility:

**"it was the only choice
that she had ever known."**

Dharker argues through her poetry, that sometimes it is our family that becomes a cause for oppression and suffering- often the result of masculine domination and destruction. Mothers who lack their own rights have little protection to offer their daughters from male relatives and other authoritative figures. So, mothers often mould their daughters in their own roles in patriarchal cultures. In "Choice", Dharker depicts how at first the daughter wants to escape the fate of her mother but in course of time she learns the ways and attitudes of her own mother and follows her. Dharker concludes:

**"Mother, I find you staring back at me.
When did my body agree
To wear your face? "**

It is clearly indicated that in patriarchal Islamic society, one woman is used to condition another woman. So in "The Hunted House" Dharker advises:

**"Kick the can! Kick the can
Run! But don't go near
the hunted house.
there are dead women's fingers squirming."**

Dharker raises her voice against those prescriptive rules of religion that have crushed humanity in humans. The holiness and divinity of God has been lost. There is no faith and devotion in man. Another poem "Great Glory" also exposes the hypocrisy of man and his shameful conduct. He doesn't even spare God and uses his name for all his misdeeds. Dharker reveals the humiliation of God as:

**"God was hijacked long ago,
Held hostage in empty churches,
Desecrated temples, / Broken mosques."**

Imtiaz Dharker through her magic of words brings home the point that every single institute be it religion, marriage, motherhood, love, wear a woman down into submission, into being false to herself, into mental purdah. In *Minority* in speaking of herself, she speaks for most of us:

**"I was born a foreigner.
I carried on from there
To become a foreigner everywhere
I went even in the place planted with my relatives."**

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POSITION OF WOMEN IN GITA HARIHARAN'S THE THOUSAND FACES OF NIGHT

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Abstract

Gita Hariharan's novel The Thousand Faces of Night throws light on the lives of three women and their tribulations. This paper brings out the lives of three women and their way of facing the challenges of life and also creating a new phase in the society.

Introduction

For long, women have been subjugated by patriarchal set-ups supported by traditions and religious sanctions. Right from the past till the modern times, women have been striving to liberate themselves from such cruel wickedness. Their fight for rights is being continued for a long time. Feminism is developed due to the imbalance of power equation between men and women. Women have been forced to accept the role of the 'low-grade' as to merely support men in all their endeavours. Their acceptance of such role helped men to gradually establish a strong patriarchal order. And such subjugation of women came to be viewed as the 'normal' social order. Women began to live confined within the walls home doing the domestic chores. And they were subjected to continuous oppression and discrimination. And thus gender bias was the practice both outside and inside homes. As a result, women themselves started oppressing other women embracing patriarchal injunctions.

We need to understand that a woman undergoes a lot of discomfort and agony due to the existence of patriarchal set-up and gender discrimination. This situation paved the way for the women all over the world to come in small groups to raise their voice against the suppression and subjugation. And the fundamental inequalities and restrictions imposed on women have come to be questioned fearlessly and fiercely. This rebellious voice has now become the authentic and collective voice of Feminists. We can say that a feminist may be described as a person fighting for the gender equality, irrespective his or her status of being a male or female. It is aimed at giving legal protection and more rights to women as they

are subjugated and deprived of many justice. It mainly aims at placing women in a just and equal perspectives. It engages with issues such as subjugation of women, discrimination between girls and boys, and also the status of women.

Indian writing in English by women writers can be said to be a discourse on feminism with reference to India. Feminism in India has to battle against centuries old 'customs' and 'traditions' which has drawn its strength from ancient Hindu scriptures. Hence, the Indian terrain has to face many practical complications when it comes to discourse on feminism. Still the emerging new woman has been striving hard to assert her rights as a human being. Typically the traditional Indian woman has been depicted as a symbol of sacrifice and suffering in playing the role of sister, daughter, wife and mother. She fails to have a claim on her own dreams and life. She is forced to render the never-ending saga of selfless service. A woman's life is not her life at all but only a supportive means for others' survival and to achieve their goals. In the Indian context, the religious text and mythological and literary depiction have over the ages reinforced the idea and the ideal of wife and mother who should be always self-sacrificing in the society. It is also surprising that there are instances to show women who are held in high esteem and appreciated for their attainments, and there are also equally pathetic episodes of exploitation and subjugation of women. We also hear of child marriages, ill-treatments of widows and restrictions on women's freedom and life as the observation made by Maitreyi Mukhopadhyaya can be quoted here:

It should be emphasized that the poor status of women, their oppression and exploitation, cannot be examined as an isolated problem in Indian society. Although the status of women constitutes a problem in most societies in the rigidly hierarchical and inequitable social structure which exists in India, the relative inferiority and superiority of various roles is much more clearly defined. The inequality and subordination of woman is an instrument or function of the social structure. (197)

The movement for women's rights gained strength after the Indian Independence. Many leaders like Mahatma Gandhiji, Raja Ram Mohan Roy, Periyar E.V. Ramaswamy and others wished to wipe away the subjugation of women in India. A few Indian women with the benefit of western education came forward to empower the women breaking the shackles in the name of tradition. However modern Indian woman is daring enough to register her voice against the atrocities committed against women. She has her own goals and notions of life. She wishes to support all his endeavours. She has been trapped and is forced to grow and live in certain way where she has been denied of her own wishes and dreams. The post phases of independence has given her some hope and freedom for seeking a new world with new identity. In the postcolonial scenario we find that most of the women writers deal with women characters who questioned culture and tradition which has enslaved the women. These characters because the voice of the voiceless by defying the limits rooted on women, physically and emotionally. And such characters paved way for a change which could inspire the women to break the shackles which has imprisoned her dreams and wishes. Women writers like Kamala Markandaya, Kamala Das, Anita Desai, Shashi Deshpande, Nergis Dalal, Arundhati Roy, Jhumpa Lahiri and Gita Hariharan have set free the caged Indian women into a new world where she can express her feelings and emotions with liberation. We find in these works that the modern Indian woman faces the challenges with great confidence and energy. They also equip themselves to get along with trials and tribulations of the daily life with a new concept. Hence we find that women's literature is a discourse of resistance, rebellion and re-discovery of the identity of women. The second type of feminist criticism preoccupies itself with Woman as Writer that is, as a creator of meaning done when women take upon themselves the responsibility of writing texts. This offers a new way of understanding the structure and history of society, themes and genres offered by women.

The works of Gita Hariharan have touched a deep chord in the hearts of millions across the world. Her words have strongly resonated with the feelings of women struggling for freedom at home and also in the public places. She has a great concern for the caged soul of the woman whose dreams and lives are subjected to domination by the male society. The psychological depth she has imparted in her novels help us gain insights into how women read problems, and how they respond to overcome the challenges. Her works only mirror the possible way to overcome the trials and tribulations with an excellent solution. Her women characters become the linking bridge between the novelist's consciousness and the world outside. We also notice that Gita Hariharan's characters guide the women's consciousness to face the situation bravely without giving up. She has tried to elevate her voice against the subjugation of women on breaking all the traditional taboos. In her novel, *The Thousand Faces of Night*, she struggles for the emancipation of all women from the bondage of male domination. She beautifully traces the life of three women – Sita, Mayamma and Devi. Gita Hariharan also reflects the various women and their struggles through these three main characters. She also clearly brings out the changes in women from the early past woman to a new woman through Mayamma, Sita and Devi in this novel.

Devi is the main character in the novel. Gita Hariharan has shown the patriarchal dominance in social life through the eyes of Devi. This novel centres around the struggling of women to survive in the world of shattered dreams. It is a tale of three women who are trapped between tradition and modernity, as Devi comments on the plight of Mayamma: "Mayamma had been thrown into the waters of her womanhood well before she had learnt to swim. She had learnt about lust, the potential of hidden bestial cruelty, first hand . . . she snarls and sulks. But she has no bitterness" (135-36).

Gita Hariharan has cleverly used the tales from the epics and puranas to weave the past and present for a viable future. The de-coding and re-interpretation of mythological characters give strength to the characters of her novel. She also has a strong belief that myth plays an important role in literature and in turn a deep influence on people and their lives. And in the technique Hariharan succeeds remarkably. She beautifully exploits the myths and fables to create the 'real' woman's voice. She remarkably selects Gandhari and Amba instead of Sita and Anasuya in order to bring out the injustice done on women for ages. And her women are not subversive: they

examine and protest against the injustice and suffering inflicted on them. They never hesitate to take revenge. For instance in *The Thousand Faces of Night*, one finds Devi making a resolve as follows to humiliate her husband Mahesh for making her life lifeless: "I'll do something bloody, final, a mark of protest worthy of the heroines. I grew up with. . . . You have trampled on your marital vows. I say like Ganga. For that you will be left alone, without wife or child" (75). In Devi's declaration to take revenge so that her husband Mahesh "will be left alone", we find the new woman of the character Amba, who in *The Mahabharatha* vows to kill Bhishma for playing a havoc with her life. Her women characters have a celestial connection with the characters from the ancient annals and they move forward, taking a leaf or two from the past.

In *The Thousand Faces of Night* (1992), Hariharan describes the set up of traditional South Indian Brahmin family and traces the events that take place there. Devi, the daughter of Sita, returns to India after education in USA. Devi is exasperated at the way things work through "mother's love" restricting her intentions and aspirations. She accepts her mother's wish of marrying Mahesh at India. And her world starts shrinking into a small pot-hole after marriage. Mahesh lacerates her finer emotions and feelings. Devi's talent and vivacious personality get entombed in a home that love-less Mahesh ignores and uncared Devi's words and says "Why don't I pray to be born a woman in my next birth, he teased. Then I won't have to make a living at all" (54). He also lacerates Devi's feelings by talking about other women. He talks about Tara, his colleague Ashok's wife in glowing terms as "boundless energy and this is one of the worst issues in the woman-man equation.

Devi gradually learns to pretend as any Indian wife. Her world of such forced pretensions is charmed by Gopal's music in the following passage:

The music wafts in faintly from the house beyond the high wall. First a slow teasing of notes, suggestions of melody. A note is struck, pure, a liquid circle glimmering in its completeness, and held for so long that it permeates the helplessly responsive pores of my skin. A warm glow begins to stretch its carees across my body, and the scales sway their way down a zigzag path, a curve here, a detour there, and a pattern forms itself flowing sensuously like the life-giving waters of some ancient river. (75)

While the words of Mahesh crush her spirit of joy, Gopal's music relieves her of the pains promoting a totally different orbit of ecstasy. She decides to walk out from her present world of self-annihilations to a new world of

freedom. She declares: "I will gather together fragments which pass for my life, however laughably empty and insignificant, and embark on my first real journey" (75).

Going beyond male domination notions about "chastity" and so on, Devi is a fighter for liberal causes. She shrugs off easily and nonchalantly the tame and colourless roles patriarchy conventionally bestows on women. Her determination, fighting spirit, fortitude and altruistic tendency are extremely laudable. Actually, Devi, the protagonist of *The Thousand Faces of Night* comes out as a New Woman who casts off the roles of 'wife' and 'mother' which patriarchal set-up seeks to impose on women. Her life-journey as in *The Thousand Faces of Night* is a quest of one's own identity and purpose of life. Devi's life with her husband proves to be severely painful. He curtails her freedom in many ways. He ignores her feelings and words of love and concern. He stands as an obstacle for her career advancement on attending the Sanskrit classes. Hence, Devi draws inspiration from her knowledge of characters of Indian mythology like Amba in order to tackle her husband's cruelty. The novel describes her anger in the following lines:

Humiliating Mahesh. . . . I do something bloody, final, a mark of protest worthy of the heroines I grew up with. . . . You have trampled on your marital vows. I say like Ganga. For that you will be left alone, without wife or child. I will gather together the fragments which pass for my life, however laughably empty and insignificant and embark on my first real journey. . . . (75)

Here we find Gita Hariharan effectively engages with myth and legend to seek strength to counter and overcome the tyranny of mundane, domestic life, the restrictions imposed on women by "wifehood" and "motherhood". And Devi's search for a world that will grant her a sense of identity and self-fulfillment leads her enter and explore the two worlds she experiences. Her courage is undiminished though she returns home. And she might step out to seek another world, 'sailing beyond the sunset'. It is not only the exploration of outer worlds we are talking about here. She also tries to explore the spaces within and seeks answers for questions pertaining to self, the purpose of her life and what she wants and aspires for.

The worlds of other characters in the novel Mayamma, Parvathamma and Sita are filled with disappointment and despair. Sita sacrifices her joy of music because of the patriarchal elements in her world. Later, towards the end of the novel, music has re-entry in her life. She feels as if her life is being reclaimed by music into her world. Mayamma's world itself is a gloomy one.

Her marriage with a drunkard husband as a young girl has taught her invaluable lesson of life that is to endure and just to endure. Abused by her mother-in-law, husband and later by her son, she still marches on into her sunset years, drawing strength from her own repository of myths and legends who demonstrate indomitable will. Thus we see that beneath veil of sophistication, cultural superiority and education, the worlds of three women, Devi, Sita and Mayamma have a gloomy streak. Finally we find that Devi's world to be better than that of Sita's. And Sita's world is better than Mayamma's. And such changes can be made through efforts and confidence. Women's world need not be restricted to the various roles which have been played by her for centuries. The characters of Gita Hariharan try to create a new phase of redemption through their hard struggle of survival. At this point I wish to add saying "to offer her, her love" (139). And whereas

Mayamma feels "I may have learnt how to wait, when to bend my back, when to wipe the rebellious eyes dry" (126). Gita Hariharan has taken writing as a weapon not only to make women realize their potentialities but also to create an awareness that women too are equal human resources in developing the Nation.

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THE RESPONSE OF WOMEN TO THE VIOLENCE OF PARTITION IN BAPSI SIDHWA'S ICE-CANDY MAN

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Abstract

*Bapsi Sidhwa, the creative writer, has used literature, the powerful tool, to bring changes in the societal framework. Her forceful and powerful expressions in novels demand the reconsideration of women's rights and the restructuring of social thoughts. Sidhwa voices for those women who affirm their equality and fight for social justice. Writers like Bapsi Sidhwa, Moshin Hamid, Talat Abbasi, Zulfikar Ghose and Qaisra Shahraz are significant through their way of portrayal of women in their fiction. Sidhwa's fiction regarding feminism can never be complete unless there is a reference to the feminism portrayed in the novel *The Ice-Candy Man*. This novel portrays in particular the double impact of British colonialism and the impact of partition on the lives and bodies of women through the character Ayah (Shanta). Women's bodies were twice colonized, first by the British and then by the men in the Indo-Pak subcontinent.*

Introduction

In this age of globalization it is difficult to categorize some writers. Bapsi Sidhwa is one of them. She belongs to India, Pakistan and the U.S. She is an award winning Pakistani novelist. She has five novels to her credit. Bapsi Sidhwa's novel *Cracking India/ Ice-Candy Man* depicts the historical events of partition but presents it from these perspectives – Pakistani, Parsi and feminine versions of partition. She has dealt with issues that range from history to contemporary reality. Through this novel Sidhwa makes an honest attempt to articulate the emotional, mental sufferings of the victims of partition, especially the women victims.

Partition seems to be the main thread that ties various themes in the novel. The novel explores Sidhwa's concern for the place of women in Pakistani society, human struggle for survival due to the communal riots and the sense of loss and dislocation due to partition. *Ice-Candy Man* is, so far, the only novel written by a Parsi on the theme of Partition. The novel *Man* represents a series of female characters who have survived in a disorderly time of 1947 in India that can be said to be the period of worst religious riots in the history of India. The novel portrays the violent days of India-Pakistan partition in 1947. Pallavi in Bapsi Sidhwa's *Ice-Candy Man* opines thus:

Ice-Candy-Man projects the violent and chaotic days of India-Pakistan Partition in 1947. . . . The novelist has very realistically illustrated women's plight and exploitation in the patriarchal society. Men establish their masculine

powers and hence fulfil their desires by brutally assaulting women. Men as aggressors feel elated and victorious whereas women endure the pain and humiliation of the barbarity enacted upon them. Sidhwa, as a novelist, talks of emancipation of women. Hence the novel ends on a positive note. Women strive to come out of their plight and finally move forward from their degraded and tormented state to start their lives afresh. (123)

Ice-Candy Man represents the historical violence of partition from the perspective of the eight year old polio-stricken girl child Lenny. She belongs to a Parsi family settled in Lahore. She is the child of an upper middle class Jamil. She finds her close companion in her Ayah. The novel weaves together the multiple narratives of betrayal, love, infidelity, violence, political chaos and turmoil, horrifying experiences based on Lenny as a witness to the events and conditions generated by the partition of the sub-continent. The story of the novel seems to be the actual fact which is based on the novelist Bapsi Sidhwa's childhood experiences as a witness to the events that extended forth during partition. The novel actually opens with the picture of the pre-partition days, its communal harmony and progresses towards a violently changing domestic and social space. The novel commands attention and admiration on several counts. Actually it is a bold attempt on the part of a woman writer to take up the theme which is something different from what the other women writers generally talk of – the traditional issues, the

sentimental issues and the issues of romantic involvements. Sidhwa depicts the process of sexual maturation of a young girl who lives in a country like Pakistan where the measure of freedom for women is considerably less than it exists in India.

The narrator of the novel Lenny is lame in one leg, due to an early attack of polio, who is taken care by the Ayah. The protagonist's world-view is completely determined by her limited range of movement in her house. The caretaker of Lenny, the Ayah is always surrounded by Hindu, Muslim, Sikh and the Parsee admirers. During this time the news of partition disturbs the calm, quiet life of the inhabitants of the Punjab. People turn hostile towards each other. Everyone betray each other. Even Ayah is betrayed by the ice-candy man. The Muslim goondas of Lahore single out the Hindus and Sikhs from the city. They spare nobody, not even their close friends. The Parsees try to hide the Ayah in their house when the angry Muslim mob attack Lenny's house. But then comes the ice-candy man. He talks to Lenny and deceives her saying that he would save the life of Ayah. Lenny trusts in him and points out the house where Ayah is. Thus in a way Lenny too betrays Ayah through her ignorance. The betrayed Ayah is then taken charge of by the goondas who mistreat her. After this incident Ayah is not seen by anybody. She is found to be in Kotha at the end of the novel as the wife of the ice-candy man. Her name is changed as Mumtaz. Though she lives with the ice-candy man, she is not at all happy with him. Finally she leaves the ice-candy man and goes to live with her relatives in Amritsar. Thus at the end, we find that Ayah is separated from the treacherous ice-candy man.

The whole story has been narrated by the female protagonist Lenny who relates the horrors of violence and her reactions and personal observations. The protagonist observes and analyses men's lust and degrading attention towards women, rapaciousness of male sexual desires, women's plight when reduced to the status of sexual objects. The narrator Lenny moves from one phase of her life to other, that is from childhood to adolescence. During this transformation she understands the changes that take place in the society, particularly men's attitude towards women and women's subjugation. This transformation in her life helps her to develop a mature vision towards life.

Sidhwa develops her own questions and experiences and emphasizes female body and rejects the patriarchal order. She understands that it is through the control of the female body, the patriarchal society is able to restrict women's lives and chances. Female body, particularly

female sexuality is ample in the novels *Cracking India* and *The Pakistani Bride*. Pakistani women are exploited because their bodies seem to be the site of emotional, psychological and physical conflict upon which their fate is finally decided. The novel *Ice-Candy Man* focuses on two female bodies: the disabled body of Lenny and the attractive body of Ayah. Lenny's disability has become a greater part of her identity to which she has accommodated herself. Lenny feels that she has to depend on her disability to get love, care and attention. And it is quite logical in the light of her low self-esteem.

Torn between the struggle of duty and self-fulfilment, women find their bodies to be the battle yard upon which traditional values and modernity come to friction. Lenny's relationship with Ayah increases her understanding of gendered social norms. Female sexuality is exploited by men and this is evident through Ayah. Men compete with one another to win her favour. But Ayah gives importance to the one who satisfies her psychosexual needs. Ayah very well knows that she is an object of sex for male but she manipulates her sexuality for cheap things, like brushy clothes, food, nut, etc. Through her, Lenny observes the difference between romantic love, lust and physical desire. Ayah's attractiveness becomes the object of male stare. Under the stare, she is exteriorised and eroticized. In a culture with the practise of purdah, women are said to lower their eyes in front of a man, even if the man is of the own family. They do not necessarily see the world.

Sidhwa brings forth two strongest examples of feminine power in *Ice-Candy Man*. The female figures set out in their own capacity to fix the ruined lives of countless women by setting up camps to save bereft women and children. Lenny's mother, her Godmother and Electric Aunt play their part by one means or the other. Earlier to partition, Lenny's mother played the role of a duteous wife, providing food and services to her husband every day need, rubbing his feet while he returned from work and looking through the household. Lenny's mother however starts to overthrow the patriarchal social order by saving and protecting the women and even by housing them during the events of partition. Lenny's mother ignores even the warnings of a male neighbour to her. She steps outside the role of a traditional woman and brings a change in the lives of women who have been abused and hurt.

Man's permeative dominance in all walks of life is confirmed in the novel. In the novel Sidhwa criticizes the patriarchal system of the Parsi community and the other communities. Sidhwa also depicts how social norms and

rituals do not permit women to be their own selves. Women are not permitted to be natural human beings or normal. Their natural feelings are curbed by social responsibility in the name of modesty and good demeanour. We find Khatija and Parveen showing their modesty by moving their heads and hiding their mouths under their veils. Their conduct is forced and like women in the community they are said to follow the rules laid under the values of patriarchy. They have also learnt from other women in the village that they should never laugh or smile in front of men. It is the duty of the mother to bring up her daughters under strict watchfulness and guidance. Simone de Beauvoir points out that "The girl child is often concerned in this way with motherly tasks . . . her sense of importance will help her in assuming her femininity" (24).

Lenny's mother is depicted as a distinctive example of an obliging wife in a patriarchal household. She is 'feminine' in all aspects and senses: "None, except father, can resist her touch" (*Ice-Candy Man* 64). She is a complete wife, mother and a social worker. Lenny and her Ayah stand apart concerning man-woman relationship, love and sexuality. Ayah is completely conscious of her sexuality, which she displays and manipulates for scrumpy profit in the Queen's garden. Ayah feels as a queen when surrounded by her admirers – the hotel cook, the butcher, the Pathan, the gardener, the Masseur, Sher Singh and the ice-candy man. All are united around her even the Hindus, Muslims and Sikhs. Ayah is represented as the object of every man's lust, desire and thus Lenny too becomes aware of lust, desire and sexuality through Ayah.

