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Lecture Notes on the Application

National Education Policy of India 2020

Highlights

Wallace Stevens and Supreme Fiction

A Study in Purba Bardhaman District (W.B)

Discovering Thoughts, Inventing Future

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Niyi Osundare: The 'Eco Elegist' Echoes through his Elegies

By Dr. Sharada Chigurupati
Osmania University

Introduction- The biggest enemy we face is anthropocentricism. This is that common attitude that everything on this earth was put here for (human) use."
– Eric Pianca, Eminent Ecologist, Ecological Society of America.

A poet dons many roles to ring in a change, to bring in a transformation, blows a clarion to call caution, envisages a dream and battles for a better world. Niyi Osundare, the Nigerian poet, activist fits into this bill perfectly. His heart heaves heavy as he whines over the imbalance in the ecology imbued by the brutish and selfish humans. He grieves over the loss of the green cover, wails over the woods being cleared, moans over the mountain ranges being razed to the ground and sheds tears on seeing the 'tear' in the sky. Osundare wears the mantle of the typical 'eco elegist', who earnestly laments over the degradation, deforestation and death of the ecology and human destiny thereafter.

Following the lines of traditional elegies, Nyi Osundare begins his poems on a highly pessimistic note over how, man pounds and plunders the earth for his selfish motives. He imbues his lines with melancholic mood as he moans on seeing the morose, unsightly sights around him.

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Niyi Osundare: The 'Eco Elegist' Echoes through his Elegies

Dr. Sharada Chigurupati

I. Introduction

"The biggest enemy we face is anthropocentricism. This is that common attitude that everything on this earth was put here for (human) use."

– Eric Pianca, Eminent Ecologist, Ecological Society of America.

A poet dons many roles to ring in a change, to bring in a transformation, blows a clarion to call caution, envisages a dream and battles for a better world. Niyi Osundare, the Nigerian poet, activist fits into this bill perfectly. His heart heaves heavy as he whines over the imbalance in the ecology imbued by the brutish and selfish humans. He grieves over the loss of the green cover, wails over the woods being cleared, moans over the mountain ranges being razed to the ground and sheds tears on seeing the 'tear' in the sky. Osundare wears the mantle of the typical 'eco elegist', who earnestly laments over the degradation, deforestation and death of the ecology and human destiny thereafter.

Following the lines of traditional elegies, Nyi Osundare begins his poems on a highly pessimistic note over how, man pounds and plunders the earth for his selfish motives. He imbues his lines with melancholic mood as he moans on seeing the morose, unsightly sights around him. He turns on the dreary tone and tenor as he witnesses the timeless treasures of nature being tarnished and tainted. He treats the themes of apathy, callousness, insensitivity and greed of man towards environment that's shaking the ground, destructing and disrupting the ecology thereby leading the human race into jeopardy.

Osundare, though begins his poems on a note of disappointment; he, like the other traditional elegists journeys through the highs and lows of life experiences and finally reaches a positive point to seek solace and sustenance drawn from hope, expectation and anticipation; thereby drawing lines of prosperity and prospects.

The poems of Osundare selected for study are: 'Our's to Plough, Not to Plunder'; 'Our Earth Will not Die'; 'Deep Green (Once Upon a Forest)' and 'Hole in the Sky'.

Osundare employs vibrant and vivid imagery as he paints the pictures of bountiful and beautiful nature during its glorious days of yore, when it was still unravished by the enterprising nature of humans. Parallel to the effervescent and lively images, run the dreadful and frightful pictures of the ravaged earth wailing and whining as it helplessly lies crumbled and ruined in the ruthless hands of the hard- hearted humans, who greedily ransack and pillage the environment to fill in their personal pockets.

The poet rues over being a mute witness to the assault and abuse of the forests. He testifies himself as a helpless spectator who walks through the naked forest which is stripped off its dignity and glory by the beastly humans who have exploited it for their personal gains. The poet uses the words like, 'naked', 'scars', 'shrivel' only to expose the unsightly signatures left by the humans in the name of development, progress and advancement. Ironically, unmindful of the bleak future they are going to hoist for the generations to come by. The following lines from the poem, 'Deep Green' testify his agony.

'Deep green, my testament, as I forage

through this forest of vanished glories,

my memory one shell of naked echoes'(1-4)

Osundare, in this poem is referring to the lumbermen, who like the cold-hearted army ruthlessly tore down the trees in the forest for their material gains there by transforming the once lush green forest into a dreary, dry desert. As a result, the homeless birds deserted the forest in search of new homes.

'Long-limbed lumbermen have

laid low the loins of the land;

the Yes-I birds have left

with their rainbow songs'(8-11)

The once glorious forest now lies naked, stripped off its trees, its flora, birds and animals. The forest which echoed and reverberated with the songs of the rainbow birds, not too long ago, is now standing bare only to expose its dry stubs and deep scars after the carnage unleashed by the humans.

'Once (not too long ago)

I talked to trees in this forest

and trees talked back to me'(14-17)

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The poet feels lonely and agonised as the strong spiritual connection and the deep emotional bond between him and the forest has now been prematurely slashed down by the insatiable hunger of the man.

'New Animism' unravels the spiritual trauma that the poet is undergoing over the deadly deforestation deals taken up by the spiritually numb lumbermen. Animists believe in the philosophy that all the living and non-living creatures including human beings, mountains, valleys, forests and animals are endowed with a spirit. They believe that there is an enigmatic and mystical connection between nature and the humans. The connection is supremely spiritual and deeply emotional. It allows dialogue between the animal world and the human world. Birds and animals share a wonderful, animated and euphonious conversation and create a harmonious symphony in the surroundings. The trees sway back and forth and caress the humans as they meander through the forest maze. Nature bursts into a rapturous frenzy as it melts to the musical medley. That was the beautiful world when man had shared space and co existed with all the creatures of the earth.