The novels in general show how women suffer due to communal frenzy. Her Parsi women seem to be also the object of the male violence like the women of other communities. The brutal nature of male sexuality and victimization of female sexuality is depicted through Ayah and Hamida. Both of them are raped and kidnapped during partition. The incidents of rape and violence on women in the novel *Ice-Candy Man* shows how women suffer due to communal fury. During partition violence is inflicted upon women. But in the Vedas and Puranas women's power is respected as mother figures and worshipped as Devi. Women are also seen as symbols of honour. In this novel *Ice-Candy Man* Sidhwa says that women's abuse, as sexual objects is a recurrent phenomenon. Her portrayal of Hira Mandi and ice-candy man substantiate the fact that women have always been mistreated sexually. Sidhwa also depicts a subversion of women's gendered roles in many incidents mainly through the character of Godmother. She is the person who rises above all the

male and female characters in the novel. At the end of the novel she is the one who rescues Ayah and sends her family using her influence and contacts. She appears to be a feminist in her own right. She sharply rebukes the ice-candy man through her criticism of patriarchal exploitation. "Get out of my sight, you whining haramzada!" (*Ice-Candy Man* 249).

Godmother's feminine power over ice-candy man is expressed not only by her verbal dominance, but also through her physical dominance and his corresponding physical subordination. Through her verbal and physical ascendancy over the ice-candy man, Godmother inverts traditional patriarchal power dynamics. Through her annexation of traditionally masculine power, Godmother succeeds in successfully disentangling Ayah from her marriage. Anyhow, with the closing success of Godmother over ice-candy man, the patriarchal power is overthrown. By fixing Godmother's victory at the end of the novel, Sidhwa makes a clear affirmation about the particular aspects of feminine power. When Ayah at the end expresses her desire for escape, the Godmother helps her to free from the clutches of ice-candy man. We also find that even her wish to attain freedom is realized only through Godmother.

In her female characters, Sidhwa has created a refined variety of feminine roles. She presents the women who act autonomously trying to change the lives of others as well as shaping their own self. Rather than depicting women as completely victimised, Sidhwa supplies a more refined portrayal of the different ways women influenced and are influenced through the events of partition. Unless a woman makes a conscious effort to be free from male domination or from society's limiting influences, she will be continued to be dominated by all types of cruel, brutal social prejudices. Our society seems to be a man made one. The traditional stories and epics have been written and interpreted by men. Women must be virtuous, submissive and witty to make all types of sacrifice to maintain peace and harmony at home. The novel *Ice-Candy Man* in one way becomes a feminist text in the true sense of term, victoriously trying to bring to the center stage the female characters. These female characters, on the other hand, serve as a means of consciousness rising among the female part of society. On the other hand the female characters are portrayed with great care to bring out the different realities about women's lives and their position during partition and in a patriarchal set up. The female characters in the novel are summed up to be traditional and marginal. They are at times capable of

subverting the assigned gendered roles. Hence the novel cleverly portrays women's empowerment. Sidhwa has voiced for all the oppressed, depressed and the subjugated women at all levels throughout the world.

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SIGNIFICANCE AND PRAGMATICS OF SPEECH ACT THEORY

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Introduction

Speech act as being a technical term in linguistics and the philosophy of language was made possible by certain rules for the use of linguistic elements. The theory of speech acts starts with the assumption of minimum unit of human communication and performs certain types of actions which are generally a function of the meaning of the sentence. In spite of having many opinions the concept of an illocutionary act is at the heart of the linguistic act. In connection with the Indirect speech actions, there are the concepts of 'primary' and 'secondary' illocutionary acts. The main action is an indirect action that is not done literally and the secondary illocutionary action is the direct one that uses the sentence exactly in the sense of the word. Also speech act theory has influenced varied way in the practice of literary criticism. The work of J.L. Austin's *How to do things with words*, led philosophers to pay more attention to the non-declarative language use.

Speech act is a technical term in linguistics and the philosophy of language is a rule-governed international behavior to explain the possibility of linguistic characterizations. It performs acts of making speeches, making statements, giving orders, asking questions, making promises, and so on. To put it more abstractly, these are acts that are applied and envisaged, which are made possible by certain rules for the use of linguistic elements.

It is difficult to realize speech acts on a second language level because second language learner do not know the expressions or cultural norms on the second language level, or they transfer the first language rules and contracts to the second language on the assumption that such rules are universal. The theory of speech acts starts with the assumption that the minimum unit of human communication is not a sentence or any other expression, but the performance of certain types of actions such as

making more expressions, asking questions, giving orders, explaining, apologizing, gratitude, characteristically, a speaker performs one or more of these actions by saying a sentence.

The actions performed in the expression of a sentence are generally a function of the meaning of the sentence. The meaning of a sentence does not in any case determine what an act of language is accomplished in a given expression of that phrase, because a speaker can mean more than what he actually says, but it is always possible in principle to say exactly which means any significant sentence by virtue of its meaning can be used to perform a particular linguistic act and, in principle, can be formulated in exactly one sentence.

The concept of an illocutionary act is at the heart of the concept of linguistic act. Although there are many opinions on how to define "illocutionary acts", there are certain types of acts that are generally considered to be illicit, such as someone's promise, order and leave as a heritage. According to Austin's preliminary informal description, the idea of an "illocutionary act" can be captured by emphasizing that "to say something, to do something", as when someone says "go!" Or when a minister joins two people saying, "Now I say husband and wife." An interesting type of illocutive speech act is what happens in the expression of what Austin calls performative, of which typical examples are "I name John as president," "I sentence you to ten years in prison," or "I promise to pay you" In these typical, fairly explicit, performative phrases, the action that the sentence describes (name, condemn, promise) is performed by the sentence itself.

In his essay, John Searle, more specifically, described the concept of "indirect speech act" as an indirect action of "illocutionary". However, the meanings of the linguistic

action may also be different from the intended content. A common way to perform speech actions is to use a phrase that represents the speech act and actually performs that action, but it indirectly performs another speech action. For example, "Peter, will you open the window?", Asking if you can open the Window and asking him to do it at the same time. Since demand is made indirectly, it is considered to be an indirect speech act through the execution of a problem (direct). Indirect speech acts are often used to reject proposals and make requests. For example, a speaker asked, "Do you want to have coffee with me?" He asks. And someone else replies, "I have a class." The second speaker made an indirect speech act to refuse the proposal. This is implicit because the meaning of "I have a class" does not contain any rejection. Searle, without speaking indirectly, suggests that the meaning can be derived through a cooperative process in which more than one objection can be obtained.

In connection with the Indirect Speech actions, Searle reveals the concepts of 'primary' and 'secondary' illocutionary acts. The main action is an indirect action that is not done literally. The secondary illocutionary action is the direct one that uses the sentence exactly in the sense of the word. By dividing the unexpressed action into two parts, Searle explains the meanings that can be understood in the same sense, and it enables them to understand which is the right answer. Searle, with the doctrine of indirect speech acts, wants to explain what it is and makes possible for a speaker to say something and understand it.

Speech-action theory is a pragmatic subspace that is related to the ways in which words can be used not only to present information but also to perform actions. "In the last two decades the theory of speech has become an important branch of contemporary basic linguistic theory and has revived research in philosophical and human cognitive sciences. Speakers arrive at the affirmative point of view when they represent what is happening in the world, when they commit to doing something, and when they try to get listeners to do something.

Since 1970, the speech-act theory has influenced in a visible and varied way in the practice of literary criticism. Applied to the analysis of direct speech by a character within a literary work, it provides a systematic but sometimes cumbersome framework for identifying the presuppositions, implications and effects of speech acts that competent readers and critics have always taken in account subtly. In a non-systematic way the theory of speech and deed has also been used more radically as a

model for reshaping the theory of literature in general, and especially the theory of prose narratives.

Although Searle's theory of speech acts has had enormous influence on the functional aspects of pragmatic theory, he has also received very strong criticisms. One of the most important questions that some researchers have discussed against the typology suggested by Searle (1976) refers that, the illocutionary force of a concrete verbal act cannot take the form of a phrase as Searle thought it, so Trosborg (1995) states that the sentence is a grammatical unit within the formal language system, while 'linguistic act involves a function communication. In the theory of the linguistic act, the listener has a passive role. The illocutionary force of a particular expression is determined with regard to the linguistic form of the enunciation and also the introspection on the fact that the necessary conditions of happiness are satisfied, not less in relation to the beliefs and feelings of the speaker. Interactional aspects are therefore neglected. However, conversation is not just a simple chain of independent illocutionary force, rather, linguistic acts are connected to other speech acts with a broader discursive context. Theory of speech acts, as it does not consider the function performed by the expressions in the driving conversation, is therefore insufficient in reporting what actually happens in the conversation

In Speech act theory, the term illocutionary act refers to the use of a sentence to express an attitude with a certain function or "force", called the illocutionary force, which differs from the locutionary acts as they bring a certain urgency and appeal to the meaning and direction of the speaker. Although illocutionary acts are commonly made explicit by the use of performative verbs as a "promise" or "request", they can often be vague as in someone who says "I will be there", in which the public cannot ascertain whether the speaker has done a promise or not.

Moreover, as Daniel R. Boisvert observes in "Expressiveness, Non-Declarative and Conditional Successful Semantics" that sentences can be used to warn, congratulate, complain, predict, command, apologize, investigate, explain, describe, request, gamble, marry and update, to list only some specific types of illocutional acts.

The terms illocutionary act and illocutionary force were introduced by British language philosopher John Austin in 1962: "How to do things with words." The actions can be direct or indirect, quantifying how effective they are to convey the message of the speaker to the intended

message. Etsuko Oishi wrote in "Excuses" that "the importance of the speaker's intention in carrying out an illocutionary act is indisputable, but in communication the expression becomes an illocutionary act only if the listener accepts the utterance as such" Oishi means that although the act of the speaker is always an illocutionary, the listener can choose not to interpret that interpretation and therefore redefine the cognitive configuration of his shared external world. In linguistics, a speech act is an expression that is defined in terms of an intention of the speaker and its effect on a listener. In essence, it is the actions that the speaker hopes to cause in his audience. They are requests, warnings, promises, apologies, greetings or any number of statements. As you might imagine, speech acts are an important part of communication.

A illocutionary operations can be subdivided into common families of speech acts. These define the presumed intention of the speaker. Austin argues his arguments for the five most common classes, such as Verdictives, who present a finding, exercises, that illustrate power or influence, commissives, which consists of promising or committed to doing something, Behavitives, rules of conduct, which have to do with social behavior and to offer attitudes such as apologies and congratulations and Expositives, which explain how our language interacts with itself.

David Crystal also argues for these categories in the Dictionary of Linguistics. He says that "several categories of talks have been proposed" including "directives (speakers try to get their listeners to do something like begging, command, request) commissives (speakers commit to a future action, for eg, promising, guaranteeing), forms of expression (speakers express their feelings, eg, apology, invitation, sympathy), statements (the speaker's speech creates a new external situation, eg. to marry, to resign)".

"A locutionary act has to do with the simple action of a speech, which says something, that is, the act of producing meaningful linguistic expression. It consists of three characters, they are a phonic act to produce a pronunciation inscription, a phatic act to compose a particular linguistic expression in a particular language and a legal action of contextualization of the wording. The first of these three is about the physical act of producing a particular sequence of vocal sounds (in the case of a spoken language), also called a phonetic action or a set of written symbols (in the case of a written language). The second refers to the action of building a well-formed string of sounds and / or symbols, whether it is a word, sentence

or discourse on particular. These two subjects are grouped by American philosopher John Searle as executive act. The third sub-act is responsible for tasks such as assignment of reference, resolution of deixis and disambiguating pronunciation inscription. This is referred to as a proposition by Searle.

Perlocutionary speech act is done by saying something. For example, if someone shouts 'fire' and by that action, people leave a building which they consider to be on fire, they have performed the perlocutionary act that convince other people to leave the building. In another example, if a jury prosecutor declares "guilty" in a courtroom where an accused person is sitting, the illegal act of declaring a person committed a crime has become under taken. The accused would be convinced that they should be taken from the courtroom in a prison cell. In the event of the accident, parental acts are actions associated with the accidental act may be differentiated from the illocutionary act. "

The work of J.L. Austin, especially his *How to do things with words*, led philosophers to pay more attention to the non-declarative language use. The terminology he introduced, in particular the terms "locutionary act", "illocutionary act" and perlocutionary act, had an important role in what would be called as "investigation of speech actions." Of all these three actions, especially "illocutionary action" is commonly classified as "speech actions".

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IMPACT OF GENDER, AGE, EDUCATION AND EXPERIENCE ON THE TRAINING AND DEVELOPMENT, AND PERFORMANCE – AN EMPIRICAL STUDY

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Abstract

Employees are vigorous that they are vary in their own perceptions and attitudes. The perception towards training and development and the impact of training on the employees' performance are also contrasted. The current study is intended to explore the impact of gender, age, education and experience on training and development, and performance of the sales managers in Life Insurance Corporations. There are 260 structured questionnaires have been issued among the respondents and 248 are got back resulting in 95 per cent as response rate, in that 235 responses which duly completed are included for further analysis. All the analyses are done using SPSS computer software programme and the method of analysis used are descriptive analysis, Independent-Samples T-Test, ANOVA Analysis. The study found that gender made a significant differences on the perception of training and development, but not on the performance. Age and education have made significant differences on both training and development, and performance. But the study has no evidence to say the experience has a significant differences on training and performances. The findings of the study suggested that insurance corporation should plan their training programs based on the requirements of the sales managers appropriately.

Keywords: Training and development, Performance, Life Insurance.

Introduction

The human resource acts as a dynamic force behind the success of any business. Everyone is acknowledged that every business organization hang on its human resources for its effective functioning and sustaining competitive advantage. Hence managing and retaining human resources is one of the critical reason of the survival of business, and for this reason an overwhelming importance is given to Human Resource Management (HRM). In the prevailing scenarios, employee training and their development have outmost importance for the sake of improving the productivity, which leads towards outperforming the competitors. Employee training is deliberated as the planned step towards enabling employees to acquire job- related knowledge including attitudes and skills (Dennis and Griffin, 2005). The resource based view theory supported that any training designed for the organization is based on the creation of values and enhancing the capabilities for continued organization performance (Barney, 1991). Training is one of the imperative means through an employee can develop his skills and knowledge necessary to perform the job and it is the key component of HRD for sustained development of human resources. According to Edwin Flippo, Training is the act of increasing the skills of an employee for doing a particular job. Training is the composed strategy by which individuals learn information and Improve ability for a positive reason.

Insurance companies in India are the major service industries, engaging a huge amount of work force, which pays significant contribution to the economic development of the country. Insurance industry sector is experiencing a transformation in the context of increasing competition, advancement in technology and severe viability norms. It has become imperious for an industry to make use of the abilities of all of its employees to tackle the future challenges. In this way, the insurance companies have not only to create a sense of belongingness but also help the industry in performing better than expected. In the tough insurance scenario, insurance companies have introduced various HRD measures and particularly the strategy in giving training to its sales managers and insurance agents.

Employees are vigorous that they are vary in their own perceptions and attitudes. The perception towards training and development and the impact of training on the employees' performance are also contrasted. Thus studying about the employees' demographic profile is needed to understand their insights towards training and development, and employees' performance. The current study is intended to explore the impact of gender, age, education and experience on training and development, and performance of the sales managers in Life Insurance Corporations.

Literature review

Training and Development

Training is referred to the act of imparting basic skills to the new employees that they need to accomplish their works. Decenzo & Robbins (1996) defined training as the process of changing the individuals' skills, knowledge, attitudes and behaviour. Ngirwa (2009) is also defined the training as a learning process in which employee acquire knowledge, skills, experience and attitudes that they required in order to perform their job better and further for the attainments of the organizational goals. Barrington & Simpson (2002) stated the objectives of training as to improve the efficiency of the worker, reduce supervision required, introduce a new process, enhances the opportunities for internal promotion as specific skills, behaviour and communication, enhances the efficiency of the worker, decrease the chances of accidents, provided training for unskilled workers to make them more valuable to the firm and hence more productive. Training should be established and operated within the organization by appreciating learning theories and approaches if the training is to be well understood (Armstrong, 2006).

Development is an ongoing process the makes the employees to progress from the present state to a future state in where the skills, knowledge and competencies are highly needed (Armstrong, 2006). According to Harrison (2000) development is a learning experience of any kind whereby groups or individuals require skills, behaviour, knowledge and values, it has to do with long-term development and potential of the individual and it is more career than job oriented. Employee development supports the individual to improve their ability to handle a diversity of projects, enables act at all levels in the current job, assistances to sustain good performance of the employee throughout their career, exploring their full potential to provide the opportunities for the staff to fulfill their career aspiration, to align availability of needed number of personnel with the required skills so as to meet the present and anticipated future needs of the organization. Both training and development ensures the gaining of knowledge, skills and technical know-how. Training and development not only meant for improving job skills but it also needs to realize the organization goals (Sims, 2002). In detail training is focused on the doing the present job while development engages to prepare the employees for future.

Employees' performance

Performance refers to how the worker is able to effectively manage and present their tasks to reflect their quality and quality service preferred by their organization (Olaniyan & Lucas, 2008). This implies how employees are able to effectively and actively administer their task and assignments and also how they present their assignment to reflect the good service and quality desired by their organizations. Training act as a spur to get knowledge, improve the skills and increase the positives attitude towards the work of the employees. The study conducted by Alao (2010) study strongly found the relationship between employee productivity and training via improving their performance. On the other hand the study observed the lower attempts to conducting training often will result the chances of employees' attrition in the current organization. However, job satisfaction and loyalty of the employees are increased by proper training and decreases the chances of employees' turnover. (Niazi, 2011).

Training & Development and Employees' Performance

There is a direct association between employee training development and employees' performance. It is further that if the employee would be highly trained or highly developed, the employee would be highly satisfied with the job, more committed to the job and the employee performance would also be improved (Ugbomhe, Nosakhare & Egwu, 2016). It is obvious that when employees' performance increases, it will enhance the organizational effectiveness (Champathes, 2006). Therefore training and development is the key to improve the organization success through increasing the performance of the employees. It is further noted that the poor or improper training lead to a mismatch between what the employees are and what the organizations expect to improve the effectiveness (Sahinidis & Bouris, 2002). In the human resource management literature several studies are ensure the positive correlation between the training and development and the increase of employee performance (Flynn et al., 1995; Partlow, 1996; Ginsberg, 1997; Thomas N. Garavan, 1997).

Objectives of the study

- The present empirical study has been carried out the following objectives.
- To find the perception of Sales managers on training and development, performance.

- To test the influence of demographic variables on the perception towards training and development, employees' performance.

Hypothesis

Based on the review of the literature the study develop the followinghypothesis.

- H01:** *There is no significant differences of gender on training and development, and employees' performance.*
- H02:** *There is no significant differences of age on training and development, and employees' performance*
- H03:** *There is no significant differences of education on training and development, and employees' performance.*
- H04:** *There is no significant differences of experience on experience and development, employees' performance, and employees' engagement.*

Research Methodology

The study is primarily descriptive in nature. Both primary and secondary data are used for the study. Primary data is collected through questionnaires and secondary data is collected from research articles, journals, surveys, IRDA reports, books, dissertations and internet. The population of this study is the sales managers of Life Insurance Companies in Tuticorin District involving all the hierarchy from both public sector and private sector life insurance companies. By collecting information from various insurance companies, it is estimated that over all 600 sales managers are working in the life insurance companies in the study area. The study followed the formula which was defined by the research division of the National Education Association for determining sample size (Krejcie& Morgan, 1960). Based on that formula the appropriate sample size for this population is 234. Stratified random sampling method was adopted to select samples for this study. The insurance companies were divided into two strata like private and public sectors. These two strata are further divided into branches of each company. To ensure the representation of each sample of the population, the respondents were randomly selected from different branches of various insurance companies. There are 260 structured questionnaires have been issued among the respondents and 248 are got back resulting in 95 per cent as response rate, in that 235 responses which duly completed are included for further analysis. The

remaining responses have been rejected due to the incomplete of the parameters.

All the analyses are done using SPSS computer software programme and the method of analysis used are descriptive analysis, Independent-Samples T-Test, andANOVA Analysis. In the study, scale reliability was evaluated using Cronbach's alpha (coefficient alpha) coefficient. Nunally (1978) recommends an alpha value of 0.7 is acceptable for exploratory research. In summary, the reliability coefficients for the constructs employed in the study exceed the minimum threshold value of 0.7 which ensured the adequate internal consistency of the scale.

Data Analysis

Demographic and job profile of the respondents

According to the age of the respondents half of them are between the ages of 36 years to 45 years and it is noted that the young employees below the age of 25 years is only 4.3%.It is found that majority of the employees are male and only 11.1 per cent are female. Out of the total respondents, 83 per cent are graduates only 13.6 per cent are post graduates. In that maximum are married and only 10.6 per cent of them are unmarried. Out of the total 196 respondents, about 83 percent, are working more than 8 hours per day and only 16.6 per cent are working in 8 hours per day. It is found that the employees are putting more effort to sign in marketing their insurance products and services. About the experience 49.8 per cent of the employees have 5 to 10 years work experience, 39.6 per cent of the respondents have more than 10 years of work experience and only 10.6 per cent of them have less than 5 years of work experience. Among the respondents 74.6% of them are attended and 25.1% are not attending staff training programs provided by their insurance companies.

Perception of the employees' on Training and development

In this variable the items are used to measure the opinions of the insurance sales managers measured in five point liker scale.

Table 1 Descriptive Statistics – Perception on Training and Development

Perception on Training and Development	Mean	SD
I think the training program designed based on the requirements of the job.	3.91	0.817
The type of training I have taken applicable for the job after the training.	3.94	0.847

I know the objective of the training programme.	4.02	0.806
The training increases my motivation to do the job.	3.60	0.883
Training improves my skills and knowledge.	3.84	0.760
The training leads to be satisfy with my job.	4.08	0.781
The method of training used by the organization is effective	3.77	0.910
I have enough training that enables me to do my job as required.	4.14	0.860
The expenditure for employee training is enough.	3.82	0.954
I am satisfied with the overall aspect of the training programs in the organization.	3.99	0.852
Over all	3.91	0.674

It is known that the total mean value of perception of employees towards training and development is 3.91, and the standard deviation is 0.674. The values are demonstrating that the respondents' over all perception towards the training and development is high. Among the items, they had enough training that enabled them to do their job as required (4.14), training led them to job satisfaction (4.08), they knew the objectives of the training programs provided by their company (4.02), they satisfied with the overall aspects of the training programs (3.99), the applicability of the training (3.94), the agreed training programs are designed based on the requirement of the job (3.91), training improves their skills, knowledge, attitude change, and add more capability (3.84), enough expenditure on the training programs (3.82), effective training methods (3.77) and the training increased their motivation (3.6) in the organization.

Perception on Training Improves Employees' Performance

Employees' asked to respond their opinions towards the perception on training and development improving employees' performance.

Table 2. Descriptive Statistics – Perception on Employees' Performance

Perception on Employees' Performance	Mean	Std. Deviation
In my opinion training helps me to increase productivity	4.09	0.936
The training I received helped me to enhance high quality of service	3.96	0.980

The training provided by my organization helped me to improve the work	4.08	0.849
I feel the training enables me to improves attitude change and new capability	3.92	0.940
I have a good relationship with my supervisor and the training reduces lateness, absenteeism	3.69	0.879
The training provided helped me to eliminates obsolesce in skills	3.49	1.006
In my opinion training helps me to reduction in errors	2.78	1.094
In my opinion training helped me to reduce frequency of supervision	3.23	1.244
In my opinion training helps me to reduction in turnover	3.23	1.224
I feel a string sense of belonging to this organization and the training helps me to improve my motivation to work	4.02	0.806
I am confident that the training brings strong team work so as it helped my organization training increase work efficiency	4.05	0.807
I feel the training provided helped my organization to ensure its success with client satisfaction.	3.36	0.979
Over all	3.67	0.659

It is found that respondents are highly agreed that training helped them to increase their productivity (4.09), training helped them to improve the work (4.08), training brings work efficiency through team work (4.05) and it improves sense of belonging and motivation to work (4.02). They further agreed that trainings enhanced high quality of service (3.96), improved attitude and capability change (3.92), it ensured good relationship with supervisors and reduced lateness and absenteeism (3.69), training helped to eliminate obsolesce of skills (3.49), it enhanced the client satisfaction (3.36), and trainings reduced frequency of supervision and employees' turnover (3.23). But the respondents shown disagreement against the statement of training reduce errors with the mean value of 2.78. In over all the total mean value of perception of employees towards training and development increase the employees' performance is 3.67, and the standard deviation is 0.659. The values are evidenced that the

respondents' are agreed that the training and development increasing their performance.

Influence of Demographic Profile on Training and Development, Employees' Performance

The demographic details of the insurance sales managers are vital in determining their intention on training and development, and performance. Therefore the relationship between demographic characters of sales managers and their perception on training and development, and employees' performance. The personal profile namely gender, age, education, and experience are used for the analysis. In this context Independent samples t-test and one way ANOVA are used to find out the significant difference in the independent variables – training and development, and performance with reference to the demographic variables.

Gender on Training and development, and employees' performance

The different perception of male and female towards the training and development and performance in insurance companies are estimated through the following independent samples t-test table.

H01: *There is no significant differences of gender on training and development, and employees' performance.*

Table 3. Results of Independent Samples t-test

	Gender	N	Mean	SD	t	df	Sig.
Training & development	Male	209	3.87	0.693	-2.464	233	0.014
	Female	26	4.21	0.392			
Performance	Male	209	3.68	0.662	1.168	233	0.244
	Female	26	3.52	0.636			

From the table it is noted that perception on training and development ($t = -2.464$, $p = 0.014$) is statistically significant at 5 per cent level. Therefore, it can be concluded that the null hypothesis is rejected and there is significant difference of gender on the perception of training and development. But regarding impact of gender on performance ($t = 1.168$, $p = 0.224$) is statistically insignificant at 5 per cent level. Therefore, it can be established that the null hypothesis is accepted and there is no significant difference of gender on the perception of improving employees' performance by training and development.

Significant Differences of age on Training and development, and employees' performance

The different perception of age group of the respondents on the training and development, and employees' performance are estimated by framing the

following hypothesis and it is tested through the one way ANOVA.

H02: *There is no significant differences of age on training and development, and employees' performance*

Table 4. Results of ANOVA

	Age	N	Mean	SD	F	Sig
Training & Development	Less than 25 years	10	4.49	0.335	2.745	0.044
	26 years to 35 years	42	3.91	0.593		
	36 years to 45 years	122	3.90	0.554		
	Above 45 years	61	3.84	0.916		
Performance	Less than 25 years	10	3.96	0.323	6.319	0.000
	26 years to 35 years	42	4.01	0.347		
	36 years to 45 years	122	3.55	0.726		
	Above 45 years	61	3.61	0.639		

From that table the age group of less than 25 years (Mean = 4.49) are shown high level of opinion on the training and development programs than the other age groups. The difference is ($F=2.745$, $p= 0.044$) statistically significant at 5 per cent level. Therefore, it can be concluded that the null hypothesis is rejected and there are significant differences of age on the perception towards training and development. It is further understood that the age group between 26 years to 35 years (Mean = 4.01) are shown high level of opinion on the training and development programs are improving their performance than the other age groups. It is ($F=6.319$, $p=0.000$) highly significant at 1 per cent level of significance. Hence it is concluded that the null hypothesis is rejected and there are differences of age groups on the opinion of training and development improves employees' performance.

Education on Training and development, and employees' performance

The different perception of education groups of the sales managers on the training and development, and employees' performance are assessed by defining the following hypothesis and it is tested through the one way ANOVA.

H03: *There is no significant differences of education on training and development, and employees' performance.*

Table 5. Results of ANOVA

	Education	N	Mean	SD	F	Sig
Training & Development	Graduates	195	3.86	0.723	3.292	0.039
	Post Graduates	32	4.29	0.246		
	Others	8	4.14	0.229		
Performance	Graduates	195	3.61	0.670	3.979	0.020
	Post Graduates	32	3.88	0.587		
	Others	8	4.08	0.318		

From table education group of post graduates (Mean =4.29) are agreed high level of opinion on the training and development programs. This difference ($F=3.292$, $p=0.039$) is statistically significant at 5 per cent level by the education. Therefore, it can be concluded that the null hypothesis is rejected and there are significant differences of age on the perception towards training and development. Regarding the impact of education on performance the graduates (Mean = 3.61) are shown low level opinion on the training and development programs are increasing employees' performance, since they are majority among the respondents. It is clearly found that perception of the respondents on training improves the employees' performance ($F=3.979$, $p=0.020$) is statistically significant at 5 per cent level. Therefore it is concluded that the null hypothesis is rejected and there are differences of education groups on the opinion of training and development increases employees' performance.

Experience on Training and development, and employees' performance

The different perception of experience of the respondents on the training and development, and employees' performance are tested by the following hypothesis.

H04: *There is no significant differences of experience on experience and development, employees' performance, and employees' engagement.*

Table 5. Results of ANOVA

	Experience	N	Mean	SD	F	Sig
Training & Development	Less than 5 years	25	4.18	0.489	2.298	0.103
	5 to 10 years	117	3.89	0.659		
	More than 10 years	93	3.86	0.725		
Performance	Less than 5 years	25	3.57	0.785	1.708	0.184
	5 to 10 years	117	3.75	0.586		
	More than 10 years	93	3.59	0.705		

From the table the employees who have less than 25 years as experience (Mean = 4.18) are shown high level of opinion on the training and development programs than the other groups of experience. It ($F=2.298$, $p=0.103$) is statistically insignificant at 5 per cent level. Therefore, it can be concluded that the null hypothesis is accepted and there are no significant differences of experience on the perception towards training and development. About the impact of experience on employees' performance, the experience group between 5 to 10 years (Mean = 3.75) are shown high level of opinion on the training and development programs are improving employees' performance than the other age groups. This difference is ($F=1.708$, $p=0.184$) statistically not significant at 5 per cent level. Hence it is concluded that the null hypothesis is accepted and there are no differences made by the experience on the opinion of training and development improves employees' performance.

Discussions and Conclusion

On the whole the study provided valid empirical evidences and gave a clear idea about the perception of the employees towards the training and performance. Followed by the influence of demographics on the perceptions of the employees. The study strongly revealed that the total mean value of perception of employees towards training and development is high. They had enough training that enabled them to do their job as required and those training programs led them have job satisfaction. They are highly agreed that training helped them to increase their productivity, work efficiency and it improves sense of belonging and motivation to work. They further agreed that trainings enhanced high quality of service, improved attitude and capability change and reduced lateness and absenteeism. But they have shown disagreement against the statement of training reduce errors. It is found that the respondents' are agreed that the training and development increasing their performance.

Female employees having high significant perception than male employees about the training and development. Regarding performance male employees having high perception than female employees about the impact of training and development on the improvement of employees' performance, but this differences are not statistically significant. The employees less than 25 years are shown high level of opinion on the training and development programs than the older age groups. Age group between 26 years to 35 years are shown high level of opinion on the training and development programs are

improving their performance than the other age groups. Regarding education, post graduates are agreed high level of opinion on the training and development programs. Graduate employees, who all are more in the present study, are low level opinion on the training and development programs are increasing employees' performance. Regarding the work experience employees who have less than 25 years are shown high level of opinion on the training and development programs than the other groups of experience, but those differences are found to be insignificant. Experience group between 5 to 10 years are shown high level of opinion on the training and development programs are improving employees' performance than the other age groups, but it is does not make any significant. From the findings of the present study it is known that the insurance companies are becoming more cautious on the need of training programs to sale their products through the sales managers. It is further advantages to know the impact of demographics like gender, age, level of education and years of experience on the perception of training and development, and performance. It is clear from the study is the sales managers are very positive towards the training and development provided by their insurance companies, since there are some demographical significant differences.

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CONSUMER PERCEPTION TOWARDS POINT OF PURCHASE OF AAVIN BRAND WITH SPECIAL REFERENCE TO MADURAI DISTRICT COOPERATIVE MILK UNION

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Abstract

In order to assess the Consumer Perception towards Point of Purchase of Aavin Brand with Special reference to Madurai District Cooperative Milk Union a surveillance study was conducted. The prime reason for consumer preference of Aavin brand is "Good quality" followed by "Correct quantity and Maintenance of quality". "Dependable Advertisement" fetch the least rank. The relationship between the consumer preference and monthly expenses on milk indicated a significant response on the variables viz., reasonable price(x1) correct weight(x2) convenient sales point(x3) good quality(x5) convenient packing(x6). The variables viz., Adequate quality(x4) maintenance of quality(x7) purchase policy(x8) dependable advertisement(x9) and product information(x10) did not influence and showed non-significant. It can be concluded from the study, that the consumers change their attitude frequently on the basis of new trend and fashion and availability of Good quality product.

Keywords: Dairying, Milk, Customer, Perception, Point of sale

Introduction

Indians are predominantly vegetarians. Where, milk and milk products occupy a significant place in the people's diet. Indians have knowledge on usage and consumption of milk and allied products over number of decades and play a pivotal role in the development of our economy. India has the world largest cattle population with best breeds of cattle and buffaloes. The India's dairy sector yields an annual production of 120 million metric tonnes which is the largest in the world. The Point of Purchase of any product plays a vital role in the sales of the product. Customer buys the products based on the convenience, ambience and service provided by the point of purchase.

The consumer is the one who pays to consume goods and services produced. As such, consumers play a vital role in the economic system of a nation. Consumer behavior is the behavior that consumers display in searching for, purchasing, using, evaluating and disposing of products and services that they expect will satisfy consumer needs and wants. (Schiffman.G and Kanuk) (2008)

A marketing concept that encompasses a customer's impression, awareness and/or consciousness about a company or its offerings. Customer perception is typically affected by advertising, reviews, public relations, social

media, personal experiences and other channels. (Marketing Management Philip Kotler –Millennium edition).

Point of Purchase

A point of purchase (POP) is a place where sales are made on a macro-level, a point of purchase may be a mall, market or city. On a micro-level, retailers consider a point of purchase to be the area surrounding the counter where customers pay. It is also known as "point of sale." (www.investopedia.com)

Literature Review

Several studies have confirmed that using merchandising techniques in the store can stimulate sales of a product (Chevalier, 1975; Wilkinson et al., 1982; and Mouchoux, 1991; Narasimhan et al., 1996; Inman et al., 2009; Bezawada et al., 2009).

This Phenomenon is perfectly logical from the perspective of consumer behavior. For example, The Integrated Theory of Consumer behavior by Sheth (1983). Distinguished a previous planning that includes the selection of stores and a later phase focused on behavior at the point of sale. This last phase shows that consumers

may change initially planned purchases or deciding new purchases during their visit and that's stimulus at the store can influence these changes significantly (CricqandBrueI,1975;Díez DeCastroetal.,2006).

Its Importance increases if it is taken into account the proportion of unplanned purchases tend to be increasing (Bezawadaetal., 2009;Inmanetal.,2009;Bell etal., 2011).

These Merchandising techniques influence the early stages of the formation of the choice of purchase: exhibition, knowledge and perception (Evan etal.,2006;Amstrong andKotler,2007), obtaining a higher probability that the product was taken into consideration, evaluated and finally acquired. In fact, they can influence remembering a forgotten need, awakening an unknown need or managing the impulsive purchase (Inman etal., 2009).This effect is boosted because consumers tend to assume that the product which is supported by a merchandising action includes some promotion or price advantage; this fact can be interpreted as a clear example of Learning Theory or Conditioned Reflex by Pavlov (1927). The stimulus at the point of sale can be different types(Cricq and BrueI, 1975; Wilkinson et al., 1982; Buttle, 1984;Cooper et al., 1996; Díez-De Castro et al., 2006). This factimplies the need to analyze separately the role each one plays in the response on consumer purchase. In particular, it is interesting to analyze separately and comparatively the role of two types of special presentation of products at the point of sale: in end of aisle and island in the main aisles.Most of previous research has interpreted them as a singlestimulus type (display). However, they have different characteristics (Samson and Little, 1988; Díez-De Castro et al.,2006; Varley, 2006)

Statement of Problem

Most of the consumers of packaged milk in India comprise of population in urban areas. Most of them are literate and it is assumed that they have knowledge about what ingredients are added, how the milk is processed and packaged along with the possible hazards of packaged milk consumption. But still it is commonly perceived that majority of them purchase packaged milk because of non-availability of loose milk and because package milk is convenient for purchase. Moreover the customers also prefer the brand of milk by seeing the ambience and convenience Point of purchase This study attempts to find out the actual perception of consumer towards Point of Purchaseof Aavin milk and factors affecting the purchase of Aavin milk.

Objective of Study

- To analyze the major factors influencing the perception of customers about Point of purchase
- To find out the effect of relationship between customer perception on Point of Purchase and Milk Purchase in Madurai District.

Materials and Methods

Methods of Data Collection

Among the Consumers of Aavin products Madurai District Milk producers Cooperative Union Limited 120 samples were selected for the study. The samples, were taken from the five zones viz., Annanagar, Bibikulam, Central, Arapalayam and Palanganatham which covers all types of consumers from rural area to Urban mixed class society and labour area around Madurai city. A fraction of the population is being investigated in all the five zonal areas of Madurai district,. In order to give equal representation of sample units to all zones, a sample of 24 customers were chosen as respondents from each zone in Madurai. The sampling method was Non-probability sampling under which Convenience sampling technique were used.

Methods of Data Collection

Primary data and Secondary data

Primary data was collected through a pre tested interview schedule and the data were collected through personal Interview method among the consumers .of MDCMPU. Secondary data were collected from various sources related to MDCMPU such as records, journals, books, internet etc.

Tools used for Data analysis

The collected data were coded, tabulated, classified and further categorized for systematic statistical analysis. The statistical tools like mean score ranking and multiple regression were used for analysis of data. The results were interpreted accordingly.

Mean score ranking

The Mean rank of a score is the percentage of scores in its frequency distribution that are equal to or lower than it. The mathematical formula is $\frac{c_{\ell} + 0.5 f_i}{N} \times 100$

where c_{ℓ} is the count of all scores less than the score of interest, f_i is the frequency of the score of interest, and N is the number of examinees in the sample. If the distribution is normally distributed, the percentile rank can be inferred from the standard score. (Research Methodology by Krishnaswamy and Appaayyer Pearson Publication)

Multiple Linear Regression

Multiple linear regression attempts to model the relationship between two or more explanatory variables and a response variable by fitting a linear equation to observed data. Every value of the independent variable x is associated with a value of the dependent variable y . (The population regression line for p explanatory variables x_1, x_2, \dots, x_p is defined to be

$\mu_y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \dots + \beta_p x_p$. This line describes how the mean response μ_y changes with the explanatory variables. (Statistical Methods for the Social Sciences by Alan Agresti 2014 5th edition)

Analysis and Interpretation

The result of analysis and interpretation of empirical data based on the Interview Schedule given to 120 respondents from various age grouped people of Madurai district, Tamilnadu.

Analysis and Interpretation

The result of analysis and interpretation of empirical data based on the questionnaire given to 120 respondents from various age grouped people of Madurai district, Tamilnadu.

Table I Perception on Point of Purchase

S.No	Particulars	Mean score	Ranking
1	Wide range of products are available	1.67	X
2	Located Nearer to residence	3.13	VII a.
3	Good/Friendly salesmanship	4.06	IV b.
4	Good environment/ ambience inside the store	2.98	VIII
5	Availability of door delivery facility	3.37	VI
6	There is scope for required quantity	4.40	II
7	Deliver right items to the right locations	4.77	I
8	Product availability throughout the day	2.80	IX
9	Availability of required quantity	3.85	V
10	Increased customer care	4.22	III

Among these points "Deliver right items to the right locations", "There is scope for required quantity, Increased

customer care are the three major prime important reasons attributed towards point of purchase. "Wide range of products are available" fetch least result

Table II Multiple regression analysis between perceptions on Point of Purchase with monthly expenses on milk purchase by the consumers.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.947 ^a	.897	.887	.20559

Predictors: (Constant), Customer care, Wide range of products, Right item to right location, Product availability throughout the day, Scope of right quantity, Nearer to residence, Door delivery facility, Good Environment/ Ambience, Required quantity, Good/ Friendly salesmanship

Dependent Variable: monthly expenses on milk purchase by the consumers.

Inference:

From the model summary table the R value of 0.897 implies that the model have good prediction. R^2 value of 0.805 implies that 80.5 percent variation on depend variable (milk sales turnover). When independent variables changes. The adjusted R^2 value of 0.779 confirmed the interpretation

Table III Anova^a

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	40.056	10	4.006	94.766	.000 ^b
	Residual	4.607	109	.042		
	Total	44.663	119			

Dependent Variable: Monthly expenses on milk purchase by the consumers.

Predictors: (Constant), Customer care, Wide range of products, Right item to right location, Product availability throughout the day, Scope of right quantity, Nearer to residence, Door delivery facility, Good Environment/ Ambience, Required quantity, Good/ Friendly salesmanship

Inference

The F -ratio in the above annova table has been used to test the fitness of the overall regression model. The table value indicated that the independent variables are significantly predicting dependent variable $F(9,68) = 31.224$ and therefore model is very good fit.

Table IV The effect between perceptions on Point of Purchase with monthly expenses on milk purchase by the consumers

S.No	Perception on Point of Purchase	Regression Coefficients	Standard Error	T value	Significance
	Milk purchase (Constant)	-.462	.545	.848	.398
X1.	Wide range of products are available	.185	.072	2.547*	.012
X2.	Located Nearer to residence	-.029	.080	-.363	.717
X3.	Good/Friendly salesmanship	-.193	.072	-2.686**	.008
X4.	Good environment/ ambience inside the store	.072	.076	.944	.347
X5.	Availability of door delivery facility	.246	.061	4.071**	.000
X6.	There is scope for required quantity	-.052	.054	-.968	.335
X7.	Deliver right items to the right locations	.247	.148	1.661	.100
X8.	Product availability throughout the day	.605	.060	10.017**	.000
X9.	Availability of required Quantity	-.178	.074	-2.409*	.018
X10.	Increased customer care	-.017	.075	-.221	.825

N=120

*. Regression is significant at the 0.05 level (2-tailed).

**. Regression is significant at the 0.01 level (2-tailed).

Equation: $(Y = -0.462 + 0.18X1 - 0.03X2 - 0.19X3 + 0.07X4 + 0.25X5 - 0.05X6 + 0.25X7 + 0.60X8 - 0.18X9 - 0.02X10)$

Conclusion

From the above table it is evident that the variables viz., wide range of products(x1) good/friendly salesmanship(x3) door delivery facility(x5) product availability throughout the day(x8) required quantity(x9) have a close association with monthly expenses on milk purchase by the consumers. The variables viz., located near residence(x2) scope for required quantity(x6) and delivered at right time(x7) and increased customer care(x10) found to have non significant. Generally, the consumers change their attitude frequently on the basis of new trend and fashion and availability of Good quality product. Today's Customer even look at the ambience of the selling point and the service provided by them so Aavin should concentrate on improving the ambience of Point of sale and cleanliness of the point of sale like those of private players and provide more service as said in the result.

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PUBLIC EXPENDITURE

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Abstract

Public expenditure is the expenditure incurred by public authorities- central, state and local governments either for the satisfaction of collective needs of the citizen or for promoting their economic and social welfare. In the twentieth century the development of the functions of the State in social matters, e.g. in education, public health and in commercial and industrial undertakings, such as railways, irrigation and similar projects have increased public expenditure in a large degree. The importance of public expenditure has also increased because of its nature and volume and effects on the economic life of a country in various ways.

Keywords: Public Expenditure - Canon- Classification - Significance - Effects - Growth development - Inflation - Depression.

Scope of Public expenditure

Adam Smith in "The Wealth of Nations", pointed out that "The Sovereign has only three duties to attend to: first, the duty of protecting the society from the violence and invasion of other independent societies; secondly, the duty of protecting, as far as possible, every member of it, or the duty of establishing an exact administration of justice; and thirdly, the duty of erecting and maintaining certain public works and certain public institutions which it can never be for the interest of any individual or small number of individuals, to erect and maintain, the profit could never repay the expense to any individual or small number of individuals, though it may frequently do much more that repay it to a great society".¹

Even though there were controversial ideas regarding the public expenditure, Adolph Wagner, a German economist of the latter part of the nineteenth century, presented his famous "law of the increase of State Activities". The economic needs of the people, to an increasing extend and in a more satisfactory fashion, are satisfied by the Central and local governments".²

Prof.R.A. Musgrave, a twentieth century economist advocated public expenditure since a Government is forced to do many activities such as: (1) Activities to secure a reallocation of resources, (2) Redistributive Activities, (3) Stabilising Activities, and (4) commercial activities.

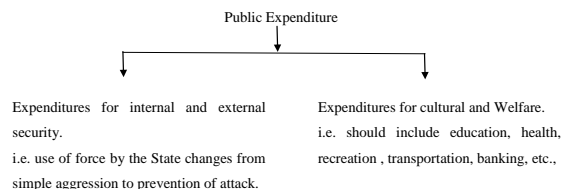
Reasons for the Growth of Public Expenditure

1. Increase in the activities of the State.
2. Industrial development.
3. Social Security Measure.
4. Nationalisation of Industries and Trade.

5. Development of Agriculture.
6. Rising Trend of Prices.
7. Problems of Defence.
8. Urbanisation.
9. Change in Attitude towards Government.
10. Economic Development.
11. Growth and Social Justice.

Wagner's Views on Public Expenditure

A number of early economists discussed the relationship between the level of development & public expenditure. However, Wagner was the first to buttress such remark with an extensive theoretical foundation.



Engles some years before Wagner enunciated this famous law that the income elasticity for food declined with a rise in incomes. Wagner went a step further and argued that income elasticity for government services is greater than unity. It means that the public expenditure will increase more rapidly than the increase in income of the people.

Role or objectives of Public Expenditure

Traditional objectives of public expenditure are, Increase in income and employment.

- a) Better distribution of income.
- b) Proper allocation of resources into socially desirable channels.