But, in the present globalised world, there is no space for any other being except for the human being. As the growing greed is getting better off the human beings, they started convincing and considering themselves to be the most superior beings in terms of physical power, intelligence, critical thinking and creativity over the other beings on the earth. In order to meet their personal and selfish motives, the humans started exploiting, mutilating, molesting and abusing nature in the most ruthless and callous manner. According to the Brazilian Ecologist, Michael Fox, man had become anthropocentric. 'Anthropocentrism, regarding human kind as the very centre and pinnacle of existence, is a disease of arrested development.' Fox reiterates that 'Man is the most dangerous, destructive, selfish, and unethical animal on earth'.

In the above poem, 'Deep Green, (Once a Forest),' Nyui Osundare becomes the spokesperson of 'ecocentrism', as he takes over the mantle of an ecocentric to blow the bugle, summoning the humans to buckle up and rally against the anthropocentric approach .

In the poem, 'The Earth is Ours to Plough, Not to Plunder', Osundare holds the hoe and picks the plough, wears the cloak of a farmer to sow the seeds of ecocentricism in the barren brains of the people, who take the earth for granted as they dig deep dibbles into the bowels to plunder gold and other metal.

He personifies the earth as a woman, as he says,

'The earth is ours to plough and plant

The hoe is her barber

The dibble her dimple.' (1-3)

Osundare, like a true spirited farmer wants the earth to be ploughed only for agricultural purposes and not to ravage her in the name of excavation, mining and digging for the precious treasures that she conserves in her womb.

'Let wheat fields raise their bread some hands

To the ripening sun

Let legumes clothe the naked bosom'(8-10)

He, on seeing how deforestation is exposing her naked bosom; he implores that she may be swathed and covered by the ripe wheat fields and legumes.
In the lines:

'Let the pawpaw swell and swing its headward breast' (11)

He prays that the pawpaw fruit may mature and ripen under the sun and swing and sway its breasts. The poet is personifying the fruit with a woman's breasts. The reason behind he, drawing parallels between a woman and nature is only to restate his ecocentric approach, where nature is considered to have been endowed with human qualities and spirit.

The western philosophy claims man to be at the centre and all the other natural resources and creatures as inferior beings. There exists only a materialistic relationship between the so-called civilized westerners and the earth. Whereas the indigenous cultures believed that there is an uncanny, spiritual and emotional relationship between human world and nature. The Europeans dominated nature as it is 'inferior' and is meant for their 'consumption' (according to their understanding). Within this framework of domination and exploitation, they have included non-Europeans and women. During the colonial enterprise, the Europeans have leveled the status of land with the status of woman. The land is for exploitation, for consumption and so is the state of a woman.

'This earth is

Ours to work not to waste

Ours to man and not to maim' (23-25)

The above lines reinforce the poet's anti anthropocentric philosophy. As he feels that the earth is meant for all of us to work and not to exploit its natural resources. The earth is the giver and provider of life. He states emphatically that the earth should not be destroyed, damaged and maimed for satiating the ever growing monstrous hunger of the humans for their material pleasures.

In the postcolonial context, driven by enterprise and desire, man has pulled off his ethical and moral cloak only to pounce like a predator onto the earth; to tear, to slit, to slash, to rip, to destroy and damage the natural resources in the name of productivity and

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progress. It is imperative to study the quote of Joseph .W. Meeker the author of *Comedy of Survival:*

"The human race has the capacity to render itself extinct unless alternatives are found to the patterns of intraspecific warfare that have dominated civilized history. Ours has long been a predatory species."

And finally, as the bottom line, Osundare says:

'The earth is ours to plough, not to plunder' (26)

Osundare issues a pounding word of warning to the pillagers, plunderers, looters who, with their short sighted vision are wreaking havoc on the planet earth considering only its resources to fill in their booty. He accentuates and echoes through his verses that 'The earth is ours to plough, not to plunder'. Osundare seems to be echoing the idea of Vandana Shiva, an environmental activist, as she states: " The abuse of the Earth is the ecological crisis." Greta Gaard in her famous text, *Ecofeminism, Women, Animals and Nature* says that:

"Humans should not attempt to "manage" or control nonhuman nature, but should work with the land. The use of agricultural land should be guided by an ethic of reciprocity. Humans should intrude upon the remaining natural ecosystems and processes only where necessary to preserve natural diversity". (58) And Osundare is clearly reflecting the vision of Greta Gaard through his verses.

The 'Our Earth Will Not Die', may sound like the swan song sung by Osundare as one reads the first few lines. Yet, the poet holds on to the cords of optimism and hope as he travels through the lacklustre lakes, slaughtered seas, maimed mountains and convinces himself that some time in the distant future the damage would be repaired, the carnage would be taken care of, and the curtains would be drawn to conclude the high octane drama rolled over by humans as they participate in the play, 'Mega Massacre of the Mother Earth.' He discusses global warming, climate change, deforestation, oil spills and disrupted marine eco system through the gross and graphic images that reflect the gravity of the macabre episodes.

"Lynched
the Lakes
Slaughtered
The seas
Mauled
The Mountains
But our earth will not die" (1-7)

The vision of the poet that this serious destruction shall not defeat the spirit of the earth instils hope in the readers that this is not the end of the game and that the future is not bleak and dreary but bright and better.

'A lake is killed by the arsenic urine
from the bladder of profit factories
a poisoned stream staggers down the hills
coughing chaos in the sickly sea
the wailing whale, belly up like a frying fish,
crests the chilling swansong of parting waters.
But our earth will not die (11-17).