Prof. Musgrave assigned Four Function to the public expenditure in matured or developed economics, namely:

1. Activities to secure a re-allocation of resources.
2. Redistribution activities.
3. Stabilising activities.
4. Commercial activities.

Guidelines for Public Expenditure

Prof. Alfred G. Buchler made an attempt to state some of the guidelines for public expenditure to be followed by public authorities in practical life³

1. Public expenditure should promote the welfare of society.
2. Careful judgment should be exercised and the electorate to ensure that the expenditures on each public service exceed the costs and that the fund utilized by Governments will be more conducive to social welfare.
3. The services, which will best promote the social welfare should be undertaken first and those which will least promote the social welfare should be undertake at last.

Canons of Public Expenditure

Prof. Shirras has also given some canons of public expenditure, which are as follows⁴:

1. The Canon of benefit.
2. Canon of economy.
3. Canon of sanction.
4. Canon of Surplus.
5. Canon of elasticity.
6. Canon of equitable distribution.
7. Canon of productivity⁵

Various Classifications

1. Classification on the Basis of Benefit

Cohn and Plehn have classified the public expenditure on the basis of benefit into four classes:

- a. Public expenditure benefitting the entire community- defence, general administration, education, etc.
- b. Public expenditure benefitting certain people. e.g.:- Poor relief.
- c. Public expenditure benefitting certain people and the entire community as well.
- a. e.g.:- the administration of justice.
- d. Expenditure that benefits particular groups. e.g.:- subsidy granted to particular industry.

2. Nicholson's Classification

F.S. Nicholson classified public expenditure on the basis of revenue obtained by the state in return for the services which it rendered.

- a. Expenditure without direct return of revenue.
- b. Expenditure without direct return, but with indirect benefit to revenue.
- c. Expenditure with partial direct return.
- d. Expenditure with full return or even profit.

3. Adam Smith's Classification

Prof. Adam Smith classified public expenditure according to the functions of Government in the following main groups:

- a. Protective functions. i.e. defence, police, courts.
- b. Commercial Functions. i.e. bounties, industrial exhibition.
- c. Development Functions. i.e. education, roads & railways, public recreation, collection of social statistics.

4. Mill's Classification

J.S. Mill classified public expenditure into 2 classes, i.e. optional and obligatory or necessary.

5. Roscher's Classification

Roscher classified public expenditure into Necessary expenditure- which the state has to incur and which cannot be postponed.

- a. Useful expenditure - which is desirable, which can be postponed.
- b. Superfluous expenditure - which the state may or may not incur.

6. Shirra's Classification

G. Findlay Shirras classified public expenditure into 2 main classes as,

- a. Primary expenditure. e.g.:- defence, law and order and payment of debts.
- b. Secondary expenditure. e.g.:- social expenditure, education, public health, poor relief, unemployment insurance, famine relief, etc.⁶

7. Dalton's Classification

Dalton classified public expenditure into 2 categories. 'Grants and purchase price'. "Payments by a public authority to any of its employees by way of salaries and wages, or to contractors, whom it employs, are purchase

prices. On the other hand, payment of old age social insurance, are grants.”⁷

8. Pigou's Classification

Professor Pigou also classified public expenditure and said that “expenditure of money by Government authorities may conveniently be separated under 2 heads, expenditure that purchases current services or productive resources for the use of these authorities and expenditures on existing property rights to private persons.”⁸

9. Mehta's Classification

Prof.J.K.Mehta classified public expenditure into 2 categories- constant expenditure and variable expenditure. Expenditure on defence is a clear example of constant expenditure and expenditure on postal service is an example of variable expenditure”.⁹

10. Economic Classification

Government disbursements are placed under two heads- Revenue and Capital Accounts. The expenditure of the Government of India is classified into 2 main categories- Revenue expenditure and Capital expenditure.¹⁰

11. Plan and non-plan expenditure

The government of India expenditure is also classified as Plan and Non-Plan expenditure. Plan expenditure comprises current developmental outlays as well as investment outlays, while non-plan expenditure is that expenditure for which the Government is supposed to do or committed to do or obliged to do. It includes all expenditures of the Government which are not included in the plan. It includes both developmental and non-developmental expenditure.

Significance of Public Expenditure

The significance of public expenditure arises from the fact that those services are provided by the Governments which might not otherwise be provided or which could not be provided by in significant amount by private expenditure. Today the Wagner's law of increasing public expenditure - both extensively and intensively - is considered universally true. Every public expenditure is considered desirable when it is not wasteful, but has a positive effect upon production and distribution, and thus, maximizes economic and social welfare of the country as a whole.

Effects of Public Expenditure

Direct and Indirect effects

Public expenditure can affect the production of the country in two ways- directly and indirectly. In India expenditure on Railways and irrigation, etc., is directly productive. Expenditure on general administration, Post and Telegraph, roads, etc., is indirectly productive.

While analysing the effects of public expenditure, Dalton very correctly said that “Just as taxation, other things being equal, should reduce production as little as possible so the public expenditure should increase it as much as possible.”

A. Effect of Public Expenditure on Production

1. Ability to work, save and invest.
2. Willingness to work, save and invest.
3. Diversion of economic resources.

B. Effect of Public Expenditure on distribution

If most of the public expenditure is incurred for the welfare of the rich people, it will result in enlarging the inequalities of income in the country. On the contrary, if most of the public expenditure is incurred for the welfare of the poor people, it will result in bringing about a more equitable distribution of incomes and wealth in the community.

Effects of Progressive, Proportional and Regressive Expenditure

Dalton pointed out that just like taxation, public expenditure can also be regressive, proportional or progressive. “A grant is regressive, if the smaller the recipients income, the smaller the proportional addition made by the grant; progressive if the smaller the recipient's income, the larger the proportionate addition; if whatever the size of the recipients income the proportionate addition is the same”.

Cash grants and free or cheap goods and services are various forms of progressive expenditure.

C. Effects of Public Expenditure on economic stability

Effects of public expenditure in depression

In the depression situation, the Government should employ workers on public work projects and the main objective is to increase the level of aggregate effective demand and employment, and thus can help to maintain economic stability.

Effects of public expenditure in inflation

Inflation is a condition when investment exceeds savings. Public expenditure should be incurred on those projects which may raise the productive capacity of the economy rapidly; such expenditure may be on minor irrigation projects, better quality of seeds, manure, etc., in the field of agriculture. In the field of industries public expenditure may be incurred in providing facilities for the establishment of new industries and for the expansion of the existing ones.

D. Effects of Public Expenditure on economic development and growth

Economic development refers to the problems of underdeveloped countries and economic growth to those of advanced countries. The role of public expenditure for economic development and growth is also mentioned here in brief.

- a. To increase the volume and level of employment.
- b. To encourage investment and production.
- c. To undertake heavy industries.
- d. Loans, grants, subsidies, tax concessions and exemptions to stimulate private initiative.
- e. Infra-structural facilities.

Conclusion

Obviously, more and more public expenditure should be directed towards productive and development purpose. It is more true for underdeveloped countries, "a vast expansion of public expenditure is needed to increase the output of social and public services and amenities for community consumption". However, it is important to note that the success of public expenditure policies lies in the fact that their cost of administration should be kept at the minimum level.

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A STUDY ON SERVICE QUALITY OF EMPLOYEES IN BANKING INDUSTRY: AN EMPIRICAL STUDY IN MADURAI DISTRICT

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Introduction

Banking is not just a business of money but a business of information. The change in the global business environment has led banks to rationalize their products and services and examine the role of KM in competitiveness improvement. Managing knowledge is as important to banking industry as it is for any other kind of organization. Indeed, the last open frontier for banks to create competitive advantage may reside in their ability to leverage knowledge. Supporting this notion, Craig Kaylor of the Hampden Savings Bank, claims that banks do not sell goods only, but services and more specifically knowledge. Knowledge sharing initiatives should aim at creating an environment that promotes several cultural factors, including professional autonomy, cohesiveness and communication structure. Banks should emphasize the creation of a work context characterized by high levels of organizational citizenship. In this way, mutual social relationships can be cultivated, and knowledge sharing intentions will be increased. Second, the establishment of a knowledge sharing system should promote the workplace communication and knowledge sharing, especially in geographically dispersed organizations from the technological viewpoint.

Review of Literature

Santosh and Rao (2013) found that the banks are sound in implementing knowledge transfer and sharing whereas they are very weak in KM systems, knowledge-based marketing and establishment KM officers at the banks. Rosamaini et al., (2013) revealed that active KM approaches implementation and CRM performance in banking institutions are at medium extent and also at high level respectively. There is a significant positive relationship between active KM approaches and innovative

CRM performance. Muhamadul et al., (2014) stated that the knowledge management is not a solitary activity instead it is a strategic one that involves close association with the strategic plans of the organisation to enable knowledge activities to add to profitability and strategic advantage. The knowledge management involves knowledge creation, sharing, storage and dissemination in which it develops a comprehensive knowledge community culture in the firm of daily practices. Yasin et al., (2014) found that the infrastructure capabilities and process capabilities have a significant positive impact on organisational consequences. But the above said two variables are executed through knowledge sharing have a significant higher impact on organizational consequences than the direct effect. Urszula et al., (2014) found that the implementation of KM results in rural development, competitiveness and innovativeness of the area; and the sustainable development in local area.

Objectives of the study

To study the service quality among the employees of Banks in Madurai district.

Methodology

Totally 572 employees has been chosen for the purpose of the study. For this study, the researcher used a well-structured questionnaire to collect the data from the respondents. The questionnaire includes variables related to service quality. The researcher used t-test analysis to identify the view on variables in service quality of employees in banking industry. IBM SPSS 21 version was used for statistical purpose.

Service Quality of the Employees in Banks

The service quality of the employees in banks is included as one of the consequences the implementation of KM practices in banks. The service quality of the employees in banks have been measured with the help of fourteen variables. The respondents are asked to rate the variables at five per cent scale. The mean score of each in service quality at private and public sector banks have been computed along with its 't' statistics.

Table 1
Variables in Service Quality of Employees

S.No.	Variables in service quality of employees	Mean score in banks		't' statistics
		PRSBs	PUSBs	
1.	Knowledgeable employees	3.6088	3.8414	-0.4491
2.	Delivery of reliable services	3.7886	3.1774	2.6173*
3.	Error free services	3.6997	3.1088	2.5991*
4.	Right at first time itself	3.7996	3.2545	2.5504*
5.	Empathized services	3.9098	3.4173	2.5173*
6.	Understand the customers needs	3.9173	3.3444	2.6099*
7.	Keep up the promised service	3.6673	3.0414	2.7144*
8.	Delivery of personalized service	3.8942	3.2979	2.6117*
9.	Immediate response on customers request	3.8182	3.3084	2.5699*
10.	Willingness to help customers	3.7708	3.1789	2.6996*
11.	Assured the promised services	3.5991	3.7344	-0.4989
12.	Estimation of customers needs	3.8099	3.2676	2.6769*
13.	Supply of reliable information	3.6388	3.7788	-0.2067
14.	Dedication to services	3.8084	3.3041	2.5996*

The highly existing variable in service quality of the employees at private sector banks are 'understand the customers' needs and emphasized case of public sector banks, these are 'knowledge employees and 'supply of reliable information' since their mean score are 3.8414 and 3.7788 respectively. Regarding the view on variables in service quality, the significant difference among the private and public sector banks have been noticed in the case of eleven out of fourteen variables since their respective 't' statistics are significant at five per cent level.

Conclusion

The present study concludes that the service quality of the private and public sector banks. Hence, the banking authorities are advised to increase the knowledge management practices at their banks in order to enrich their banks performance.

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ANALYSIS OF NUTRITION AND REPRODUCTIVE HEALTH STATUS OF TRIBAL WOMEN IN KANCHEEPURAM DISTRICT

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Abstract

Indian tribal are a heterogeneous group; most of them remain at the lowest stratum of the society due to various factors like geographical and cultural isolation, low levels of literacy, primitive occupations, and extreme levels of poverty. The issues of women's health in general and reproductive health in particular were the neglected areas in the health care. Reproductive health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity, in all matters relating to the reproductive system and to its functions and process. With this backdrop this paper brought to focus by a case study of nutrition and health status of Irular tribal women in two villages of Kancheepuram district. A total of 60 tribal women were interviewed using pretested interview schedule. Nutritional statuses of 60 tribal women were assessed by diet- survey, anthropometry and, Diet- survey carried out by the 24 hours recall method and reproductive health. A majority of them had health and nutrition problems such as anemia, malnutrition, vitamin deficiency. This study also analyse the awareness on health and nutrition and is brought to light. The findings revealed that majority of tribal women are under nourished, and young tribal women in pre-pregnancy state would not have optimum level status therefore there is a need to provide nutrition supplements, create awareness on nutrition supplements and nutritional educational programme to the irular tribal women.

Keywords: Nutrition, Tribal Women, Reproductive Health Status, Body Mass Index, Anemia, Malnutrition.

Introduction

Nutrition is one of the main environmental issues responsible for the maintenance of health and physical fitness. Rural women constitute an overwhelming majority of women in developing countries. The rural tribal female population is 394.11 lacks in India , 1.84 lacks in Tamilnadu and 0.14 lacks in Kancheepuram district (Rural Development Statistics - (2009-10) and Census, 2011). Women are doing major and multiple roles in a family such as mothers, housekeepers and also participation in family revenue as wage earners, agricultural procedures, nutrition providers etc. women are playing the important role in the acquisition of food including preparation, storage and distribution. Anyhow they are affected by malnutrition and form a group highly vulnerable to morbidity and mortality due to under nutrition. All society peoples are suffered in malnutrition, the lack of nutrition are commonly affected to women from their infant and continue their entire life. (Chatterjee – 1990 ; Desai, 994). The working efficiency and family welfare are strongly affected by women health problem due to short time rest than men and degradation of environmental also increasing women's workload (Mariamma and Janet, 2000). The household level is very important role to understand the nutritional patterns of women and assess if their nutritional requirement are met. The data must be collected periodically it will help to

agricultural strategies to bridge the gap could be planed (Chittemma Rao, 1993). The rural women don't have sufficient in nutrition and healthcare due to several factors, particularly in socio economic status. According to smaller scale studies the young girls and women are strongly affected by micronutrient deficiencies and anemia. The main reason such as poor nutrition, poor quality of food, etc., from this we can understand that they are suffer by macronutrient deficiency cum micronutrient deficiency. (Kanani and Poojara, 2000; Baby,2000). The nutrition transition in low income countries is being recognized as an emerging crisis due to changing health profiles. While the problem of under nutrition is not mitigated to a large extent, it coexists along with over nutrition in countries such as India. Chronic diseases are becoming major contributors of death and disability adjusted life years.

The anemia affected the women several ways including increased of maternal morbidity and lowered physical activity, strongly affected in mental concentration and productivity. The women work capacity reducing and weakness body increasing by mild anemia. Due to malnutrition the iron deficiency anemia is mostly detrimental effects on the health of women and may be the reason for maternal mortality and prenatal mortality. Anemic affection initially finds out will help to avoid

complication in delivery period and improve child development. In Tamil Nadu 57% of women have some degree of anemia i.e. 37% of women are mildly anemic, 16% are moderately anemic and 4% are severely anemic. The older women prevalence of anemia is slightly lesser than younger women less than age 25. The rural women having little higher (59%) than urban women (52%). Due to the mortality pattern and related malnutrition for children and pregnant women, the government is requested to launching of nutrition intervention programmes.

An Overview of women's Reproductive Health Status:

Generally developed countries having very less maternal mortality than developing countries for example, India is one of the developing country having Maternal Mortality Ratio decline in MMR estimates in 2011-12 over 2007-09, for India: 212 from 254 a fall about 16% (India, Sample Registration system 2011) whereas developed countries have achieved low as 10. Developing countries having 9 out of 10 maternal deaths particularly India shares one fourth of death in worldwide. The socio-economic, nutritional and maternal health care in the communities are generally measured by the MMR drop from 212 deaths per 100,000 live births in 2007-09 to 178 in 2010-12, India is after the target of 103 deaths per live births to be achieved by 2015 under the United Nations-mandated Millennium Development Goals (MDGs). The following states are having high level MMR, Rajasthan, Madhya Pradesh, Jharkhand, Orissa, Uttar Pradesh and Bihar. Females are more affected by illness than male because the nutritional status of young girls and women is less than male and less awareness to receive medical treatment before illness. Generally the cautions for women nutrition status are less unequal access to food, heavy work demands, and deprivation of special nutritional needs. Due to the lack of nutrition females are affected by illness particularly in anemia. The women especially poor women are suffering by illness in cycle period by child manner and hard physical labour. It's strongly noticed that in India this century is unfair to women ratio and favorable to male's ratio.

Objectives

1. To study the socio-demographic characteristics of the respondent.
2. To identify the reproductive health problems of the reproductive women.
3. To assess the nutrition status using anthropometry, and dietary pattern of the reproductive rural women.

Review of Literature

In the article by **Ramanakumar, (2004)** focused that the disease burden among rural India Women as made, The disease burden of rural India women was reviewed by Utilization the data from the survey of causes of Death (Rural) Annual Reports of Registrar General of India Supplemented with National family health survey (NFHS-II). The review indicated that bronchitis and asthma were the leading causes of death of rural women will primates marriage and hart attach was second and third respectively. Most of the maternal death wren connected in the age group 20-21 and bleeding was the main case. Rate of suicide burn and anemia, diminished with age ,it conclude that though women wide health plans have succeeded in reducing the family of women's diseases to a certain extent, there was however, a great need for improved and activate area- specific health program to achieve the decide goals.

Subarna Roy (2014) reviewed that the south Indian state of Karnataka, one part of several kingdom and princely status of repute in the Deccan peninsula, is rich in its historic, and anthropological heritage. The state is the home to 42,48,987 tribal people, of whom 50,870 belong to the primitive group. there are as many as 50 different tribal notified by the Government of India, living in Karnataka, of which 14 tribes including two primitive ones, are primarily natives of this state. Extreme poverty and neglect over generation have life them in poor state of health and nutrition. It is however, interesting to note that most of these tribes who had been original native of the forests of the Western Ghats have been privy to an enormous of knowledge about various medicinal plants and their use in traditional medicine and these practice have been the subject matter of various scientific studies. this article is an attempt to list and map the various tribes of the status of Karnataka.

Udaya Lakshmi, et. al. (2014), found that the nutritional status of sixty women, who were either marginal farmers or landless agricultural workers were assessed by diet survey, anthropometry and estimation of haemoglobin levels. Diet survey carried out by the 24 hour recall method revealed adequate intake of calories and protein but low intake of micro-nutrients. While intake of vitamin C and the B vitamins were poor, iron and vitamin A were grossly deficient in the diet. Anthropometry showed heights and weights close to the mean height and weight values of Indian women. Body mass index was 22.5, indicating the absence of chronic energy malnutrition. Screening for haemoglobin levels showed that on the whole 93.4% of the

women suffered from anaemia. However, micro malnutrition or "Hidden hunger" was very common with all micro nutrients especially iron, vitamin A, vitamin C and some extent the B-complex vitamins being grossly deficient.

Mega Mittal, (2013) The study was undertaken to assess the nutritional status, dietary intake and morbidity patterns among 100 non- pregnant & Non- Lactating rural women of reproductive age group of 18-40, in the village Bashapur, Gurgaon, Haryana state. The mean BMI of the women was found to be 21.12 (3.7) kg/m with 25% of them being underweight and 16% being overweight or obese. The overall quality of food and nutrient intake was poor as the intake of all food groups (except fats, sugars and milk and milk products) was found to be much lower than their RDAs. The mean energy and protein intake was found to be 983.60 (+309.6) kcal and 27.33(8.2)g, reproductively which met only 50% of the nutrient requirements. Similarly, the intake of micronutrients was also found to be inadequate particularly of iron and folic acid which met only 37.8% and 11% of the RDAs respectively. Dietary deficiencies were also present in NPNL women of Badshahpur reflecting their effects in the signs like pale conjunctiva, menstrual problems and pregnancy complications, etc. As is seen above, more than 50% of women are anemic and more than 36% are severely underweight, study intent to make an effort to investigate the nutritional status, dietary intake and the morbidity pattern among rural women.

Methodology

Selection of study area

The present study was carried out in two villages among the tribal hamlets of Manamathy and Thandarai, Thiruporur Block in Kancheepuram district. All the two villages' hamlets have similar socio-demographic backgrounds. These hamlets tribal communities belong to the Irular community.

Sample design

The sample consisted of 60 females belonging to the age groups between 15-49. All the women in the two villages were taken as the sample and sampling method was used.

Tools of data collection

The main tools used for data collection was a qualitative and quantitative methods. It was constructed after reviewing the past researches on women conducted in India with the tribal's covering the various nutrition and reproductive health aspects.

Material and methods

In this study, quantitative research design was adopted, because of availability and feasibility of the samples. Based on the problem statement and objectives of the study, investigative approach was used for this study. The purpose of investigative study is to observe and explore the reproductive health problems exist in the tribal area of Kancheepuram. Here the investigator identifies, explore and evaluate the nutrition and reproductive health problems among reproductive age group women with the help of structured questionnaire related to nutrition and reproductive health problems. The study was carried out in Manamathy and Thandarai Village, Thiruporur Block, Kancheepuram District, Tamil Nadu state South India as per the feasibility of the researchers and the availability of the sample. The subjects were 60 tribal women (15-49 years of age group). All the two villages have similar socio-demographic backgrounds, anthropometry and Diet-survey carried out by the 24 hours recall method and reproductive health status of tribal women. These village tribal communities belong to the Irular community.

Body Mass Index (BMI)

Body mass index was calculated using height weight data and women were classified into different degrees of nutritional status using the cutoff levels suggested for Asian women (IOTF/WHO, 2000).

BMI was calculated using the formula

$$BMI = \frac{HEIGHT}{WEIGHT (M)^2}$$

The subjects were categorized into four groups based on BMI according to WHO Asian pacific standers as

< 18.5 kg/m ²	-	chronic energy deficiency or under weight
18.5-22.99 Kg/m ²	-	Normal
23-24.99 Kg/m ²	-	Over weight
>25 Kg/m ²	-	Obese

Dietary data

A diet survey as the part of nutritional assessment was conducted and the nutrient intake of the subjects were assessed for 24 hours following using the food recall method. The serving sizes were described in house hold measures or as number of pieces to find out the intake of various food items in different meals of day. Nutrient percentage of adequacy was also assessed by using a formula. $\frac{\text{Nutrient intake}}{RDA} \times 100$

Results and Discussion

General information of the subject was shown in Table 1. The sample consisted of reproductive tribal women (n=60). Out of this total number 61.6% were between the age group of 15-30 years, and 38.4% between 30-49. A majority of the respondents were Hindu 93.4% and the remaining Christians 6.6%.

Occupational Status

Out of the total 60 respondent, 46.7 percent are daily wages (coolie), 41.7 percent are private sector employees and remaining 1.6 percent of the women were housewives taking care of the children.

Economic Status

Although economic status is a very relative term but for the purpose of the present study income of the respondents, women most of them were working and had income. Out of the total 60 respondent, 81.7% percent have income of Rs. 2000-5000 as per month and the remaining 18.3% percent have income of Rs.5000-7000 as per month.

Table 1 Socio- Economic Characteristics of Sample Rural Women

	No.of respondents	Manamathy village	Percentage	Thandarai village	%
Religion Group					
Hindu	56	29	96.7	27	90.0
Christian	4	1	3.3	3	10.0
Muslim	0	0	0.0	0	0.0
Total	60	30	100.0	30	100.0
Age Group					
15-30	37	19	63.3	18	60.0
30-49	23	11	36.7	12	40.0
Total	60	30	100.0	30	100.0
Education Group					
Illiterate	39	21	70.0	18	60.0
Primary Education	18	7	23.3	11	36.7
Secondary Education	3	2	6.7	1	3.3
Degree	0	0	0.0	0	0.0
Diploma	0	0	0.0	0	0.0
Total	60	30	100.0	30	100.0
Occupation Group					
Housewife	7	4	13.3	3	10.0
Government employees	0	0	0.0	0	0.0
Private sector	15	11	36.7	14	46.7
Daily wages(coolie)	38	15	50.0	13	43.3
Total	60	30	100.0	30	100.0
Income Group					
2000-5000	39	23	76.7	26	86.7
5000-7000	21	7	23.3	16	53.3
7000+Above	0	0	0.0	0	0.0
Total	60	30	100.0	30	100.0

Source: Primary data

The most of the tribal women don't have any knowledge about Balance diet particularly some people don't have breakfast at the morning. The rural women don't meet sufficient calories even the pregnancy and lactating period. The food intake of subjects, their RDA and the percent adequacy of the diet in relation to each food item was given in Table 2. The data indicates that the milk & milk product consumption was more than the RDA that is 176 adequacy. Similarly the cereals requirement was met up to 135 adequacies and the usage of pulses was up to 42 adequacy of requirement. There was a deficiency in the consumption of Green vegetable products, other vegetable as well as fruits by about 50%. However fat consumption was lowest, being even less than half of the requirement 20%. Among Green leafy vegetable, fruits, pulses, was very less in terms of poor micronutrient intake of the subjects.

Table 2 Foods intake of subjects per day

Food group	RDA	Actual intake (Kcal/day)	Adequacy
Cereals	330	195	135
Pulses	75	33	42
Green leafy vegetables	100	42	48
Other vegetable	200	145	55
Fruits	100	36	64
Milk & Milk products	300	124	176
Fat & Oils	25	20	5

Source: Primary data

The normal BMI of the details were 23 (38.4%) normal, 11 (18.3%) were above normal, 5 (8.3%) were overweight, 21 (35%) below normal (Table 3). The BMI of the details was 22.49 i.e. above normal. 8.3 percentage of the respondents has chronic energy deficiency or under weight.

Table 3 BMI of the details

Sl.No	Range	No.of women	Percentage
1	Normal (18.5-22.99)	23	38.4
2	Above Normal (>25)	11	18.3
3	Over weight (23-24.99)	5	8.3
4	Below normal (<18.5)	21	35

Source: Primary data

Reproductive Health

The health awareness of reproductive health is very strong less among the rural tribal women. According with most of the tribal women assuming that "Each and every women having the reproductive health issue such as irregular periods, prolong period, menstrual pain, sixteen

women who have vaginal discharge problem. Because no need to worry and take any further treatment for this ". Due to the tribal women lack of awareness about reproductive health issue, most of the respondents had reproductive health problems, the most common being menstrual problems such as irregular periods 44%, over bleeding 16%, menstrual time having vomiting and nausea 26%, remaining Inter-menstrual bleeding 4% at the same time 90% of the tribal women having awareness about HIV.

Suggestion

1. Should be conduct women health related program including nutrition defiance at least yearly once.
2. The Village health women (nurses) must be conduct awareness classes at every six month for every village.
3. NGO's can request to conduct nutritional and reproductive women health class for each and every month such as they conduct regular schools in tribal areas.
4. The new generation mostly attracted by Television mega serials particularly the women so the good and quality advertisement can telecast between the serials.

Conclusion

This study on the nutrition and reproductive health status of tribal women in Kancheepuram district showed that both energy and protein intake were sufficiently high to maintain a good body mass index. It is clear that these women face problems regarding the accessibility and availability of food. Inconvenient public transport facilities available ever three an hours. The poor nutrient intake and limited dietary diversity have resulted in about one third of the women suffering from chronic energy deficiency. Out of the fifteen women who experience menstrual pain, sixteen women who have vaginal discharge problem, and the five women who have irregular period's problems, only two sought medical help. All the women rely on the government hospital for their antenatal check-ups and delivery. Overall the dietary status of the women needs to be improved to enable them and their daughters to break

away from the cycle of under-nutrition due to poor intake of food.

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"KNOWLEDGE AND ACCESS OF ICT IN B.ED STUDENTS TEACHERS WILL HELP TO SOLVE THE PROBLEM OF SCHOOL CHILDREN IN THEIR INTERNSHIP PROGRAM"

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Abstract

Information and Communications Technology(ICT) is an umbrella term that includes any communication or application. ICT is the study of technology used to handle information and aid communication. Nowadays, ICT is rapidly develop in many of the countries which due to the globalization and technological change. Recently, ICT is widely use in many areas or sectors such as education, economy, politics and social. Especially for education, many countries now regard understanding ICT as a part of the core of education, alongside writing, reading and numeracy. The emergence of ICT has made an improvement on the education for every student as it brings a lot of advantages for every student. For many teacher, ICT also has improve their effectiveness on the teaching process which in turn could help the student to enhance their educational performance. That goes without saying ICT has gradually become a part of the life for every students and teacher. Thus, how can we imagine that without the help of ICT on education? In recent years, the computers and internet has show their effectiveness and efficiency in education. Besides, ICT has also improved the learning environment of student. For ICT, if we used appropriately, it could help to expand the access of education for students and raise the quality of educational by reinforce the relevance of education. E-learning, blended learning and distance learning are the various types of learning that arise from the ICT. Based on this formal information present paper concentrate the theme of the seminar "Addiction of Technology and impact of mass media in school students". Continuation of this heme "How the Knowledge and acces of ICT in B.Ed students teachers will help to solve the problem of school children in their Internship program"

Keywords: ICT Knowledge and acces, Student Teacher, Internship program.

Introduction

"Knowledge and access of ICT in B.Ed students teachers will help to solve the problem of school children in their Internship program"

Nowadays, teaching is becoming one of the most challenging professions in all over the world. Teacher education Colleges are preparing these noble profession teachers. The quality of teacher education depends on the teacher trainee's abilities and skills. Present education system is giving more and more importance towards ICT education. Expecting teacher should have knowledge and accessibility on ICT. The NCF 2005 had also highlighted the importance of ICT in school education based on this aspect every teacher training institute have to produce the digitalized teacher trainees for future generation. Teachers have to accept the demands of modern world and modify their old concepts and methods according to the needs of learners, otherwise the teachers will become out - dated in the coming future and it will deteriorate the quality of education. There is widespread belief that ICT can and will empower teachers and learners for teaching - learning processes to develop their creativity, problem -

solving abilities, informational reasoning skills, communication skills, and other higher - order thinking skills.

Teaching with technology is different than teaching within a typical classroom. Teachers must be trained in how to plan, create, and deliver instruction within a technological setting. It requires a different pedagogical approach. In order to use technology effectively, teachers need to be trained in using technology and they need to develop a good understanding of it. Teacher candidates need opportunities to practice effective technology integration strategies in supportive contexts during the B.Ed course. Consequently teacher educators and student teachers must acquire fresh knowledge of ICT for the demands and challenges of the 21st century.

This research paper consist the main three words that is ICT Knowledge, ICT Access and B.Ed Teacher trainees before entering in to the main theme we have to clear these concepts. We can consider the words knowledge and access under the main word awareness. As before mentioned ICT Awareness of Trained Teachers

means the access and knowledge of digital educational technology, communication tools, Networks to access, manage, integrated, evaluate and create information in order to function in a knowledge society by the teachers who were trained in B.Ed. Based on this knowledge how the B.Ed trainees are going to make use of the following components such as knowledge about computer, Internet, Electronic Mail (E-mail), World Wide Web (WWW), Broadcasting Technology (Radio and Television).

NCFTE 2009 also modify the B.Ed curriculum according to the upgrade of teacher training. Presently B.Ed Student teachers are getting an opportunity to face the students in their internship programme. When student teachers enter into the practice it may more use full for them. This internship experiences will contribute to understand the difficulties and classroom management. ICT will also helps the teacher can recreate their everyday classes by integrating ICT tools in their teaching by the usage of ICT may more helpfull to the teacher and also trainees such as:

- An opportunity to gain confidence.
- Chance to put theories into practice.
- An opportunity to learn the skills and attitudes of a competent and affective teacher.
- The chance to learn about children in real life.
- An opportunity to improve the knowledge of subject mater.
- The chance to gain from the benefits of constructive e criticism.
- An opportunity for self-evaluation and to discover strengths and weaknesses.
- To apply multiple principles of learning and multiple teaching strategies.
- Develop entry-level competence in the full range of teaching function.
- Demonstrate professional and ethical behaviour.
- To develop knowledge and abilities in relation to each of these aspects.

Teaching and learning process taken place there will be a teacher expectation and as well as student expectation. To fulfil all these expectations teacher has to know the knowledge of ICT. As this now a days many of the Teacher training institute are preparing digitalized teacher to the needs of present education.

In the mean time of teaching students has facing any problem it may arise by there itself and reason based also mainly those problems are hurdles for student teachers. Without clear these hurdles they can not execute their

classes effectively. To make there class effective student teachers can make use of ICT tools in their classroom. It may uplift the teaching competencies with advanced strategies.

Problem faced by students in their studies.

1. Low motivation
- Too many distractions
- Difficulty concentrating
- Difficulty remembering facts and figures
- Don't enjoy the subject you're studying
- Lack the right resources
- Struggle with time management

How the ICT helps to teacher trainees to solve this problems

The National Council for Teacher Education (NCTE) revisited its regulations and norms and standards for various teacher education programmes and notified new Regulations on 1st December, 2014. As per the Regulations the duration of the B.Ed. and M.Ed. programmes has been enhanced from one year to two years, and the integrated B.A. B.Ed. / B Sc. B.Ed. programme has been made a mainstream programme of teacher education, It has also introduced integrated B.Ed. - M.Ed. programme of three years duration, discontinued M.Ed. (ODL) programme and restricted the B.Ed. (ODL) programme to only those teachers who have already acquired some NCTE recognised teacher education qualification through face to face mode. In this perspective, ICT is a mediational tool incorporated within learning environment with authentic goals for both students and teachers.

1. ICT leads to added abilities for self-regulated learning.
2. ICT helps in a quick search for the knowledge source; information sharing; no hidden charges or additional expenses for the learning process.
3. In general, ICT is much easier to scale things online then in physical world, in this case to "deliver knowledge". With transferring some parts of educational process.
4. With education being online you can gather much more data which you can use to enhance learning materils. You can answer questions like: What sequence of topics is most effective for a specific student?
What student actions are associated with more learning (e.g., higher course grades)? What student actions indicate satisfaction, engagement, learning progress?

5. ICT can make teaching online and we get the associated benefit. Using ICT we can prepare better presentation that makes learning entertaining and thus reduces learning stress. Internet is another major break through that resulted easy access to a huge source of up to date information to facilitate preparation of better teaching/learning material. These are well documented items in connection with ICT.
6. As a teacher, I will be obliged to look for ICT materials that can make learning easy to understand, for example you tube videos. So that abstract materials can be as concrete as possible. At all time, I will make sure the ICT materials are relevant and able to explain difficult concepts for my students.
7. The importance and the value of 3D visualization technologies in to the world of education and learning. The use of 3D visualization technologies make it easier for students to understand complex concepts, especially when new topics are introduced. The learning process becomes more efficient, productive, and engaging.
8. Possibly we can generate sections of a 3D object very easily during a class hour and the examples can be guided by the student's interactions which in turn will make the discussion more meaningful..
9. ICT enables effective education, Provide instruction according to student needs, Provide educational activities in large geographical areas, Encourage the individual study.

Including as above mentioning points Laurillard (2005) shares some benefits of ICTs in educational contexts.

These are:

1. Internet access to digital version of materials unavailable locally.
2. Internet access to search, and transactional services.
3. Interactive diagnostic or adaptive tutorials.
4. Interactive educational games.
5. Remote control access to local physical devices.
6. Personalised information and guidance for learning support.
7. Simulations or models of scientific systems.
8. Communication tools for collaboration with other students and teachers.
9. Tools for creativity and design.
10. Virtual reality environments for development and manipulation.
11. Data analysis, modelling or organisation tools and applications.
12. Electronic devices to assist disable learners.
13. So, ICT in education is not just beneficial in assimilating and accommodating new concepts (as in Piaget), it also enhances independent learning and 21st century skills especially digital - age literacy.

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IMMIGRANT'S IDENTITY CRISIS IN MONICA ALI'S "BRICK LANE"

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Abstract

The position of woman in the society differs from culture to culture, country to country and from age to age. One common element in all the societies is that woman are always considered inferior to man and barred from all the spheres of power. Women have been in agony for ages, from the restrictions of the conventional values set up in the society. It caused them to be subordinate to men in almost all aspects of life. She is supposed to be a good daughter to her father and a good wife to her husband and has to lead a submissive life. Instead of being subservient to everyone, the woman should have has the consciousness to lead the life of independence than being manipulated by men and fate. She is always obsessed with the question that whether they could change their fate or just have to follow their fate. Finally, if one changes her fate as to her wish, than it comes to the realization that it is she who can create her own future.

Introduction

This paper deals with the aspects of identity in the works of Monica Ali's first novel *Brick Lane*. It is about a Bangladeshi family living in London, which explores the British immigration experience. In spite of diverse pioneering triumph achieved by women in various parts of the world, still some women remain silent in their homes. The central character Nazneen, who is submissive and runs the household, strive to fit into the role expected. But she struggles on her way to independence and gets rid of her sad fate.

Monica Ali, a Bangladeshi-born British writer, had the experience of growing up in an immigrant society. "Brick Lane" is her first novel in which she focuses on the issues of migration and settlement, self-identity, the role of the family, marriage and religion. She portrays women and their struggle to establish their identity in their migrant situation. Her characters are caught between a life in Britain and the nostalgia for the life in the home country, Bangladesh. She has not only been deprived of being as a complete human being but has also been denied of the opportunity which gives expression to her feelings and her inner thoughts. However, although Ali focuses on subaltern displaced women and their struggle to make England home and form an identity for themselves, as well as trying to preserve the ideals and ideas that they have brought from their home country. Thus in "Brick Lane" Ali "wants to illuminate a set of lives that have frequently been forgotten and set aside, and the novel clearly seeks to uncover

subjectivities that have so far been deprived of a public voice" (Hiddleston 59).

Women are most likely expected to acknowledge everything that takes place to them without questioning, be it fate or the choice by their male counterpart. They have to manage their family, look after their husbands and children and not to step outside the doorstep of their houses alone. "Home is where the heart is and where the woman (mother, lover) is also" (Fenster: 2005). As such, the novel chronicles on the life of Nazneen, a Bangladeshi girl who grows up as an obedient, humble young girl. At the age of eighteen, she is married to Chanu, a Bengali immigrant living in England, who is almost twice her age.

After her marriage, Nazneen immigrates to England, to begin her married life with her husband. She happens to meet a lot of people of her origin during her arrival, and learns of new traditions. But at the same time she struggles to maintain her own old traditions.

Often Nazneen's thought dwells on the relationship between the husband and wife. She mocks herself by saying that if she hadn't cooked and told her husband "Don't ask me why nothing is prepared, it was not I who decided it, it was fate," what will the consequences be? She amuses herself by saying that this may call for beating from the husband as "[a] wife could reasonably be beaten for a lesser offense" (BL. 10). Thus Nazneen is used to a structured life and never wants to go against anybody's words. She feels that she was never fated to live, but since fate gave her that opportunity she has decided to accept

whatever comes towards her. While thinking about her marriage she reflects that her father has married her off to a good man. This she realizes when her son gets sick and has to stay in the hospital for several days. She always had thoughts about her relationship with her husband. She desired something different passionate love from her husband.

In the beginning of her life in Tower Hamlets, which is the heartland of the London for Bangladeshi Community, She has no friends and cannot speak English in the early years. "Nazneen could say two things in English: sorry and thank you." (BL.19). Nazneen looked to the Quran for all answers and also for relief. When Dr. Azad, a physician, was to come for dinner she could not dedicate herself to cooking and she felt guilty about that feeling. So she took out the Quran and read from it which gave her relief because she is a pious Muslim who leaves everything up to God and tries to find explanations of things by reciting the Quran. However, from time to time just reciting the suras did not help Nazneen to stay indoors for many years in London.

However, as the years go by, Nazneen feels more frustrated with Chanu for his lack of certainty as well as not willing to allow her to travel alone, as part of his religious beliefs. She believes in fate and also tries to find a way to liberate herself and create an individual identity apart from her husband. Alistair Cormack states that her struggle to establish an identity creates "a new and shocking story" (702). Her "status and circumstances force Nazneen to construct her identity through the dialogue between the narration of her origin and the reality of the history through which she lives" (702).

She was swept away by her wish to see the world outside of Tower Hamlets. So, she took occasional walks in the neighborhood. During one such escapade she got lost and then found her way home again. When Chanu mocked her about not finding her way back home she answered him in silence: everything is possible. She wanted to shout out. She felt empowered because she could go to places without Chanu, who gave her the impression that she could not go out by herself or do anything by herself. Nazneen, while cooking found out that her heart was "ablaze, with mutiny" (BL. 45).

They had opposite characteristics but Nazneen thought that they got along. Perhaps she even loved him: "She thought that she did. And if she didn't, she soon would because now she understood and what he was and why. Love would follow understanding" (BL. 94). That is the truth that came out of Nazneen as she felt guilty and

she desperately struggled with the fact that she did not love her husband. Is that a crime? She seems to ask herself again and again. Nazneen is very attached to her mother who said that she was happy to have what she has. However, she always said that women will suffer in silence. Nazneen did not understand then what she meant by that. When Nazneen grows up and marries Chanu she understands what her mother meant; she meant emptiness of the heart and lack of true love. Nazneen also had everything—a good husband who does not beat her, a son and a place to live. But she also had a kind of emptiness in her. Nazneen also felt a pull towards ice skating. When she watched TV with Chanu in the evenings she had a fantasy about ice skating. For her it was freedom and she found the love that was missing from her life in the ice circle.

The men who live in Tower Hamlets believe that women should not go to school or get a job including Chanu. If a woman goes out and gets a job then she shames her husband. After resigning from his teaching job, Chanu began to work as a middleman and brought home pieces of shirts, trousers and unlined dresses to be put together. Nazneen sewed them together but did not have any idea as to how much they earned. However, Chanu thought that they were not earning enough this way and decided to drive a taxi to fill the home Fund. This is the time when Karim the middleman enters Nazneen's life who spoke about things she understood. She felt that he brought a free spirit and open air to her life of endless responsibilities of taking care of her daughters and Chanu while trying to earn money so that she can help Chanu repay Mrs. Islam from whom he borrowed money. The reason for Nazneen's attraction for Karim was that he was sure of himself whereas Chanu was always faltering and never took a strong stand. Besides, she gains the knowledge of English from Karim. In addition, to this Nazneen start making her own judgment and not accomplishing for all the time what Chanu desires. She develops her own personality well and has an own viewpoint. After her relationship with Karim, Nazneen's effort to cling to her life in the village was fading from her. She could not visualize the place any more but only could remember things that are memories now.

Nazneen felt guilty of her illegal relationship with Karim and decides to break it. The doctrines set for her by society force her to put her family and children above all else, including her happiness. She also knew that perhaps Chanu understood everything but as his nature was did not say anything. Instead he went back to Bangladesh.

Nazneen is braver and refuses to leave with her husband when he goes back to Bangladesh and remains in London with her children. After Chanu leaves, Nazneen starts her independent life. T H Sharrad says 'Ali's conclusion is more ambiguous, Chanu's inevitable exit to Dhaka and Nazneen's decision to stay would seem to suggest a parting of ways on cultural as well as personal grounds, but the prospect of a future family holiday and rosy relations between the husband and wife smack of compromise' (15-16).

Nazneen, who was not aware of her individuality and potentials and who submissively accepts her fate, later emerges as a mature and empowered woman capable of taking free decisions of her life.

Monica Ali, reveals through the character of Nazneen, that woman should try to step out and voice for their rights, to accomplish for the transformation of gaining their control and independence in their own lives.

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INSTITUTIONAL REPOSITORIES FOR KNOWLEDGE MANAGEMENT & INFORMATION PROFESSIONALS IN ACADEMIC INSTITUTIONS

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Abstract

Since late, 21 st centuries, knowledge Management (KM) has become most sorted keyword across various industry specialists' consultants, research and development organizations and market intelligentsia. KM's relevance to library and information professionals and the basic skills or traits to be developed by them in order to become full-fledged knowledge managers. Information Retrieval systems (IRS) provide a simple, web-based mechanism to researchers to deposit (self-archive) many world renewed open source I R software available such as E-prints , D space,FEDORA,ARNO,CDSW are etc., The method of developing the IR , which include the Institutional Open access policies, the installation , configuration and customization of the software along with the related workflow operations such as defining the communities and collections , content development and management , designing and creating standard metadata sets are also illustrated.

Introduction

The emergence of Internet has brought enormous opportunity to bring the results of research primarily to academicians, scientists and scholars through digital communication to anyone at anytime anywhere in the world. Although it is now possible to have free access to exhaustive information on the web, still significant amount of research is not available freely. While the delivery techniques for scientific publications have changed rapidly, the economic ramifications have hardly changed. During the 1990s several e-print archives as well as a few hundred peer reviewed, electronic, scholarly journals emerged.

Knowledge Management: Information professionals

Since time immemorial, libraries have been treasure houses of knowledge and the library professionals have been managing the information. They have been searching, identifying , selecting , planning, budgeting , procuring or acquiring , processing ,cataloging ,classifying, organizing and preserving the requisite knowledge and information resources. Their work also involved the processes of staffing, directing,budgeting,pricing, marketing, advertising, distribution etc., to promote the information products or services among vast number of user community. Information professionals also has tacit knowledge of setting priorities such as selecting the user groups, understanding their tastes and needs , quality of product they need, forecasting the user willingness for the information. Thus, in one way, information professionals are to be regarded more as knowledge professionals

rather than mere library staff. The Information officials in such organizations deal more with IT systems than the knowledge or information or intellectual capital. Thus, the word KM is more appropriate to be claimed by the library and information professionals than any other. However to this, the library and information professionals should have certain basic facilities and cultivate some key traits.