In the above lines, he laments over how the factories urinate arsenic into the lakes and in turn fatten themselves by way of profits. His eyes well up as he sees the seas coughing, as poison from the factories and industries are excreted into the seas. He wriggles and writhes in pain as he witnesses the wailing whales and burning fish in the sizzling hot, sticky oil spills. He mourns as the marine ecosystem is thoroughly imbalanced by the release of liquid petrol into the seas.

The images of the sick sea, wailing whale and arsenic urine that the poet has employed are drawn from the profit oriented postcolonial enterprises. The commercial bent of mind of the humans is stealing away the primordial principle of ecocentric approach towards life. Though some gruesome and ghastly images flood the poem and imbue melancholic mood, the poet refrains from being morose, as the refrain that 'Our earth will not die' reframes the vision of the poet, that the earth shall overcome the reparation, prepares itself to rebound and regain its splendour and glory.

"And the rain
the rain falls, acid, on balding forests
their branches amputated by the septic daggers
of tainted clouds
Weeping willows drip mercury tears
in the eye of sobbing terrains
a nuclear sun rises like a funeral ball
reducing man and meadow to dust and dirt.
But our earth will not die "(21-28)

The above lines are sharp darts aimed at the global warming and climate change that the earth is now reeling under. The images of the acid rains pouring over the plain stubs and stumps in the once green forest areas; the dreadful acid that slashes the dry branches; the weeping willow trees shedding arsenic tears; the nuclear sun rising as if at the funeral of the earth; the man and the meadows being reduced to specks of dust, losing out on their identity and space – all speak volumes about the destruction, devastation on a massive scale that the earth is facing now. The next phase that the earth enters into is obliteration and then the 'Period.'

At this point, a closer look at what Stephen Hawking, Physicist & Author had said about climate

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change and global warming is worth mentioning: "One can see from space how the human race has changed the Earth. Nearly all of the available land has been cleared of forest and is now used for agriculture or urban development. The polar icecaps are shrinking and the desert areas are increasing. At night, the Earth *is* no longer dark, but large areas are lit up. All of this is *evidence that human exploitation of the planet is reaching a critical limit*. But human demands and expectations are ever-increasing. We cannot continue to pollute the atmosphere, poison the ocean and exhaust the land. There isn't any more available."

In the last lines of the poem, Osundare reverts from the point of doom, takes a 'U' turn only to bloom on a fresh note of hope. He says, in the last line, "But our earth will not die". He continues his vision by singing:

"Our earth will see again

eyes washed by a new rain

the westering sun will rise again resplendent like a new coin.

The wind unwound, will play its tune

trees twittering, grasses dancing;

hillsides will rock with blooming harvests

the plains batting their eyes of grass and grace.

The sea will drink its heart's content

when a jubilant thunder flings open the skygate and a new rain

tumbles down

in drums of joy.

Our earth will see again

this earth, OUR EARTH" (37-45)

As the poet was nourished and nurtured physically, emotionally and spiritually by nature, he is able to reflect upon his vision that the mother earth shall never decay and die. He dreams of a promising future when the rains shall bring pristine clear drops of water and cleanse the earth and replenish its scorched terrains. He dreams that the trees shall regenerate and become home to chirping birds. He dreams that the gates in the sky would roar open to pour down the rain on rolling mountains and hills. He envisions the sun shining resplendently over the verdure valleys and dales. He dreams that the creatures on the earth would sing and dance to the reverberating beats of the drum and soulful songs. He envisages a new lease of life as the earth opens to renewed avenues. Osundare's vision is reinforced through the words of the environmentalist, Rachel Carson, the author of the seminal book, *Silent Spring:*

"Those who contemplate the beauty of the earth find reserves of strength that will endure as long as life lasts. There is something infinitely healing in the repeated refrains of nature -- the assurance that dawn comes after night, and spring after winter."

The last poem for analysis is 'Hole in the Sky'. It is a choreo poem composed to sing along with musical instruments. The earth implores the poet to narrate its story of woe and wretchedness. It asks him not to edit and censor the story. It tells him not present a wrong picture of poise and beauty of the planet. It advises him not to eulogise it by eloquently evading the truth; It tells him not to paint the planet with pretty words. Instead, it asks him to be frank and stark by not covering its scars in sugar coated songs, and wax away lyrically with varnished verses. It asks him to tell the world its piercing pain and treacherous trauma caused by the merciless men.

"Tell my story,"

Said the Earth to me,

"Oh, tell my story the way it is.

Don't sugarcoat its bile

Don't varnish its rust

Don't cover its scars with pretty words

Tell my pain the way it is" (1-7)

In the above mentioned poems, the poet has discussed at length different issues like climate change, global warming and deforestation. In this poem, he makes the victim i.e., the earth to speak for itself as none of the humans is ready to take up its cause, none of them to stand for it and by it, none of them to protect it from molestation and destruction. In the following lines, he advocates against the over use of pesticides on the crop.

The dialogue between the fruits and leaves over who was affected most by the pesticide dose is heart-wrenching. This dialogue opens up a huge argument on the excessive use of pesticides that harm the bio diversity and the toxic effects it has on the environment.

"Ever heard fruits arguing between the leaves
Over which got the deepest dose
Of the pesticidal plague?

The poison killed the pest
And later buried the people" (24-28)

"The desert marches towards the sea
The desert marches towards the sea (35-36)

The issue of deforestation and soil erosion is discussed in this poem. In the poem, 'Deep Green' the line that the desert marches towards the sea is again hoisted by the poet. There seems to be an overlap of

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lines and ideas and issues troubling the poet, which culminate in the poem, 'Hole in the Sky'

"A hole

A hole

A blazing hole

In the garment of the sky" (68-71)

The poet now brings in the issue of ozone depletion; the gases, fumes, pollution and other human manufactured (dis) activities that have punctured a huge hole in the placid sky above. The poet uses the metaphor of 'garment' to describe the vast expanse of the blue sky.