Institutional Repository (IR) Software

There are many world renowned free open source Institutional Repository (IR) software available such as E-Prints, Dspace, FEDORA, ARNO, i-TOR, CDSware etc., they are issued either under GNU public license or the BSD license and can be downloaded from their own sites or open source software directories such as Sourceforge. Each of the software has a host of features, unique facilities and excellent capabilities, which the users could explore and experiment.

IR Indian Context

A number of Indian scientific research institutions, universities and corporate R&D produce high quality research accompanied by innumerable scholarly communications published by national and international journals and conference proceedings. India has adopted the Open Access much ahead of other developing countries. A good number of high quality, peer-reviewed open access journals are being published by India covering a wide spectrum of subject. Some of the metadata harvesters in India are "Search Digital Libraries

"of 'knowledge Harvester@INSA, SJPI cross journal search service from NCSI and 'SEED' from IIT, Delhi.

DSPACE

Dspace is digital asset management software jointly developed by Hewlett-Packard and MIT Libraries, and it is arguably one of the appreciated open source software deployed worldwide for building digital institutional repositories that captures, stores, indexes, preserves, and redistributes content in digital formats. Dspace facilitates the institutions and universities operate an open access and interoperable institutional repository at the local level. It is also intended to serve as a repository back up for future development to address long term preservation and remote access online issues. The system was launched during late 2002 as a live service hosted by MIT Libraries, and the source code made policy available according to the terms of the BSD open source license, with the intention of encouraging the formation of an open source community around Dspace.

Infrastructure

The libraries are to be equipped with infrastructural facilities such as high-end computer systems and servers interconnected by LAN and WAN, located in air-conditioned rooms. The ambience should have good lighting and flow of fresh air, without odd-odor or dusty shelves.

The Information Centre of NAL, an ISO-9001:2000 Certified Centre. NAL has FDDI network of IGB with 100mbps LAN and 2 mbps Internet connectivity. ICAST is well equipped with application servers. Terabyte storage and backup solution, high and scanners like scanners and good number of flatbed scanners with back to back and batch mode facility, online network printers ,digital presenter with touch screen facility and LCD projector.

NAL-IR

The Institutional Repository at NAL is the digital archive of the research output of the scientists. Since the Inception of NAL during 1959,till date the R&D staffs have published more than 20,000 research publications in various forms.

Document Processing

The Scientists provide their articles either in hard copy or soft copy. The hard copies of the research papers are digitized by using the high and scanners and Adobe Acrobat 5.0 with default setting of 300 dpi and are

converted into editable pdf format. The Electronic versions of the documents received are converted into editable pdf format.

After starting a submission, you will be led through a seven-step workflow process. These include some basic metadata descriptions about the materials first, then several screens where you describe the details, then file uploads, a verification screen, a license granting screen and finally a submission complete screen.

After submission is complete, the submitted item will go through some formalities like review, edit, or approve according to the collection's policies. This means that the submitted item might not go directly into the main archive, before the validation process.

Features & Functions

Dspace is 100% open source software and is freely available for download from the open source software directory sourceForge (<http://sourceforge.net>) The software has been built on a strong architecture supported by state-of-art digital library technologies and embracing almost all latest trends in information sciences. It provides the users, especially the librarians and system administrators, every freedom for building, managing, customizing, administering and Internet publishing world class institutional repositories and digital libraries. Its major features include the ability to accept all forms of digital library technologies and embracing almost all latest trends information sciences. It provides the users, especially the librarians and systems administrators, every freedom for building, managing, customizing, administering and Internet publishing world class institutional repositories and digital libraries. Its major features include the ability to accept all forms of digital materials including text, images, video and audio files. Possible content includes scholarly articles and preprints , technical reports , working papers, conference papers , books, e-theses, multimedia publications , Datasets; statistical , geospatial matlab etc. Images: visual, scientific etc; audio files, video files, learning objects, bibliographic datasets, reformatted digital library, collections Web pages etc., The workflow process for content submission, the decentralized submission process, the remote publishing facility are regarded as the unique features of Dspace , Most important Open URL compliant also .(Dspace Wiki).

Dspace Life Line Process

Dspace mailing list (e-lists) are very useful and powerful , and there are three active listservs maintained

by DSpace which shares and clarifies user experiences and stories dealing with real life Dspace situations. The Dspace-general' list is reachable through 'dspace-general@mit.edu', or subscribed to by visiting <http://wiki.dspace.org/Endusefaq> or the archive (<http://mailman.mit.edu/pipermail/dspace-general/>) to see if the question I hand has been answered before. For systems professionals and developers there are two more Lists, Viz., the Dspace-Tech (technology discussion list) and the 'Dspace-Devel'(developer's list) and both of them are very informative and supportive for posting questions or contribute one's expertise to other developers working with Dspace , and to share ideas and discuss code changes to the open source platform.

Institutional Policy on Open Access

Setting up an intuitional repository is not a big deal now a days. But arriving at a suitable and feasible open access policy at the institutional level is a Herculean task and this need the active participation of the information. Professionals and the scholarly community of the institution. A reasonable amount of guidance on this and also on submission guidelines, author benefits, copyright issues etc. could be well seen at the IR at the Indian Institute of Science.

Conclusion

To conclude, KM is a concept which is already tied-up around the practices and procedures of library and information science. But to bring it into practical and claim the term, KM, the information professionals has to team-up and work towards creating and developing new knowledge

not only out of online and offline information sources. DSpace is 'Open Access', as rightly told, is an unprecedented 'public good' made possible with convergence of the good old academic and scientific tradition of sharing scholarly knowledge and the great potential of latest technologies. Ensuring free and unrestricted accelerates research and enrich education and thereby bridges the widening digital divide between the developed and the underdeveloped nations. It is summarized by providing the current status and the statistics on number of hits received.

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TERRAIN OF GIRISH KARNAD AND MAHESH DATTANI: A STUDY**Ms.S.Priya***Assistant Professor, Velammal College of Engineering & Technology, Madurai*

Delightful effect is felt when literature retrospect's reality. It brings to focus the unseen part of human suffering. Literary genres such as novel, prose, poem, drama bring out the suffering of women in different facets. The research focuses on drama in the Indian traditional context. Keir Elam said in his book, *The Semiotics of Theatre* that –Drama is the specific mode of fiction represented in performance. Narrative holds much importance in fiction, but action and dialogue hold paramount significance in drama.

Drama is a depictive art, a visible and audible narrative presenting virtual, fictional characters within a virtual, fictional universe. It has come close to the observation of Marjorie Boulton that -

A true play is three dimensional. It is literature that walks and talks before our eyes. It is not intended that the eye shall perceive marks on paper and the imagination turn them into sights, sounds and actions; the text of the play is meant to be translated into sights, sounds and actions, which occur literally and physically on the stage. Though in fact, plays are often read in silence, if we are to study drama at all intelligently we must always keep this in mind. (35)

Drama is a Greek word which means action. The form of representation drama is theatre. Indian Theater has a deep rooted relationship with myth, folklore and epics. The emergence of Indian theatre includes various forms. India has the most remembered tradition in theatre which dates back to 5000 years. According to the rich timeline of Indian Natya, it has its roots deeply allied with Vedic ritualism and with age old socio cultural anthropology which delineated the development of various dramatic forms of Indian theatre.

Modern Indian theatre or the Contemporary Indian Theatre can be traced back to the British era .It was a harmonized blend of Eastern and Western philosophy ,the impact of London Theatre later also added that contemporary flavor to the age old aspects of Indian

Drama. Historical plays, mythological characters, virtues and vices were for the first time not given that much of importance and for the first time in India a whole fresh enunciation was bestowed in Indian drama and thus developed a new form of Indian theatre - The Modern Indian Theatre.

Karnad derives plots from myth tale and legends because he feels that they are relevant and enable him to reflect on the contemporary social and political life in a more subtle and systematic way. Sources such as myth, folk or historical events, lives of historical figures enables the expression of the unacceptable or forbidden ideas in an acceptable manner. So far the themes of Dattani's plays are concerned; they are, by and large, quite contemporary and modern, radical and unconventional. He has dramatized problems and issues of the modern urban Indian society ranging from communal tension, homosexuality, child sexual abuse, gender discrimination, marriage and career, conflict between tradition and modernity, patriarchal social system, constraints of hijjaras (eunuch), women, children labourer, interpersonal relationship, workings of personal and moral choices, identity crisis, revelation of past, the problems faced by HIV positives. 'Family' is the most important theatrical space in his plays as most of the plays have family as their locale.

The mannerism of Karnad and Mahesh differ in a few aspects. Karnad followed epic conventions like variant and resistant themes. The plays of Karnad have very strong influence of Western ideologies like existentialism and Freudianism. Karnad uses magic, to make it more interesting and show the consequence of the marginalized. Though he Karnad does not agree that he is a feminist. All his plays revolve around the suffering of women. He focused on making social and political changes based on reason as opposed to emotion. Karnad looked to create an 'illusion of reality' to imitate real life. He made the audience engage in reflection to promote change. To encourage the

audience's rational thought, the method of alienation was used to distance the audience from the events that were happening on stage so that they could think about them critically and understand that they were only viewing one version of events. In other words, Karnad did not want to encourage escapism or to put his audience in a sort of trance. He believed that if they began to be emotional toward the characters on stage, they would become passive to the message. He wanted their brains to be ready to think about why they need to promote political and social change, so he did his best to prevent the audience's emotional involvement.

Karnad always kept many of the staging elements visible: lighting was left uncovered; the musicians were visible to the audience; half curtains might be used to allow the audience to see scene changes; actors would play multiple characters; and, the audience was directly addressed, which meant that sometimes the stage directions were spoken aloud. To further encourage the audience to reflect, the events for the following scene would be projected onto the stage so that the audience would anticipate the story and reflect as they watched. Girish Karnad's actors used, guests, a style of acting that used facial expressions, and tone of voice to make a political point, also added to the alienation effect. Gestus defined the actor's conduct on stage and, therefore, defined each individual scene. The scenes were fairly short and could usually stand alone outside of the overall story. This helped the audience digest each scene on its own. So, the main character is developed throughout, and it is in the final scene that the audience can fully understand how society has impacted the character and the change that has occurred.

Mahesh Dattai follows realistic theatre techniques. It is dominant, appeals to emotions; it is a theatre of action. Dattani makes the problems in society the subject of debate. The relationship between the sexes is the subject of debate. His plays have a socio-critical perspective. In his dramas there is a quest to uncover negative sides of society, hypocrisy and dissimulation, use of force, and manipulative behavior. He made untiring demands for truthfulness and freedom. Truth, emancipation, self-realization and personal freedom are the key terms used by Dattani. The action is in a contemporary setting. The language sounds natural. Audiences witness the events as though it could have just happened to them. It provides the illusion of recognizable reality. His plays attacked society's values and dealt with unconventional subjects within the form of the well-made play.

Dattani used a very shocking subject matter, acceptable. He discarded soliloquies, asides, etc. Exposition in the plays was motivated, there were causally related scenes, inner psychological motivation was emphasized, the environment had an influence on characters' personalities, and all the things characters did and all of things the characters used revealed their socio-economic milieu. He becomes a model for later realistic writers.

Dattani is one of few dramatists who write their play originally in English. He doesn't follow western dramatic canons. He has Indianized his English plays. With the globalization and arrival of digital technology, the world has become the small global village and English has become the lingua franca of this new global village. He wants to globalize the Indian stage and theatre through his English plays. Of course, he has succeeded in making its presence felt at global level. Moreover, English is a link language or contact language. At national and international level, it unites larger sections of society or civilization. About the use of English, he explains in one of his interview in the Hindu:

You've got to be true to your expressions. English is for me a sort of given. It's my language as it is to a lot of Indians here and abroad.

Alyque Padamsee and Dubey are facilitator, manager and motivator of Dattani's theatrical creed.

Performance holds more significance than language in theatrical world of Dattani. He makes an honest confession says Dasgupta:

My milieu is theatre, you can't operate in isolation. I do want a theatre movement to happen. The major block for that is lack of sound training and professionalism. We have the talent, but theater is more than that, it's a craft of communicating through the language of action. (75)

Karnad is Post-Independent writer and Mahesh is contemporary writer. Both the authors aim to reform the society. Mahesh Dattani just like Karnad is an actor, director, playwright and in addition he is a teacher. He gets to the matter of social issues, and foretells it in his own style which is realistic and believable. One waits to see the consequence and in most of the cases it is predictable. Both of them are affected by complex socio-cultural forces and obscure psychological motivations. They carry the cross of subject hood and subjection. He modernizes the historical and mythical subjects, making them appear contemporary. He deals with several strata of society, including the royalty, the rural low class and the urban middle class. He studies the subjectivity of Indian men and

women caught in rarely encountered dilemmas. Whether it is Rani of Nagamandala, the three protagonists of Hayavadana, or Vidula of Wedding Album, Karnad's characters are subjects entangled in unprecedented turmoil. Through this turmoil, he explores the multiple layers of their subjectivities.

Mahesh Dattani's focus is on the relatively unexplored issues of gender and sexuality in the formation of contemporary urban Indian subjectivity. His characters are usually aware of the contradictions in their identities, like Bunny Singh of *A Muggy Night in Mumbai* or Alka of *Bravely Fought the Queen*, but they keep on living in a sort of self-created world of fantasy. Dattani's men and women are extremely complicated and simultaneously perform at multiple axes. They represent the urban upper-middle class subjectivity. The previously unexplored and marginalized dimensions of subjectivity are brought to the fore in them. Indeed, it seems Dattani consciously chooses to expose to light and critical scrutiny certain dark recesses of contemporary Indian subjectivity.

Girish Karnad and Mahesh Dattani's characters are affected by complex socio-cultural forces and obscure psychological motivations. They carry the cross of subjecthood and subjection. The authors sensitively explore female subjectivity, foregrounding both the patriarchal oppression and liberating individualism. They modernize the historical and mythical subjects, making them appear contemporary. They deal with several strata of society, including the royalty, the rural low class and the urban middle class. The study is about the subjectivity of Indian men and women caught in rarely encountered dilemmas. Whether it is Rani of Nagamandala, the three protagonists of Hayavadana, or Vidula of Wedding Album, Karnad's characters are subjects entangled in unprecedented turmoil.

One thing which profoundly unites Karnad and Dattani is their consciousness of the problematic of contemporary Indian subjectivity on the diverse but interconnected axes of gender, sexuality, history, politics, tradition, class and culture. The two playwrights bring out the problematic of predisposition in their works in their own distinctive ways and they probe it from diverse points of views. They examine the contemporary Indian notions by employing different devices that can be seen to offer, together, illuminating glimpses into its vast diversity and fluidity, especially in view of cultural and historical changes. The nature of Karnad and Dattani's subjects in order to move towards a composite conception of contemporary society. This subjectivity and its cultural-political implications are

nevertheless marked by diversity, but also by a distinctive Indianness based arguably on common experience. In the words of Muhammad Ali Jinnah,

There are two powers in the world; one is the sword and the other is the pen. There is a great competition and rivalry between the two. There is a third power stronger than both, that of the women.

A woman cannot be herself in the society of the present day, which is an exclusively masculine society, with laws framed by men and with a judicial system that judges feminine conduct from a masculine point of view. (HENRIK IBSEN, *From Ibsen's Workshop*). In other words, a woman is not a mere instrument. She is the part of pleasure or happiness. Rather, she is beginning and end-in-herself. Among other prominent radical-libertarian feminists, Kate Millet insisted that the roots of women's oppression are buried deep in patriarchy's sex/gender system. In *Sexual Politics* (1970), she claimed the male-female sex relationship is the paradigm for all power relationships:

Social caste supersedes all other forms of egalitarianism: racial, political, or economic, and unless the clinging to male supremacy as a birthright is finally forgone, all systems of oppression will continue to function simply by virtue of their logical and emotional mandate in the primary human situation. (97)

In Karnad's plays Music is used as interpretative devices, an element of epic theatre. In Nagamandala flames sing all the songs. At night time "man" hears female voices outside the temple. He hides himself behind the pillar, several flames gather, giggle and enter the temple in female voices. The "man" addressing the audience says

I had heard that when lamps are put off in a village, the flames gather in some remote place and spend the night together, gossiping, so this is where they gather (24)

Santosh Kumar very accurately expresses the aesthetics of Karnad, "Close analysis of Karnad's plays reveals the artistic creation, which conforms to the notion that drama since its birth is meant for the demos i.e., common people. In Karnad's aesthetics the word 'demos' does not mean only common people in terms of social or economic status; rather it connotes all the human beings who are considered inferior and weak and whose images have been subtly constructed through social and cultural conditioning." (1)

Male control must be eliminated if women are to be liberated. But this is no easy task. To eliminate male control, men and women have to eliminate gender specifically, sexual status, role, and temperament as it has

been constructed under patriarchy. Knowing full well that they are as free as men, women nonetheless engage in bad faith by playing the role of the other. De Beauvoir noted that: along with the ethical urge of each individual to affirm his subjective existence, there is also the temptation to forgo liberty and become a thing.(21)

If women are ever to be liberated from the status of the second sex, they must, she said, resist the temptation of the "easy way out." By refusing to be the other. Women will liberate not only themselves but also men. No longer will men be able to hide from their freedom in the bosom of "woman." Feminism of 19th and early 20th centuries focused on the acquisition of a few political rights and liberty for women. Such as right of the married woman to own the property and enter to contracts, the right. The Feminist thought and the feminist movements in the west had some influence on the woman's movement in developing countries like India. Yet, feminism as it exists today in India has gone beyond its western counterparts. As Uma Narayan Rightly puts it,

Third world feminism is not a mindless mimicking of Western Agenda in one clear and simple sense. Indian Feminist is clearly a response to the issues related to Indian women. (8)

Feminism is a struggle for equality of women, an effort to make women become like men. The agonistic definition of feminism sees it as the struggle against all forms of patriarchal and sexist aggression. This study reveals the growth of the subject **women**. She has received a serious attention after several movements of liberation from the control of the patriarchal culture and male dominance that ruthlessly exercised violent atrocities on them. Attempt has been to scrutinize the role played by the feminine protagonists who suffer marginalization to get liberated.

The voices of the worried section of the society either go unheard or it is choked under domination, social prejudices and myth. Social dynamism is represented lively putting across the archetypal characters, queer resistance, subaltern voices, protests and thus, resounding it truly representative of totality of human experience amid domination, repression, and prejudice. He curiously shows that the marginalized or the subaltern speak as well. An effort has been made to eliminate the difference of drama on paper page and drama on live stage in which the stage is given adequate realistic setting to manifest the cause of marginalized and to capture the roots of the disease of

fragmentation of human psyche in the era of declining value

All women are synonyms to the mentioned facts but sometimes it does happen that they are oppressed and subjugated leading to marginalization. Feminism has been repeatedly defined by its attention to gender rather than its normative and methodological commitments, suggesting that gender theorists are by definition feminists. Marginalization has been an act from time immemorial. Women have been considered inferior in a patriarchal set up, the cause may be that they are not educated and they strike the low end of the bargain. In our society marriage is idealized as the destiny for women. It loads one with responsibility and constricts her movements when with men. Eve is the creator of the world, but it could not be possible without Adam. The same way every woman is responsible for a creation.

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LA QUÊTE DU PASSÉ DANS LES BOULEVARDS DE CEINTURE DE PATRICK MODIANO

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Selon le communiqué de l'Académie suédoise, Patrick Modiano reçoit le prix Nobel de littérature 2014 pour son « *art de la mémoire avec lequel il a évoqué les destinées humaines les plus insaisissables et dévoilé le monde de l'Occupation* ». La mémoire est le thème prépondérant autour duquel fonctionne la majorité des œuvres de Modiano. Souvent, Modiano évoque la mémoire du passé et surtout il représente les événements historiques peu connus liés à l'Occupation qui se sont déroulés dans les environs de Paris. Il y a aussi d'autres thèmes associatifs comme la quête, l'identité, l'oubli, le passé, etc. qui se répètent dans ses œuvres.

Dans cet article, nous allons voir comment Modiano traite le sujet de la quête du passé dans son roman célèbre *Les Boulevards de Ceinture*.

Pour ce faire, nous avons divisé notre travail en deux parties.

Dans la première partie, nous verrons le résumé du roman.

Dans la deuxième partie, nous essayerons de voir comment Modiano aborde le thème de la quête du passé dans ce roman.

Le résumé Des Boulevards de Ceinture

Modiano publie *Les Boulevards de Ceinture* en 1972 et c'est son troisième roman. Il a reçu le Grand Prix du Roman de l'Académie Française pour ce roman. Ce roman n'est vraiment pas un thriller, même pas un roman historique et ce n'est même pas un roman ayant une fin classique.

Le roman commence avec l'introduction du narrateur Serge Alexandre qui est à la recherche de son père.

Auparavant, quand le narrateur avait dix-sept ans, il a rencontré son père après une très longue période de son enfance puis qu'il a été confié à une vieille dame pour qu'il fasse ses études. Après qu'il a terminé son baccalauréat, le narrateur va avec son père et continue à habiter avec lui. Il aide son père dans ses affaires assez louches comme le père gagne sa vie en vendant des objets divers

et curieux aux collectionneurs. Ils vivent dans la paix tandis qu'un épisode intrigant bouleverse la vie pacifique du narrateur. Un jour, quand ils attendent dans la station de métro, le père tente de pousser Alexandre sur une rame de métro mais il est sauvé. Suivant cette tentative, les deux vont au bar et le père disparaît sans dire aucun mot. On ne le retrouve pas.

Après dix ans et pendant la période de l'Occupation, Serge commence la poursuite de son père. Il le trouve à Paris et le père ne le reconnaît pas. Serge ne veut pas dévoiler son identité immédiatement. Cette fois, son père est connu sous le nom de Baron Chalva Deychecaire, et son père continue à fréquenter le milieu soupçonneux et il s'associe avec ses amis méfiants. L'un de ses amis est Jean Muraille et il dirige le journal « C'est la vie » et d'abord c'est un journal d'antisémitisme et puis il commence à publier la pornographie. Le narrateur s'introduit à ce groupe en tant qu'écrivain et il promet à Muraille de contribuer des articles à ce journal. Il y a aussi dans ce groupe un ancien légionnaire Guy de Marcharet, la fille de Jean Muraille, Anne, qui va se marier avec Guy de Marcharet, la gérante du bar Clos Foucré, Maud Gallas et une autre femme Sylviane Quimpe et les deux dernières étaient une fois dans la prostitution. Les gens de ce groupe fréquentent souvent le bar et se rencontrent dans le village aux environs de la forêt de Fontainebleau pour passer les week-ends et souvent ils se réunissent dans les villas des juifs abandonnées à cause de la situation politique antisémite de l'Occupation. Les gens de ce groupe ne le traitent pas bien puisqu'il est lui aussi un juif et de plus ils n'ont pas besoin du père dans leurs affaires clandestines.

Serge Alexandre veut libérer son père de ces gens méchants et il lui explique qu'il est son fils. Au jour du mariage de Marcharet et d'Annie, Marcharet jette une coupe de champagne sur le père, et les invités commencent à rigoler des juifs. Serge décide de s'enfuir avec son père et les deux décident d'aller vers la frontière de Belgique. Mais Tikito, l'homme qui a promis au père de

les aider à traverser la frontière, est un tricheur, et quand ils attendent Tikito, il y a quatre personnes qui viennent là, pour arracher le diamant rose et les dollars que le père possédait. Alors ils sont forcés de rester à Paris.

La quête du passé dans *Les Boulevards de Ceinture*.

La quête peut se définir comme une action d'aller à la recherche de quelqu'un ou de quelque chose. Souvent, la quête s'efforce à la recherche de la richesse, fortune, paix, amour, bonheur etc.

Selon l'encyclopédie universalis, la quête est la « notion « fonctionnelle » fondamentale dans le conte populaire, tel que l'a décrit Vladimir Propp, et dans le mythe, la quête est accomplie par le héros en vue de combler le « manque », caractéristique de la situation initiale. A ce titre, elle intervient aussi dans n'importe quel type de récit, d'une façon moins évidente parfois, et que seule l'analyse structurale permet de mettre en lumière. D'autres récits sont d'un bout à l'autre des quêtes, sous des formes très variables (guerre, poursuite, voyage, méditation) en vue d'objets si divers qu'il est vain d'en esquisser une typologie. »

Les Boulevards de Ceinture est un roman intéressant où l'auteur fait mélange la quête du passé d'un père fantomatique et l'évocation des sombres événements socioculturels de l'Occupation.

Cependant la plupart des chercheurs pensent que ce roman est une biographie fictive, et l'on l'appelle souvent auto-fiction, puisqu'il existe des rapports entre le père du narrateur de l'œuvre et le propre père de Patrick Modiano.

Construisant le personnage du baron Chalva Deychecaire sur la personnalité de son propre père Albert Modiano, Patrick lui a attribué la profession que son père a faite lors de l'Occupation. On connaît bien que, Albert Modiano, quand il était jeune, même après son mariage avec Louisa Colpeyn, et surtout pendant la période difficile de la deuxième guerre mondiale, s'engage dans le marché noir clandestin dans les environs de Paris. De la même façon, le baron Chalva Deychecaire travaille comme le trafiquant dans le marché noir.

Le père de ce roman a confié le narrateur à une vieille dame et c'est cette vieille dame qui a aidé Serge Alexandre à poursuivre ses études jusqu'au baccalauréat. Immédiatement après que Serge reçoit le bac, le père apparaît et l'emmène avec lui. Les ressources biographiques des Modiano nous apprennent que, comme le père fictif, Albert Modiano quitte définitivement sa famille au début des années soixante et le fils n'a pas vu le père

depuis l'âge de dix-ans ans. Les deux ne se rencontrent pas avant 1978.

La quête de son père continue chez le narrateur même après cet événement bizarre où le père entreprend à tuer le fils. Il le retrouve parmi des individus étranges et il est choquant de constater que le père ne le reconnaît pas. Il continue de rester avec son père et il veut sauver et protéger son père et voilà pourquoi le narrateur, lors du mariage dans la famille de Marcharet et quand on a versé une coupe de champagne sur le père, a suivi l'un des invités Lestandi qui a rigolé lors de cet événement jusqu'au bois et le tue en lui disant que l'homme qui a subi la peine de la honte était son père. Et notamment, Patrick Modiano écrit cette phrase en majuscule dans son roman « C'EST MON PÈRE » et cela souligne l'intensité de son affection à son père. Le père en majuscule peut signifier aussi le propre père de Patrick Modiano.

Le narrateur est toujours obsédé par la poursuite de son père. C'est pourquoi il est toujours à la recherche de son père même si le père a tenté de le tuer. Cependant il y a des questions qui restent sans réponses dans ce roman. D'abord, pourquoi le père confie son fils chez la vieille dame ? Pourquoi le père ne rend pas visite à son fils quand il faisait ses études chez elle ? Pourquoi tente-t-il de tuer son fils ? Pourquoi le père disparaît immédiatement après cet événement ? Pourquoi veut-il collaborer avec ces gens étranges dans les environs de Paris surtout sous la période de l'Occupation et plus particulièrement avec ces non-juifs ? Pourquoi le père ne tente-t-il pas de retrouver son fils ? Et finalement, pourquoi le père ne reconnaît pas son fils quand il rentre après dix ans ?

Le silence du roman sur ces éléments importants aboutit à l'aspect énigmatique de la personnalité du père et de même ajoute à la difficulté de compréhension complète du roman. Peut-être, ces éléments de « non-dits » décrivent l'originalité du style narratif de Modiano.

Le roman se situe dans l'époque de l'Occupation. Bien que Patrick soit né en 1945, l'année de la fin de la deuxième guerre mondiale, il veut voyager dans l'espace et le temps de l'histoire et il veut évoquer le Paris sous l'Occupation. Cependant il ne précise pas le temps évoqué dans son roman. Les indices que l'on trouve ici et là nous aident à deviner l'époque narrative.

Le roman commence avec l'introduction des personnages clés de ce roman. Ils sont tous dans le bar Clos-Foucré. On voit sur le mur une éphéméride mais on trouve impossible de lire le mois et l'année marqués sur cette éphéméride. Patrick Modiano dit dans son roman que l'« on distingue – et sans qu'il soit pour cela besoin

de trop d'efforts – sur le mur, derrière le bar, une éphéméride. Nettement découpée, le chiffre 14. Impossible de lire le mois ni l'année. Mais, à bien observer ces trois hommes et la silhouette floue de Maud Gallas, on pensera que cette scène se déroule très loin dans le passé ». Cette situation nous explique bien que l'événement romanesque se passe dans le passé mais sans aucune ponctualité sur la période. De la même façon, on ne sait pas le sens associé avec le chiffre 14.

En ce qui concerne l'espace où se passe l'action, Patrick Modiano donne partout dans le roman des détails sur la ville, le village, la forêt etc. L'action de cette histoire se déroule à Paris et dans ses alentours. Il présente aussi l'un des plus jolis villages du département de la Seine-et-Marne de la région de l'Ile-de-France et la forêt de Fontainebleau.

Pour se situer bien dans la période de la grande guerre, Patrick rappelle aussi les personnalités célèbres de cette époque. Quand il parle de Jean Muraille, le directeur du magazine *« C'est la vie »* il parle aussi à propos des collaborateurs de ce magazine comme Jean Drault, le journaliste et écrivain français (1866 – 1951), antisémite et collaborationniste durant l'occupation de la France. Un autre journaliste, éditeur, écrivain de France de cette période Jean Lestandi est évoqué sous forme de Robert Lestandi dans le roman.

En décrivant le contenu du magazine *« C'est la vie »* Modiano parle aussi d'un cabaret de Paris et c'est surtout le cabaret lesbien *« Chez Jane Stick »* qui se trouvait dans la rue Ponthieu et inauguré en janvier 1937 par Jacqueline Batell et Jean Breynat sous l'appellation de Siroco et ce cabaret appartenant à la comédienne et chanteuse Jane Stick vers 1941-1943. Il écrit : *« Les deux dernières pages sont réservées à la rubrique « Quoi de neuf ? ». Un anonyme « Monsieur Tout-Paris » retrace en détail les événements mondains de la semaine. Mondains ? Mais de quel monde s'agit-il ? A la réouverture du cabaret Jane Stick, rue de Ponthieu (l'événement le plus « parisien » du mois selon le chroniqueur), « on remarquait les présences d'Oswaldo Valenti et de Monique Joyce ». Parmi les autres « personnalités » que cite « Monsieur Tout-Paris » : comtesse Tcherniceff, Mag Fontanges, Violette Morriss ; l'écrivain Boissel, auteur des Croix de sang, l'as de l'aviation Costantini, Darquier de Pellepoix, l'avocat bien connu ; le professeur d'anthropologie Montandon : Malou Guerin ; Delvale et Lionel de Wiet, directeurs de théâtre ; les journalistes Suaraze, Maulaz et Alain-Laubreaux ».*

Pour élaborer un peu sur la biographie de ces personnages, nous voulons citer à titre exemple quelques-uns.

Oswaldo Valentini était un comédien d'Italie. Il est né en 1906 et mort en 1945.

Monique Joyce est aussi une comédienne de cette période connue pour ses films *Miss Bonaparte* (1942), *Twisted Mistress* (1942) et *L'affaire du courrier de Lyon* (1937).

La comtesse Mara Tcherniceff est une russe et elle était un temps la maîtresse de Henri Lafont, et celui-ci était le chef de la Gestapo française sous l'Occupation.

Jean Boissel (1891-1951), fils de gendarme, était un sergent en 1914, aviateur, mutilé à 100 %, architecte, journaliste et militant d'extrême droite français. Directeur et fondateur de l'hebdomadaire collaborationniste parisien *Le Réveil du peuple* en 1943.

George - Alexis Montandon est un médecin, anthropologue et explorateur, né en Suisse en 1879 et mort en 1944.

Ces personnages ne sont pas fictifs et ils vivaient dans la période décrite par Patrick Modiano. Les détails véridiques présentés par Modiano donnent l'authenticité à l'environnement socioculturel et ces détails vous poussent à bien situer l'histoire de ce roman pendant la période obscure de l'Occupation. Voilà Pourquoi, Peter Englund, le secrétaire perpétuel de l'Académie suédoise dit, lors de la déclaration du Prix Nobel à Modiano, que *« Ses livres parlent beaucoup de recherche, recherche de personnes disparues, de fugitifs [...]. Ceux qui disparaissent, les sans-papier et ceux avec des identités usurpées ». De la même façon, à ce propos Modiano confie que « C'est en consultant d'anciens annuaires de Paris que j'ai eu envie d'écrire mes premiers livres ».*

La précision voyante et l'aptitude d'investigatrice avec lesquelles Modiano présentent ces personnages et les événements socioculturels de cette époque nous apprennent son intérêt et sa curiosité de la quête du passé surtout de la période immédiatement avant sa naissance. L'univers romanesque de Modiano est un microcosme, représentatif de la société macrocosmique de tout Paris et peut-être de tout France. Voilà pourquoi la plupart de ces œuvres restent comme autant de photographes de la société d'antan.

Pour conclure on peut dire que même si, l'on ne qualifie pas *Les Boulevards de Ceinture* comme un roman autobiographique, il y a des éléments qui se rapportent à la vie personnelle de Modiano puis que *« l'entreprise autobiographique »* dit Modiano lors de la parution d'un

autre roman *Pour que tu ne perde pas dans le quartier*, « entraîne de grandes inexactitudes puisque l'on pêche souvent par omission, volontairement ou non. Et même si l'on cherche à être exact et sincère, on est condamné à une «posture» et un ton «autobiographique» qui risquent de vous entraver. Je crois que pour en faire une œuvre

littéraire, il faut tout simplement rêver sa vie – un rêve où la mémoire et l'imagination se confondent.

ISSUES FACED BY HOSPITALITY INDUSTRIES IN THE LPG ERA

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Introduction

In the recent years, investors and hoteliers have been increasingly made aware of how the environment and social life impacts hotel operations and developments. Factors that have contributed to this awareness include the desires of hotel owners and operators to reduce costs of operations, change required for sustainable development, increased regulations that pay attention to development and operations and the way attitudes of investors are changing towards the environment. Sustainability is still a difficult task to measure in the hospitality industry. Business environment faces many challenges because of its dynamic nature.

Continued growth of hotels has been seen in many countries and international levels. Variety of business models are being implemented by operators in different hotels. Important developments range from technological, environment concerns, health and customer support systems.

Issues

The Hospitality industry has faced many challenges and issues in the recent past. Some of these issues include shortage of labor and skills, global emerging markets, technology and social media, unavailability of capital, evolving customer expectations among others. **However the most common ones are technology and social media, increased demand and low customer satisfaction, increased costs of operations and high level and intensity of competition.**

The first major issue is the increase in fixed costs with reducing and varying revenue streams. The hospitality industry has to deal with a lot of fixed costs. Managers in the hotel industry need to come up with strategies to reduce the fixed costs without compromising on the quality of service they offer. This situation creates a general lack of funds for the industry to expand. The hotel players then will tend to increase the accommodation charges so as to keep up with the high operation costs. The customers on the other hand aim at getting affordable accommodation

charges and this creates a deadlock between the industry and the customers. Large, multi-unit chains dealing with multiple brands are able to withstand to a large extent the rise in operational costs and the challenge is mainly felt by small hotel operators.

The hotel industry also experiences fluctuations in business due to seasons. The main challenge therefore becomes how to improve and maintain high business during the off-season period so as to maintain profits. Thus governments also need to facilitate the industry by providing security for visitors, so as to attract tourists and thus boost the hotel industry due to increased accommodation.

The internet also plays a significant role. The fact that customers are aware of luxuries offered in different places make customers demand more from the hotels and the managers must always come up with ways to keep up with these standards. **The customers have high expectations for fast and quality service anywhere, anytime and in the way they want it.** Customers also expect hotel rooms where they can use their electronic gadgets and even connect to the internet.

The current type of guests will not keep up with average service and instead they demand excellent service. A survey indicated that if guests are delighted by the service they receive, they tend to come back and spend more, while most of the guests will leave and never come back due to just a single experience. Therefore, most hotels have installed wireless networks and introduced the use of swipe cards to enable access to their rooms thus ensuring their security. These luxuries come with increased costs which the managers and owners have to keep up with.

The players in the hospitality industry are striving to make it as convenient as possible for their potential customers to access them. The use of websites which need to be up to date has been the current trend in the industry. Surveys conducted showed increment in the percentage of reservations made through the internet every year. This implies that operators and owners must

ensure the creation and maintenance of these facilities, which increase the overall cost of operation.

With the increase in the use of social media platforms, the players in the hospitality industry must be on their toes to avoid incidences that will bring negative publicity. As part of growth most of the hotel chains have ventured globally, and this puts the hospitality industry at the center of globalization. Since the globe is constantly changing, the hospitality industries must come up with ways to address these changes. The players should ensure that the industry meets the global requirements even as they expand.

The use of social media has enabled people to interact and share their experiences and this has significant impact on the hospitality industry. Customers are able to write reviews which can be read by many people.

According to Tripadvisor, **93% of the people find reviews important** when determining which Hotel they want to stay at. **53% of the people surveyed would not book a Hotel** without having a guest opinion about it. Hence, user generated content, as reviews or feedback, grew to a major decision factor for customers. So, positive feedback from satisfied guests sharing their experiences with a Hotel is very precious. Negative reviews – in contrast – should be diminished and used to improve the quality of the Hotel. For this reason, it is becoming more and more important for operators to build up a professional Hotel Reputation Management that keeps tracking the property's reputation all over the web. The very success of a Hotel is dependent on it. Only if you have a clue about what people think when they hear the Hotel's name, you can counteract the impact of negative reviews or highlight positive feedback. Consequently, Hotel Reputation Management should not be reduced to single, loose measures. It should rather be **an essential part of the marketing mix**.

The most common method in the industry is the employment of a manager to monitor the social media and blogs and to respond to them if appropriate. This creates an additional cost for the industry thus creating the need for operators to come up with ways to meet these costs. The main challenge then becomes determining how and when to respond without creating a feeling of defending the organization against the customer. This calls for training, implying further operational costs.

Increased level of competition and poaching of guests, brought by use of customer disloyalty programs is another issue that affects the hospitality industry especially

the hotel sector. Building a loyal base of guest is very important in the hotel sector and therefore almost all hotel chains have at least one loyalty program. These loyalty programs are aimed at marketing the hotels. The problem that is associated with the loyalty program is the high cost that is associated with them. This generally increases the overall operating expenditure for the hotels.

Different conducted surveys indicated that customers accepted a brand if it supported a cause they cared about, and, may switch to brands that support a cause. The challenge is in trying to incorporate a cause that a great number of customers will associate with. **Customer loyalty is based on customer satisfaction during a previous interaction leading to a positive attitude resulting to preference for the brand.** This implies that operators and hotel owners must ensure that guests receive the right treatment from when they enter the hotel to when they bid adieu, the guests preference will shift to other hotels with better handling of guests.

Conclusion

This article has identified contemporary issues that affect owners and operators in hospitality industries across the world, analyzed and evaluated their nature, effects and implication. While costs and revenue controls are critical factors, media reporting on hotels and hospitality aspect are also important, since, with globalization and internet-based hospitality businesses, what guests and strangers write about have gained major import in recent years. Customer demand and lower levels of demand has also been identified as a contemporary issue. Customer Satisfaction is one of the most critical aspects in hospitality business and needs to be improved and exalted at all times.

Today, hotel customers are more discerning, circumspect and aware and could distinguish the wheat from the chaff in no time. A high level of competition is a contemporary issue that cannot be looked down upon. Competition dynamics that need to be looked at include pricing behavior, branding and franchising.

Hospitality industry continues to be by economic, social, industrial development and technological forces .It is important that hotels always put their best foot forward and use their innate and acquired strengths to overcome weaknesses and resolve threats. Human Capital investments need to be wisely used and fully optimized for short, medium and long term advantages and rewards. **The proof of the pudding is not only in the**

hands of the chef but in its sizzle and the aroma it spreads.

To address the above contemporary issues identified, hospitality owners and operators need to explore and use alternative strategies of financing international expansion. There is need to promote customer satisfaction campaigns, strategies so as to remain competitive in the global market, use social media platforms well and manage their costs.

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ADVANTAGES AND DISADVANTAGES OF BILINGUALISM

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Introduction

Our native language shapes the ways in which we see the world, demarcating the boundary between what we can name, and what is beyond our experience.

Logically, the more words we know, the more things we know about the world. Now think about a child that grows up speaking two or more different languages – the world of meanings available to this child will be much wider than one experienced by other children.

The research area of linguistics and psychology has yet to recognize the full impact of bilingualism on the lives of such speakers, but what we know so far seems to suggest that speaking more than one language can bring substantial cognitive benefits. Here's an overview of bilingualism, its main benefits, as well as its main cognitive costs.

Language is the essential condition of knowing, the process by which experience become knowledge. Language like cultures, are rarely sufficient unto themselves. The necessity of intercourse brings the speakers of one language into direct or indirect contact with those of neighboring or culturally dominant language. The inter course may be friendly a hostile.

Cultures exist by virtue of the people they believed to exist. They are a peculiar product of compositional discourse. First the world divides up into two types of people, those who "belong" to our culture and those who do not.

Language use is always socially and culturally situated. What we learn and how we learn. In depend on the context in which we learn. Not all students come to school with the same background and ways of using language. School language tasks are not familiar to all students from their experiences in their homes and communities. For some children the socialistic context in which they have participated, have prepared them well for the ways of using language the encounters at school.

What does "Bilingualism" actually mean?

Bilingualism is a term that has many definitions, which fluctuate also in research – depending on the study, different groups of individuals might be considered bilingual. In the most common sense, bilingualism refers to a situation when a child grows up and is confronted with two distinct languages.

Bilingualism is closely related to the phenomenon of language acquisition – the particular way in which we all learn our native language as children. We acquire the skill, and even if we have to work on our writing, speaking seems as natural as breathing. Scientists claim that language acquisition is a process that starts at the beginning of our lives and ends around puberty.

This means that we can call bilingual a child who grew up speaking two different languages, but also one that at the age of 11 moved to a different location and was required to learn the local language. Children usually do it by simply communicating with others – their ability to quickly pick up new words and phrases is simply amazing! There are several advantages and disadvantages of bilingualism:

Advantages

1. More opportunities for Job:

Being bilingual enhance your chances of finding work.

2. Access to another culture:

Being bilingual gives you the access to other cultures. A bilingual can understand and participate in different conversation.

3. Better understanding of L1.

A bilingual person can have a better understanding of his native language. Students who study languages can acquire a second language can often understand the grammatical rules of their native language better than a monolingual person.

4. Bilingual is more intelligent.

Researchers have proven that bilingual people can have skills in certain areas. Acquiring additional language can even prevent mental decline in later years.

Disadvantage:

1. Making mistakes in both languages. A bilingual person can make mistakes in both language and confuse grammatical structure of the two languages.

2. L1 interference

A bilingual person might try to apply knowledge from one language to another. But in most of the cases it does not work.

3. Knowing only two languages and not being able to use and understand more languages.

4. Lexical gap

Translation from one language to another is often difficult because sometimes there is a lexical gap.

Benefits of being bilingual

Research has shown that the brains of children who grew up speaking two different languages develop better cognitive functions. Scientists who examined the phenomenon gave it a specific name – the bilingual advantage.

Here's a selection of some of the most important benefits brought by bilingualism.

1. Improved cognitive skills

The brain of a bilingual speaker quickly gets used to managing two languages at the same time. This helps to develop skills for functions ranging from inhibition (a cognitive mechanism responsible for discarding irrelevant stimuli), working memory and switching attention.

All these cognitive skills have an impact on the brain's executive control system, which generally takes care of activities like high-level thought, multitasking, and sustained attention. Since bilingual people constantly switch between their two languages, they're likely to be also better at switching between different tasks. This happens even if the tasks in question aren't of linguistic nature.

Bilingual speakers were also shown to have more efficient monitoring systems – this study demonstrated that monolinguals and bilinguals have a similar brain response when the brain's monitoring system is not taxed, but when the situation requires high monitoring demands.

Delay of Cognitive Damage

There's nothing better for maintaining high cognitive function than participating in stimulating physical or mental activity.

Once a child learns more than one language, it's fairly common for him or her to pick up another one with ease. Some scientists claim that bilinguals have a better chance to easily learn other languages in future, but this insight still needs research and testing.

It's fair to say that the improved linguistic skills are present already in bilingual speakers. Some of these advantages might include:

- Ability to learn new words easily
- Spotting rhymes and other associations between words
- Ability to use possessed information in new ways
- Word categorization
- Coming up with solutions to problems
- Good listening skills
- Improved communication skills

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IMPACT OF FDI ON HIGHER EDUCATION IN INDIA

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Abstract

This paper mainly focused on impact of FDI on higher education in India. Foreign providers bring with them foreign curricula which mostly have limited relevance to the importing countries socio-cultural contexts. Regulation of higher education in India should be achieved through the correct approach in facilitating the attainment of high quality through interaction of the profit motives of various providers, private domestic as well as foreign. At the same time, such motives should be suitably bridled by setting and enforcing rules of the game, periodic evaluations, quality assessment and accreditation to remove information asymmetries between providers and recipients of higher education. This will ensure that profit making is not exploitative but channeled to raise the quality of education.

Keywords: Foreign Direct Investment, Higher Education, Migration, Flexibility, Quality, Exploitation.