Oven-hot summers
Winters blind with ice

The Arctic melts like butter
As rising oceans consume the land (72-75)

The depletion of ozone layer, or the 'tear' in the garment of the sky or the 'hole in the heavens' is causing inferno -like summers and melting the ancient Arctic like soft butter and aiding the oceans to rise and erode and eat into the lands.

Yet, Osundare has not lost his hope. He is the champion for the cause of painting the planet green. He is the foot soldier who carries the pennants to plunge into action. He is the bugle blower who instills hope and optimism and warmth into the waning hearts of the people. He is the medicine man, who heals the wounded souls and spirits of the people.

Trumpet sounds in the horizon
Green intimations unfurl the wind
Healing needle to the hole in the sky
Earth's Redemption Army
Is gathering strength beyond the clouds.
Trumpet sounds behind the mountains" (86-90)

He listens to the trumpets blaring across the horizon; he sees a needle sewing the hole in the sky, he sees the signs of green leaves fluttering in the wind. With this fantastic vision unfurling, Osundare concludes his poem on a positive note that the future is definitely going to be brilliant and glorious with the army of green poets working relentlessly on their verses only to repair and redeem the earth from destruction and bring in solace and succor to the spirits of the humans, animals, birds, forests and mountains thereby reinforcing his philosophy of ecocentric approach to life. Truly, the eco-elegist echoes ecocentricism through his elegies.

On a concluding note, it's important to appreciate the philosophy of Rachel Carson:

"We stand now where two roads diverge. But unlike the roads in Robert Frost's familiar poem, they are not equally fair. The road we have long been travelling is deceptively easy, a smooth superhighway on which we progress with great speed, but at its end lies disaster. The other fork of the road — the one less travelled by — offers our last, our only chance to reach a destination that assures the preservation of the earth."

— Rachel Carson, Silent Spring

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Lecture Notes on the Application of the Functions of Semantic Categories in Translation

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Abstract- The aim of this paper is to shed light on the contribution of semantic categories to translation. To this end, the paper uses both a theoretical and a descriptive approach. Indeed, the theories relating to the terms category and semantic categories are presented. Then, the functions of semantic categories are described in translated sentences. Finally, the paper has found that the kernels of English sentences together with the transformations that can be derived from every clause or phrase are key aspects of sentence comprehension and stylistic differences. Equally important is the finding that translation becomes easier and more technical when the functions of semantic categories are applied in sentence construction.

Keywords: *semantic categories, translation, kernels, parts of speech, transforms.*

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Lecture Notes on the Application of the Functions of Semantic Categories in Translation

Servais Martial Akpaca

Abstract- The aim of this paper is to shed light on the contribution of semantic categories to translation. To this end, the paper uses both a theoretical and a descriptive approach. Indeed, the theories relating to the terms category and semantic categories are presented. Then, the functions of semantic categories are described in translated sentences. Finally, the paper has found that the kernels of English sentences together with the transformations that can be derived from every clause or phrase are key aspects of sentence comprehension and stylistic differences. Equally important is the finding that translation becomes easier and more technical when the functions of semantic categories are applied in sentence construction.

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Résumé- Le but du présent article est de faire la lumière sur la contribution des catégories sémantiques à la traduction. Pour atteindre ce but, l'article adopte une double approche théorique et descriptive. En effet, les théories relatives aux termes 'catégorie' et 'catégories sémantiques' sont présentées. Ensuite, les fonctions des catégories sémantiques sont décrites dans des phrases traduites. Enfin, l'article a découvert que les standards des phrases anglaises ainsi que les transformations syntaxiques découlant d'une phrase ou d'un groupe de mots sont des aspects clés qui facilitent la compréhension de la phrase et des différences stylistiques. Il est également important de souligner que la traduction devient plus facile et plus technique lorsque les fonctions des catégories sémantiques sont appliquées lors du processus de construction de phrases.

Mots clés: catégories sémantiques, traduction, kernels, différentes parties du discours, transformations syntaxiques.

Introduction

Translation theorists, including Nida, have noted that translation is the transfer of meaning from one language to another. This transfer concerns not only the message (i.e. the content) but also the form (i.e. the structure). Therefore, both the content and the form of a message are transferred from a source language to a target language.

At this early stage, it is important to note that the word *transfer*, for example, has been used several times with different functions in the sentences above. In the very first sentence, it is used as a noun, while in the third sentence, it is used as a verb. The use of the terms *noun* and *verb* is interesting in this discussion because they remind us of the traditional parts of speech which include 'nouns, verbs, adjectives, adverbs, pronouns, prepositions/adpositions, conjunctions, and articles'. In English grammar, these are called 'grammatical categories', while in semantics, they are called 'semantic categories'. Thus, from the perspective of semantics, the noun 'transfer' represents an object, while the verb 'transfer' expresses a process. Before going farther in this discussion, it is worth pointing out that a sort of confusion has prevailed regarding the terminology relating to grammatical categories and/or syntactic categories. In Syntactic Categories; Their Identification and Description in Linguistic Theories, Rauh (2010, p. 1) alludes to this confusion by making the following point:

> ''What is immediately obvious is a variety of terminology, including the terms 'parts of speech', 'word classes', 'form classes', 'lexical categories', 'grammatical categories', and 'syntactic categories'. What often remains unclear is whether these terms refer to different kinds of categories or whether they are more or less synonymous.''

The confusion seems to persist given that all these terms are used to refer to sentence constituents which are verbs, nouns, pronouns, adjectives, phrases and so on. Haspelmath (2001: 16539) also admits that there is a sort of opacity surrounding some of these terms.

> Besides the term word class, the older term part of speech (Latin pars orationis) is still often used, although it is now quite opaque (originally it referred to sentence constituents)… Another roughly equivalent term, common especially in Chomskyan linguistics is 'syntactic category' (although technically this refers not only to lexical categories such as nouns and verbs, but also to phrasal categories such as noun phrases and verb phrases).

However, Haspelmath and Sasse eventually admitted that syntactic categories and parts of speech are fully equivalent terms. ''Sasse, and also Haspelmath, not only considers syntactic categories and parts of speech as 'roughly equivalent', but apparently as 'fully equivalent', for he states: 'The analysis of syntactic categories was familiar to the traditional grammarians under the title parts of speech'' (1993, p. 646). Croft has also joined Haspelmath and Sasse by admitting that syntactic categories and parts of speech are equivalent. ''The same applies to Croft, who originally described noun, verb, and adjective as 'syntactic categories' (1984, 1990, 1991), but later gives the very same description of the very same categories

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for 'parts of speech' (2000, 2001, 2005). (Rauh, op. cit., p. 4)

The fact that these authors agreed that syntactic categories and parts of speech are equivalent does not yet clarify the point this paper intends to make on the functions of semantic categories in translation. Indeed, the term semantic categories has so far not appeared among the terms evoked in the previous paragraphs of this introduction. In other words, there is a need to clarify the link (if any) between parts of speech, syntactic categories and semantic categories. In this connection, McCawley (1970, p.531) states that ''At the abstract level no distinction is drawn between syntactic and semantic categories. I believe that . . . syntactic and semantic representations are objects of the same formal nature.''

The next question that comes to mind is: What is important about the application of the functions of semantic categories in translation? On the strength of the theories developed by Rauh, Nida and Banks, this paper will demonstrate how the semantic categories, namely objects, events, abstracts and relations, make translation easier and clearer.

I. Problem Statement and Methodology

a) Problem Statement and definition of the term category

In most translation courses, a heavy emphasis is laid on translation strategies and/or procedures as well as on the history of translation, the problems of equivalence, the various types of translation, etc. However, the functions of semantic categories in translation are given little attention. Indeed, the science of translating can be made easier if students or professional translators are aware of the vital functions semantic categories such as objects, events, abstracts and relations perform in sentence construction.

To discuss the functions of semantic categories, it is necessary to understand what the term category means.

b) Definition of the term category

In *Syntactic Categories; Their Identification and Description in Linguistic Theories*, Rauh defines the term category as follows:

> Categorizing is a fundamental aspect of how humans process reality. The formation of categories gives structure to the enormous amount of sensory input. Items that share properties are combined to form groups, and it is these groups that define categories. Because of the shared properties of their members, categories enable us to formulate generalizations. In the human perception of reality, the formation of categories thus serves cognitive economy. Insights and statements no longer refer to individual items, but can be generalized to whole groups which are subsumed under categories. (2010, p. 1)

Having defined the term category, the next issue that this paper addresses is the presentation of the research methodology.

c) Methodology

In a bid to explore the contribution of semantic categories to translation, this paper adopts a two-fold approach, namely a theoretical approach, which sheds light on the definition of the terms 'categories', 'semantic categories' and 'kernels', and a descriptive approach which proceeds to analyse and describe a pattern of sentence construction using the functions of semantic categories. This second approach includes several examples of sentences translated into English using the functions of semantic categories.

Another important aspect of this research is the presentation of its results which will be followed by a discussion of the same.

II. Results

a) English sentences are constructed on the basis of roughly half a dozen kernels which may lead to differences in style.

b) The application of the functions of semantic categories makes translation clearer and easier because the functions of nouns, verbs as well as adverbs, adjectives, prepositions and conjunctions in a sentence are known in advance.

c) Non-congruent forms in a sentence lead to grammatical metaphor.

III. Discussion

a) Discussion of Result 1: English sentences are constructed on the basis of roughly seven kernels which may lead to differences in style.

Nida has given as examples seven sentences representing the kernel expressions in English. According to him, the basic grammatical structures of the language can be constructed from these types:

1. John ran quickly.
2. John hit Bill.
3. John gave Bill a ball.
4. John is in the house.
5. John is sick.
6. John is a boy.
7. John is my father. (Nida, op. cit., p. 40)

In these sentences, there are subjects, verbs, adverbs, complements, articles, phrases, adjectives and pronouns, i.e. the constituents of a sentence.

In kernel 1, John is the subject of the verb ran. John is a noun that can be represented as a semantic category of object word. In this same kernel, 'quickly' is an adverb. It is also a semantic category representing a qualitative abstract.

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In sentence 4 'John is in the house', 'in the house' is a prepositional phrase. Examples of prepositional phrase include 'with a pen', 'through the glass', 'on the table'.

In kernel 5 'John is sick', sick is grammatically an adjective and semantically a qualitative abstract.

Kernels 6 and 7 are profoundly different because whereas one can say 'my father is John' or 'John is my father', no one can say 'a boy is John'.