Introduction

India currently has the largest number of higher education institutions in the world, and the third largest student population in the world attending them. Most recent estimates place the number of institutions somewhere over 18,000 and the number of students over 11 million. Behind these numbers are six decades of phenomenal growth, initially fuelled by public investment but lately more due to the unabated growth of private sector provision. Since 1990, the number of institutions has been growing at a compounded annual rate of six percent. While this is significant, growth in institutions has not matched the growth in demand for higher education. More importantly, growth of good quality institutions has been negligible. As a result, Indian higher education has often been characterized as a sea of mediocrity containing only a few islands of excellence. Aside from concerns of access and quality is also the issue of equity. Socially and economically disadvantaged groups in the system are under-represented and their educational attainments tend to be below average.

The key problems faced by Indian higher education pertain to issues of access, equity and quality. However, these are but symptoms of a deeper malaise, related to the two primary constraints of the system today – the decline in public investment in higher education, and the existence of a flawed, overly rigid and ineffective regulatory framework. These problems have steered the sector into previously uncharted waters, particularly in the realms of privatization and foreign participation, both made more relevant by changes in the global trade regime and the education sectors of other nations. In this sense the present is an important juncture in the history of Indian

education, and it remains to be seen whether the government can successfully manage the sensitivities of the system in order to optimally utilize India's much vaunted demographic and educational advantages. As for institutions interested in penetrating the Indian market for education, this is a time to carefully observe developments in the legal and regulatory structure, particularly with reference to emerging ideological differences on the issue of foreign participation in higher education.

Structure of Higher Education

Knowledge is the driving force in the hastily changing globalized economy and society. Quantity and quality of highly specialized human resources establish their competence in the global market. It is now well recognized that the growth of the global economy has amplified opportunities for those countries with superior levels of education and vice versa. India is no exception to this global observable fact. As part of globalization, the economic reform packages were introduced in India in the beginning of 1991. These reform packages have imposed a heavy compression on the public budgets on education sector in general and higher education in particular.

Since 2001 India has experienced accelerating growth in gross domestic product, powered by building on international trade in services, business and knowledge process outsourcing, and manufacturing, reaching a peak growth rate of about 12% in 2010. The underpinnings of this unprecedented growth were the liberalization of the Indian economy, the revolution in computing and communications technology and the global competitiveness of India's pool of well-educated English language skilled workforce. Now faced with the adverse

impact of global economic slowdown and uncertainty, India's economic growth has slowed to half that peak rate in recent years, and projections for near term growth call for only a modest recovery. In line with the deceleration in economic growth during the four years leading to 2011, foreign direct investment declined annually in current dollars from \$43 billion in 2008 to \$26 billion in 2010 and recovering modestly to \$32 billion in 2011.

A rebound in the global economy to more "normalized" levels of economic activity is expected to benefit the Indian economy, however, several studies have identified core risks to the Indian economy that will affect its longer term economic growth trajectory. Many of the risks arise from financial, macroeconomic and regulatory conditions, and policies; others arise from the current state of Indian infrastructure; and yet, others relate to the Indian education sector's ability to deliver highly skilled workforce for the modern competitive knowledge economy.

Foreign Direct Investment (FDI) in higher education will create new opportunities for Indian firms, academic professionals, and educational institutions to be suppliers of goods and services to the foreign colleges establishing branch campuses in India, and will attract multinational companies to take advantage of a skilled and sophisticated higher educated work force. The success of FDI in Education in India depends on the openness of the economy, effective government policies, common sense regulation on the entry and operations of foreign colleges and universities, infrastructure development and availability of low cost real estate, land, and a flexible financial system that does not restrict capital inflows and outflows. The issue for India is how to ensure that FDI in education by foreign universities and colleges will benefit the country, and the issue for foreign colleges and universities is how to determine what should be the nature and scope of the investment, and how to assess the risks and benefits for all stakeholders.

India is the third largest higher education system in the system in the world (after China and the USA) in terms of enrolment. Unlike China or other Asian economic powerhouses, India's growth has not been led by manufacturing. Instead, the nation's pool of skilled workers has allowed India to go quickly up the economic value chain in several knowledge-based industries. According to a report by the New Delhi-based think tank ICRIER, India is home to the world's biggest pool of scientific and knowledge workers, and produces 400,000 engineers each year while the United States produces 60,000. According to the same report, in August 2006 India filed

1,312 patent applications, second only to the United States. Also, in terms of the number of institutions, India is the largest higher education system in the world with 17973 institutions (348 universities and 17625 colleges). This means that the average number of students per educational institution in India is worse than that in the US and China. In US and UK, percentage of enrolment in higher education is 82.4 and 60.1 respectively. In India, regardless of recent increment due to private players, current enrolment is merely 12 %. Even South East Asian countries have higher enrolment rate like 31% in Philippines, 27% in Malaysia, 19% in Thailand and 13% in China. To maintain the positive trends and an economic growth rate of 7 percent, India's higher education gross enrollment ratio (GER) would need to boost from 12 to 20 percent by 2016.

According to United Nations Educational, Scientific and Cultural Organization (UNESCO), public spending on higher education in India has one of the lowest public expenditure on higher education per student at US 406 dollars, which compares adversely with Malaysia (US 11,790 dollars), China (2728 dollars), Brazil (3986 dollars), Indonesia (666 dollars) and the Philippines (625 dollars). This expenditure in the USA is 9629 dollars, in the UK 8502 dollars and in Japan 4830 dollars. India needs to deal with issues of both quantity and quality. Every year nearly 0.4 million Indians go abroad for higher studies spending approximately \$ 12bn. This leads to not only loss of foreign exchange, but also 'Brain Drain', as most of these rarely comes back to India subsequent to completing their courses. The primary reason for a large number of students seeking professional education abroad is lack of capacity in Indian Institution.

Need for Foreign Investment

1. FDI in higher education will solve the problem of enrollment rate as we are in a situation of less supply high demand.
2. Indian money and talent going abroad will come in check.
3. Infrastructure will improve.
4. Some new methods and technology will be used in teaching.
5. It might happen that India may develop one of its own world class universities.
6. India needs to fill the technological lag as fast as it can to compete with China.
7. An increase in facilities, both in terms of physical magnitude and geographical spread, for inculcation of

vocational skills backed by an increase in the general quality of higher education.

8. The resulting competition with local universities would also induce us to become internationally competitive through quality improvements brought about by changes in curricula and other responses to an evolving market.
9. Further, FDI in education would generate employment.
10. Allowing FDI in education might lead to export of Indian education abroad in which there are large potentials.

Arguments for Promoting FDI

1. Increased Investment in higher education will lead to (a) Increased Institutions (b). Enhanced Access to the best universities of the world (c). Opportunities of International Qualification (d). Opportunity to come into contact with the top professors of the world. (e). World class labs and libraries. (f). Technological Innovation.
2. Competition leading to Quality Improvements.
3. Curriculum Innovation.
4. Research & Development.
5. Resource Use Efficiency (a). International Exposure (b). Possibility of Indian students getting jobs in multinational companies.
6. Import Substitutions (a). Emigration of Students would be checked (b). Import of students from neighboring countries could be promoted

Arguments against Promoting FDI

1. Profit and Market Considerations would dominate High demand courses.
2. Irrespective of the National Need Mickey Mouse Courses would be introduced.
3. Cosmetic Curriculum Innovation with aggressive Marketing will mislead students.
4. Vulgar use of Marketing Communication for 2nd or 3rd tier institutions.
5. Create false impression of quality by increasing convenience and flexibility for students.
6. Degrees awarded by foreign institutions by partnering with unapproved domestic institutions will not be recognized in India.
7. False marketing of foreign programmes wherein institutions claim to have resources that they don't really possess or give employment guarantees when there's no international equivalence of degrees.

8. Students in twinning programmes have not been able to obtain visas to study abroad at the Foreign partner's campus.
9. Many of the programmes offered by these institutions are not accredited in their own countries.

Recommendations and Suggestions

1. Should form an apex body (with public and private participation) to exercise control over the institutions entering in India.
2. Should monitor the quality of the programmes.
3. Verify the credentials of the investor-institutions.
4. Should ensure that what comes in is real money.
5. Must mandate that every educational institution operating in India.
6. The Government formed apex body should not delay in their decision-making process.
7. The government needs to introduce a concept of 'education credit', an amount equal to the average cost incurred in teaching a child in the privately run Govt. schools.
8. Alternate education must be promoted.
9. Incentives for indigenous research.

Conclusions

The foreign universities are usually worried about economic and financial benefits. A consistent criticism of the liberalization of higher education is that it will hold back a nation's ability to develop its own system reflecting its unique social, cultural and political characteristics. There is also a threat of homogenizing national education systems. Foreign providers bring with them foreign curricula which mostly have limited relevance to the importing countries socio-cultural contexts. Regulation of higher education in India should be achieved through the correct approach in facilitating the attainment of high quality through interaction of the profit motives of various providers, private domestic as well as foreign. At the same time, such motives should be suitably bridled by setting and enforcing rules of the game, periodic evaluations, quality assessment and accreditation to remove information asymmetries between providers and recipients of higher education. This will ensure that profit making is not exploitative but channeled to raise the quality of education.

Finally, a point often lost on critics is that India also has gone on the offensive in education services. A growing number of Indian educational institutions are commencing to export to other markets. So, globalization of education services should also be seen as an opportunity. In short, a

pro-active rather than defensive approach is required to benefit from the liberalization of higher education services.

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RECONSTRUCTION OF IDENTITY AND SELF IN PATRICK MODIANO'S *SRUE DES BOUTIQUES OBSCURES* (MISSING PERSON)

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ABSTRACT

A Nobel laureate and a profound novelist, Jean Patrick Modiano is a realistic portrayal of the harrowing experiences that took place during the Occupation, Deportation and Oppression that the Jews were forced to suffer after the war. Born to a Jewish businessman and a Belgian actress in Boulogne-Billancourt, Paris, on July 30, 1945, Modiano's childhood was marred by several daunting experiences associated with the Post War Trauma that World War II had just left in its wake. Modiano, known as the 'Marcel Proust of our time', served as a bold and sincere voice to elaborate and impress upon the peoples of the world, topics such as the Nazi occupation, oppression, deportation, Jewish identity and its eventual loss in his unique and intriguing style. This paper attempts to analyze the reconstruction techniques employed by the protagonist Guy Roland (the missing person of the novel), to unravel his identity in his amnesic state.

Keywords: Patrick Modiano, Search for Identity, Memories, Post war Trauma, Jewish identity, Oppression.

Reconstruction Of Identity And Self In Patrick Modiano's *srue Des Boutiques Obscures* (Missing Person)

Modiano writes the novel, *Missing Person*, in first person narrative and explores the dilemma of the protagonist Guy Roland, an amnesiac who is unable to recall anything prior to the last eight years. In the words of Guy Roland,

I am Nothing. Nothing but a pale shape, silhouetted that evening against the café terrace, waiting for the rain to stop; the shower had started when Hutte left me. (1)

The simple statement "I am nothing" that starts the novel, hides behind it a multitude of sorrow, desperation and longing to be recognized as someone legitimate. The author explores the loss of identity in the novel not only as a loss of the memory of the past, but also as a loss of purpose of life in the present. In the words of the protagonist,

Hutte, for instance, used to quote the case of a fellow he called "the beach man". This man had spent forty years of his life on beaches or by the sides of swimming pools, chatting pleasantly with summer visitors and rich idlers...but no one knew his name and why he was there. And no one noticed when one day he vanished from the photographs. I did not dare tell Hutte, but I felt that "the beach man" was myself. (47)

The loss of memory is akin to losing a part of the soul, since that leaves a gaping hole in the psychological personage, unable to be filled by any other than the truth.

This hole causes a burning desire to seek the past, as evident in the following lines.

Here I was, half-way across a bridge, at night, with a man I did not know, trying to drag some information out of him that would tell me something out of myself, and I could not hear him for the noise of trains. (38)

He works hard to hide his desire, withholding his entire amnesic episode from the conversation and speaks to a stranger, trying to hold onto his every word, yet appearing aloof, since people speak better when they are comfortable with the lack of seriousness of the conversation.

"But who are you?"

"A cousin of hers,...I'd like to find out a few things about her..." (36-37)

At the time of his amnesia Guy Roland is completely helpless and survives through the help of his friend, Hutte. This person symbolizes the help that all desperate and destitute people require and never seem to get.

With a single stride he was out of the café, not turning around, and I felt an emptiness all of a sudden. This man had meant a lot to me. Without him, without his help, I wonder what would have become of me, ten years back, when I was struck by amnesia and was groping about in a fog. (4)

Hutte manages to procure for Roland a new identity and attempts to convince him to let go of the past and focus on more immediate pressing present.

"Here," he had said, handing me a large envelope which contained an identity card and a passport. "Your

name is 'Guy Roland' now."... "My dear 'Guy Roland', from here on don't look back, think only of the present and the future. How about working with me?" (4-5)

Hutte's opinion on present and future seems to align with that of Mark R. Leary and June Price Tangney in *Handbook of Self and Identity*.

Identities are the traits and characteristics, social relations, roles, and social group memberships that define who one is. Identities can be formed on the past-what used to be a true of one, the present-what is true of one now, or the future-the person one expects or wishes to become or the person one fears to become. Identities are orienting, they provide a meaning-making lens and focus one's attention on some but not other features of immediate context. (69)

Guy Roland joins up with Hutte and works along with him in the managing of a private detective agency for eight years. This fact holds significance since, despite holding the experience of several years worth of detective work Roland still finds it a long ordeal to trace his past. At times, he seems to use the common expression 'Clutch at Straws', and anything else desperate enough to uncover any semblance of his original identity before the amnesia. The search is complicated by the fact that even though he narrows his identity down to a certain Mr. McEvoy, that name doesn't seem to appear as legitimate. It seems that it could have been a fabricated identity created in order to escape the German occupation of Paris, yet another consequence of war.

In all probability, Mr. Pedro McEvoy left France before the last war. He may also be a person using an assumed name and carrying false papers, as was common at that time. (121)

Hutte retires, hands Guy Roland the keys of his office and gives him unlimited access to the databases, phone directories and other repositories of information he has managed to accumulate over the years. He even tells Roland to contact him in Nice, should the situation ever occur that he might require help tracing his past. However, Hutte is apprehensive of tracing once own past as evident in the following lines.

"I always thought that one day you'd try to find your past again."

Now he was serious and I was touched by it.

"But look here, Guy, I wonder if it's really worth it."

He fell silent. What was he thinking of? His own past? (4)

His opinion and of many others to forget the past, are directly influenced by their own past with some wishing to

forget in the hope that it will reduce their sorrow or regret. These people may believe that someone who is an amnesiac is better off than themselves. However to an amnesiac, having an identity with regret and sorrow is much better than having none at all.

The lack of the past memory is acutely felt by Roland even though there are no immediate financial or other constraints. Irrespective of the nature, state of his life, the lacuna in his memory daunts him and his present life feels like a dream, an unreal existence. All his attempts at tracing his past are born from a desire to 'wake-up', live a conscious life, as consciousness is the direct link with one's own identity.

John Locke, in his book *An Essay Concerning Human Understanding*, states "Self is not determined by identity or diversity of substance, which it cannot be sure of, but only by identity of consciousness" (329)

The search for Roland's identity is not a cinematic cliché, where a person can look at someone or something and recollect his entire past. In this novel, the touch of realism is evident as the helplessness and anxiety of Roland is perceived in several incidences, where he is left wondering. "Do I recognize this man? Do I recognize this tune? Do I recognize this photo? Do I recognize this house? And so on."

"Do you remember?" said Sonachidze, gripping my wrist very hard. "Alaverdi..." He whistled the tune, his eyes shining. Suddenly, I too was moved. The tune seemed familiar to me. (11)

Modiano attempts to portray the repercussion of World War II and the German occupation of Paris quite indirectly through the turmoil of a Greek Jew who attempts to cross the borders of Switzerland, gets betrayed by the guide, gets lost and becomes an amnesiac in the process.

It kept snowing. I walked on, looking in vain for some landmark. I walked for hours and hours. And finally I lay down in the snow. All around me there was nothing but whiteness. (156)

At the end of this search for identity, Roland was able to narrow down his search to a certain Pedro and sets sail to the pacific island of Bora Bora to meet a certain contact whom he hopes to question. Upon arrival, it is evident that the person he wishes to meet, Freddie, was lost at sea either intentionally or unintentionally.

I do not know how long I remained by the edge of the lagoon. I thought about Freddie. No, he simply could not have vanished at sea. No doubt, he had decided to cut his last ties and must be hiding out on an atoll. I would find him in the end. (167)

However, Roland doesn't despair and reflects upon the fact that he still has an address in Rome which is supposedly the home of a person called Pedro, and thus ends the novel with no concrete clarification as to whether Roland did ever find out any conclusive proof of his identity or whether the address was also a dead end. This seemingly interesting open-endedness to the novel is a stroke of genius from the author, Patrick Modiano, as in reality, a concrete ending is often hard to find or nearly impossible, making his work, an accurate portrayal of turmoil, desperation, helplessness, and a terrible ordeal of a being in search of his lost identity.

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THE IMPACT OF TECHNOLOGY ON LANGUAGE TEACHING / LEARNING

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Introduction

The world of education in general and of languages in particular is in constant evolution in order to face up to the upheavals provoked by the of globalization both at the individual and professional levels. Education has to adapt and renew itself to be compatible with the globalised society. The introduction and use of technology is one of the priorities of the education community in the current digital society. Indeed, to meet the requirements and the challenges of the globalised world, developing digital practices in the language class has become a necessity.

Though, my presentation is focussed more on the use of technology in language teaching, it would be better to understand briefly the ancient period of learning. In ancient period, the language teaching/ learning was based on the use of 'Sand' and 'palm leaves' as tools for teaching and learning process. It was one sort of, teachers centric method where the teacher has to play many roles such as teacher curriculum, evaluation, guardian, facilitator etc. The open learning atmosphere of traditional method is replaced by modern methods with the class room atmosphere, block board, duster, pen, paper, bench, text books, introducing of curriculum, exams assessing evaluation and so on.

Though there was a lot of controversy for introduction of technology in language learning, it is now a days largely agreed that it impacts positively on the learning process.

1. How can Technology contribute, with Teaching Language?

There can be no doubt that technology can make a contribution to the teaching language given sufficient time and resources. At a general level, there are a number of claims made for the advantages which the appropriate use of technology can offer to the learner. The most relevant issues are summarised below.

Technology can give student a greater degree of control over the delivery of their learning. By using technology, students can access information, learning spaces, and other resources at times which suit their lifestyle and their other commitments. Increasing number of students either follow part-time degrees or, where they study full- time, hold additional responsibilities, such as those of part-time jobs and families, which mean that they have many pressures outside their studies, and their learning has to take place at appropriate times. - Technology can allow students to choose when to access resources, and it supports - methods which have a far greater potential than those of traditional distance-learning, particularly in the degree of interaction which it affords. Technology based resources can be integrated into a course of study and used to complement classroom contact, library resources, and standard methods of sharing insights.

Technology can enable the student to feel that they have control of their own learning. It can allow students to shape their learning by encouraging the perception that a culture's varied media is a collection resources which the student can be guided through, and that they have choices about the route which they take.

Students can communicate and discuss ideas together, even when they are not physically (or temporally) together; as student numbers grow in relation to staff numbers, student-student and student-to- teacher contact time is put under increasing pressure. The use of technology such as email, conferencing systems and other computer-mediated communication tools provides a rich environment in which communication can continue outside the classroom.

Technology can provide a gateway to better research methods and analytic approaches. Technology has provided a method for sharing specialist research materials

and research techniques with undergraduates to an unprecedented degree. Technology offers advanced research tools, and it can also provide the interface which helps the teacher to guide the student through the implementation of new techniques.

Technology can help to provide the motivation to learn and experiment. New teaching methods will often provide a student with added interest in the course, and impetus to develop their own learning. Technology is only one method which can be adopted and is not guaranteed to be successful by any means, but with carefully thought-out uses and proper integration into courses there can be significant benefits to both teacher and student.

There are certain specific ways in which the quantity of teaching and learning activity, and the quality of teaching and learning can be enhanced. With proper, well-considered planning, technology has the opportunity to enhance the learner's experience in some key areas.

Technology encourages and facilitates a multidisciplinary perspective on learning a language. The internet bringing increased levels of dissemination and sharing of information and knowledge also has an important role to play. The inter face between teaching and learning impacts directly upon the way in which teachers of different languages communicate and co- operate software such as trans IT tiger is used by teachers of many different languages but with common pedagogic and technical practices and these methodologies are frequently shared by teachers who can appreciate each others effort.

2. Advantages of Technology in Language Learning

There is no doubt about the advantages of technology in language learning. However, its impact is highly depended on the it is teachers' motivation and so on. Indeed technologic equipment and connectivity without human implication is not sufficient to improve teaching and learning, to be considered as an efficient tool. Technology require an actual engagement of the teacher and a well defined pedagogic project.

The following impacts seems to be the most obvious when using technology to support language learning.

- The possibility to adapt easily the teaching materials according to circumstances, learner's needs and response. A quick feedback is made possible.

- Possibility to combine / use alternatively skills (basics, texts, images, audio and video clips)
- Lectures become more interesting and less ordinary which boosts learners' engagements.
- It enables to focus on one specific aspect of the lesson (pronunciation, vocabulary)
- It increases learners' motivation and thus enhances personal commitment and engagement.
- It improves independent learning.
- Learners' collaboration and communication are more important.
- Learners attainment and out come are improved.

To make learners acquire sufficient mastery of the language that enables them to understand their lectures (listening comprehension) Of course managing a multi media language centre require not only deep human involvement but also technical support since teachers make use of Audio and video recordings / editing tools

Software packages, The internet Virtual worlds, Data show Not the least Important is the preparation of the courses that is time- consuming and quite demanding on the part of the teacher. A well prepared session in the multimedia language centre pre supposes. A careful and precise planning (timing of the session)

A meticulous choice of software

An adequate design, adaptation and chronology of the activities.

The availability of other tasks in case learners do not react as planned.

There are some evidences of significant benefits of technology for language learners. Students develop better listening skills due to regular exposure to audio materials (audio and video recording authentic and software - pronunciation software)

Selection of updated articles from the internet contributes to learners' awareness of the language skills, coherence in committing ideas, syntax) and of the specific scientific editing / presentation.

Teachers reported on their learners being engaged, motivated and attentive.

It impacted positively on students' proficiency.

Students increased their ability to take notes effectively, i.e they were more likely to listen to the teacher and grasp the message.

It brings an appropriate answer to those whose studies are endangered by linguistic limitations.

In spite of having more advantages by use of technology in language learning, still it has its own disadvantages such as lack of infrastructure, education policy, experience in particular field, administrative reasons and very expensive etc.,

3. How to Over Come from All These

It can be possible to over come by the following suggestions

- Improvement of basic infrastructure
- To provide IT training to all
- Universalisation of digital literacy
- By implementing educational policy

- By C.S.R (Corporate Social Responsibilities) have to adopt Govt. Schools, colleges, and State owned universities and to impart IT to all.
- Make Information Technology accessible to all.

In conclude, the impact of Technology is more effectively influenced on Language Learning than other issues.

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