Nida is quoted as saying that: ''In fact, one of the most important insights coming from "transformational grammar" is the fact that in all languages there are half a dozen to a dozen basic structures out of which all the more elaborate formations are constructed by means of so-called "transformations." (1982, p. 39)

Let us now examine the following examples given by Nida in order to show the relationships between words in a phrase or sentence: In the phrase *the God of peace*, we are not speaking of a peaceful God, but God who causes or produces peace. (Ibid, p. 36) Nida says that if we proceed to analyze all of these phrases in terms of their simplest and most unambiguous relationships, we come out with the following series:

Biblical Phrases

The will of God	God wills	
The foundation/creation of the world	(God) creates the world	
The God of peace	God causes/produces peace	
· The Holy Spirit of promise	God promised the Holy Spirit	
·The word of truth	the word is true	
. baptism of repentance	(people) repent and are baptized	
. remission of sins	(God) forgives (the people's) sins (Ibid, p. 37)	

On page 41, Nida gives another example of words with complex semantic structures. *Servant* and *Lord,* for example, in the contexts *servant of all* and *the Lord of the sabbath* identify both objects and events, for the kernels underlying these expressions are: "He serves all," or "one (w-ho) serves all," and "He commands/ controls the sabbath." It needs to be underlined that *servant* is an action-word while *all* represents an object.

The point Nida is making throughout these examples is that in a given sentence or phrase, a wary translator should try and understand the message of the source language text and should assign functions to semantic categories, namely objects, events, abstracts and relations, in his/her translation.

> We have, at one time or another, already made use of the terms *object, event, abstract,* and *relational*. It becomes crucial at this point to explain just what we mean by these terms. In the first place, they refer to basic semantic categories, in contrast with the more familiar terms *noun, verb, adjective, preposition,* etc., which refer to grammatical classes. Second, these four categories include exhaustively all the semantic subcategories of all languages, even though various languages have quite different sets of grammatical classes; in other words, they are universal. This means that the entire universe of experience is divided among these four categories. (Ibid, p.37-38)

According to Nida, *Object* refers to those semantic classes which designate things or entities which normally participate in events, *e.g. house, dog, mall,* etc. *Event* is the semantic class which designates actions, processes, happenings, *e.g. run, jump, kill. Abstract* refers to the semantic class of expressions which have as their only referents the qualities, quantities, and degrees of objects, events, and other abstracts. For example, *red* is nothing in and of itself; it is only a quality inherent in certain objects, *e.g. red hat, red binding, red face. Relations* are the expressions of the meaningful connections between the other kinds of terms. Often they are expressed by particles (in English many are prepositions and conjunctions)

Having established the functions of the various semantic categories, Nida says that they may lead to differences in style. To illustrate this statement, we just have to examine the various *transforms* of the following sentence: 'Rita sings beautifully.'

1. Rita sings beautifully.	2. The beauty of Rita's singing	3. Rita's beautiful singing	4. The beautiful singing of Rita	5. Rita's singing is beautiful.	6. etc.

In the sentence 'Rita sings beatifully', Rita is a an object-word; sings represents an event or an action; beautifully is a qualitative abstract. Furthermore, this sentence or clause can be transformed as follows: (2) The beauty of Rita's singing; (3) Rita's beautiful singing; (4) the beautiful singing of Rita; (5) Rita's singing is beautiful.

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In these phrases and clauses, some of them contain the object word beauty, while others contain the qualitative abstracts *beautiful* and *beautifully.*

An important point that needs to be made is that among the five points above, there are only two clauses and three phrases. The two clauses are N° 1 & N°5, and the three phrases are N° 2, N° 3 and N°4. Among the phrases, there are two noun phrases and one adjective phrase.

The various transforms of kernel 1 explain the differences in styles between writers and translators. This example shows the relationship between *translation* and *stylistics*. Furthermore, the application of the functions of semantic categories makes translation clearer and easier.

b) *Discussion of Result 2:* The application of the functions of semantic categories makes translation clearer and easier because the functions of nouns, verbs as well as adverbs, adjectives, prepositions and conjunctions are known in advance.

Below are examples of sentences illustrating the functions of some of the semantic categories in translation.

1st example: Events are expressed by verbs in English and by nouns in French

Before **travelling**, the chiefs were feted at the Victoria hotel in Entebbe, Uganda, where they were instructed on how to use the table cutlery and act like ''gentlemen''. (Gona, 2002, p. 24)	Avant le voyage, les chefs furent conviés à une fête à l'hôtel Victoria à Entebbe (Ouganda), où on leur apprit à utiliser les couverts et à se comporter comme des « gentlemen ». (Gona, 2004, p. 26)

In this example, the actions, processes or events are expressed by the present participle of the verb *to travel* and by the verb *fete* in English, while they are expressed by the nouns *voyage* and *fête* in French.

The use of the –ing form is compulsory after the adverb *before* but other formulations are possible, e.g. *before the journey* or *prior to the trip*, etc. These insinuate another aspect of lexical semantics that will be discussed at a later stage. Equally important is the use of the verb *to fete* which means *fêter* in French but this verbal form cannot be used in this context. In the French language, you cannot *fete* someone. You can only *invite someone to a feast*. That is why the periphrasis *conviés à une fête* has been used instead.

2nd example: Events are expressed by verbs in English and by nouns in French

His stay in England officially **ended** in June, but he did not return to Bukoba until August to the chagrin of his employers. (Ibid, p. 25)	Son séjour en Angleterre **prit** officiellement **fin** en juin, mais jusqu'en août il n'était pas retourné à Bukoba, à la grande déception de ses employeurs. (Ibid, p. 26)

In this second example, the verb '*ended'* (which expresses a happening or an event) is translated into French using the noun *'fin'*, which is a transposition characterised by a change of grammatical category. Here again English is attached to a verbal form to express an event.

3rd example: Events are expressed by verbs in English and by nouns in French

What interests us is the flavour it added to the prospect of **founding** a pan-African trade union unity and how Andrew fitted in this process. (Ibid, p. 90)	Ce qui nous intéresse, c'est la saveur qu'elle ajouta à la perspective de la **création** de l'unité syndicale panafricaine et la manière dont Andrew s'adapta au processus. (Ibid, p. 99)

The present participle of the verb *to found* (which performs the semantic function of process or action) is used to express an event in English, while the noun *création* is used in the French translation.

4th example: Events are expressed by verbs in English and by nouns in French

Andrew later **championed** for unions to be de-linked from ruling parties in post-independence Tanganyika and Africa in general. (Ibid, p. 50)	Andrew **a** plus tard **été le champion** de la lutte pour la dissociation des syndicats et des partis au pouvoir à Tanganyika au cours de la période post-indépendance et en Afrique en général. (Ibid, p. 55)

The process of *championing* for unions to be de-linked from ruling parties is expressed by the noun *'champion'* in French.

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5th example: Exercise relating to three versions of the Bible: two English versions and one French version.

This example is drawn from TAPOT by Nida except the French translation.

Compare Philippians 2: 1-5 in the ASV and the TEV and the TOB (French)

ASV	TEV	TOB (French)
"So if there is any encouragement in Christ, any incentive of love, any participation in the Spirit, any affection and sympathy, complete my joy by being of the same mind, having the same love, being in full accord and of one mind."	"Does your life in Christ make you strong? Does his love comfort you? Do you have fellowship with the Spirit? Do you feel kindness and compassion for one another? I urge you, then, make me completely happy by having the same thoughts, sharing the same love, and being one in soul and mind." (Nida, op. cit., p. 39)	S'il y a donc un appel en Christ, un encouragement dans l'amour, une communion dans l'esprit, un élan d'affection et de compassion, alors compétez ma joie en vivant en plein accord. Ayez un même amour, un même cœur; recherchez l'unité.

Compare the following corresponding phrases:

RSV	TEV	TOB
1a. encouragement 2a. incentive of love 3a. participation in the Spirit 4a. affection 5a. sympathy	1b. make you strong 2b. his love comfort vou 3b. you have fellowship with the Spirit 4b. you feel kindness 5b. compassion for one another	1&2: encouragement dans l'amour 3. une communion dans l'esprit 4&5. un élan d'affection et de compassion

Answer the followving questions:

1. What makes the verb expressions in 1b, 2b, 4b, and 5b clearer than corresponding noun expressions in 1a, 2a, 4a, and 5a?
2. What is the value of the use of pronouns *you, his,* and *one another* in the phrases of the TEV series?
3. What is the justification, if any, for using these verbs and pronouns?

KERNEL SENTENCES

Now if we examine carefully what we have done in order to state the relationships between words in ways that are the clearest and least ambiguous, we soon discover that we have simply recast the expressions so that events are expressed as verbs, objects as nouns, abstracts (quantities and qualities) as adjectives or adverbs. The only other terms are relationals, *i.e.,* the prepositions and conjunctions. (Nida, 1982, p. 39)

However, instances of sentences in which nouns are used to express processes and events are abundant in English. These are called non-congruent forms.

c) *Discussion of Result N°3:* Non-congruent forms in a sentence lead to grammatical metaphor.

Writers using nouns to express events may ultimately wish to achieve a particular lexical effect. In an article titled *The evolution of grammatical metaphor in scientific writing, Banks* informs us that even in English nouns are used to express actions and this leads to the notion of grammatical metaphor.

"*The term grammatical metaphor has come to be used as a convenient label for the use of non-congruent lexico-grammatical forms... the form of grammatical metaphor which has received the most attention is the nominalisation of processes, and indeed in some treatments it is the only form discussed (Eggins 1994, Bloor & Bloor 1995). Processes are congruently encoded as verbs, when they are encoded as something else, such as nouns, we have a non-congruent form, and this constitutes a grammatical metaphor*". Banks (2003, p. 127-129)

This quotation not only gives credence to Nida's semantic categories but it also points out that there are non-congruent uses of nouns which express processes instead of representing objects. Banks has further mentioned the names of Ravelli and Halliday who have come up with several types of nominalisation of processes. Indeed, Ravelli has identified material, mental, relational, verbal and behavioural processes; while Halliday has divided processes into events, aspect or phase and modality.

Furthermore, Banks has given examples of sentences in which the word *trawl* is used successively to name some equipment and to express an action. It is of course the second use of the word which constitutes grammatical metaphor: ''…no fish were assumed captured while the trawl was retrieved'' (Krieger & Sigler 1996:283) and ''The time between dives and trawls was < 4h for 13 of the 16 comparisons.'' (Krieger & Sigler 1996: 283) In these examples, the word designates an object but in the following examples, it expresses an action: ''Trawl periods ranged from 10 to 18 min, depending on trawl speed and trawl distance needed to intersect the submersible transects.'' (Krieger & Sigler 1996: 289)

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In the next section, examples are given to shed light on the concepts of mental, material and existential processes.

Text	Processes
"In the midst of their squalor, black workers were faced with huge **increases** in the cost of food, rent and transport. Meat prices skyrocketed; increases in the African's staple food – bread and mealie meal – were prohibitive. Added to this was the **starvation** experienced in the reserves, as poor **harvest** resulting from the drought, the mass **unemployment** following the **deportation** of tens of thousands of 'superfluous' Africans from the towns to the Bantustans, and the overall **desperation** of the African workers" (Gona, op. cit., p. 121)	Starvation: existential process Desperation: mental process Unemployment, deportation: material (human process) Increases, harvest: material (non-human) process

In the text above, several processes are expressed through the nouns desperation, starvation, increases, harvest, etc. While some of them refer to abstract realities, others represent tangible or visible phenomena.

Halliday's processes, namely events, aspect and modality are prevalent in grammatical constructions. Halliday defines process as follows:

> Processes of all types unfold through time; but the way the process unfolds may vary from one process type to another. In particular, processes of the 'material' type tend to differ from all the other types (with the partial exception of 'behavioural' processes, as we shall see below), and this is seen in how present time is reported. The unmarked tense selection is the present-in-present (e.g. is doing) rather than the simple present. (Halliday & Matthiessen, 2014, p. 225)

In the quotation above, Halliday's process involves the notion of aspect (i.e. progressive aspect, habitual aspect, etc.) The examples below are given to clarify the notions of aspect and modality.

Sentence	Aspect	Modality
ia mis going to the airport.	Progressive	
John spends Sundays on the beach.	Habitual	
Ghaham used to go to a military academy.	Habitual past action	
Mary has been coming here to see her friends.	Iterative	
Paul has eaten bread.	Perfect	Has – modal (auxiliary verb)
Ernest had prepared his lesson before the inspector came.	Plu-perfect	Had – modal expresses anteriority in the past
Andrew, will you lend me the pen you are writing with? I just want to write a sentence.		Will is a modal of volition and not an auxiliary of the future tense.
I can drive a car.		Can expresses capacity.
You can go.		Can suggests permission.
If you buy the lttery ticket, you can win up to USD 500.		Can expresses possibility and/or probability.

IV. Conclusion

The function of a word in a sentence depends on the context. In other words, a word can be used as a verb or a noun depending on the context. Furthermore, parts of speech are also called grammatical categories or semantic categories.

English sentences are constructed in accordance with half a dozen kernels. Every kernel can be transformed in a number of ways. By so doing, an adjective may become an adverb in another transform; a noun may become an adjective; a verb may become a present participle in another transform, etc.

The assignment of functions to semantic categories in a sentence makes translation clearer and more technical. In this perspective, verbs express processes and actions; nouns represent objects; adjectives and adverbs represent qualities, abstract features and quantities; and prepositions and conjunctions are relationals.

There is grammatical metaphor when nouns are used to express actions and processes. These nouns are non-congruent forms.

This paper is just an attempt to give translators a tip in the practice of their profession. It may have limitations regarding the lack of reference to the latest publications on the issue of semantic categories and their application to translation.

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Troubles with Reality and Order through the Imagination in a World of Disbelief and Disorder: Wallace Stevens and Supreme Fiction

By Amal Mohan M. S. & Prof. A. Khaleel Rahuman

Abstract- The voice of the intellect is a soft one, but it does not rest until it has gained a hearing."

- Sigmund Freud

There have been a lot of writers throughout history who praised or criticized the world's beauty and ways. They all had their ideas and advice for humanity. But America's most celebrated twentieth-century poet Wallace Stevens did not just rain down his ideas in his writings but took them as his motto for life. And he called the sum of his ideas 'Supreme Fiction'. This Supreme Fiction, according to Stevens, is a supreme level of poetry that cleanses the mind and soul of its readers and reduces the hardships they have to face in real life. In other words, Supreme Fiction is Stevens' replacement for the idea of God. Deeply influenced by the Nietzschean idea of the 'Death of God', Stevens wants to create a replacement for God for people to find comfort in a world of disbelief and disorder in the twentieth century.

Keywords: Stevens, supreme fiction, reality, the imagination, Nietzsche, death of god, world, disorder, poetry, order.

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Troubles with Reality and Order through the Imagination in a World of Disbelief and Disorder: Wallace Stevens and Supreme Fiction

Amal Mohan M. S. [α] & Prof. A. Khaleel Rahuman [σ]

Abstract- "The voice of the intellect is a soft one, but it does not rest until it has gained a hearing."

- Sigmund Freud

There have been a lot of writers throughout history who praised or criticized the world's beauty and ways. They all had their ideas and advice for humanity. But America's most celebrated twentieth-century poet Wallace Stevens did not just rain down his ideas in his writings but took them as his motto for life. And he called the sum of his ideas 'Supreme Fiction'. This Supreme Fiction, according to Stevens, is a supreme level of poetry that cleanses the mind and soul of its readers and reduces the hardships they have to face in real life. In other words, Supreme Fiction is Stevens' replacement for the idea of God. Deeply influenced by the Nietzschean idea of the 'Death of God', Stevens wants to create a replacement for God for people to find comfort in a world of disbelief and disorder in the twentieth century.

Fascinated by all kinds of philosophical and imaginative ideas found in the world, Stevens considered the idea of God as a supreme creation of the human mind. It is the supreme poetic qualities of the human mind that helped and shaped the creation of the idea of God, he believed. Now the man-created God is dead, why cannot the humans replace Him with something new, a new fiction? Nietzsche's famous dictum, "Gott ist tot" - "God is dead", created a huge vacuum in the heart of humanity in the nineteenth century. Nietzsche examined the terror of mankind that had arisen from a world forsaken by God. Nietzsche also proffered ideas for bringing back the order of the world by replacing god with another idea. And for him, the replacing idea was art. Art can replace the absent God. But he never said how or discussed anything as a solution to the death of god. Stevens saw this problem as an opportunity for all the poets to take the seat of the Almighty now dead. Stevens believed that the death of one god was the death of all gods. He firmly believed that it is now the duty of poets to bring order and peace back to the heart of humanity bereft of belief and bounded by disorder. And for that, he makes an effort to differentiate his conception of God's death and the role of poets in a frustrated world. He creates his own re-imagining of an orderly world through a mode of enchantment called the 'Supreme Fiction'.

Why did Stevens think the world was out of order with the man-proclaimed 'death of God'? What was wrong with the world? And why did he believe it is all because of God's death and only a Supreme Fiction can save humanity out of all disorder in the absence of God? This paper attempts to focus mainly on what Stevens was trying to say through his poetry and how he was striving to save the people from disbelief and disorder with his creation of Supreme Fiction. The article examines his troubles with reality and the order of the world bereft of an order-giving God. It is a journey through Stevens' mind to find whether we need a supreme belief in our world to live in harmony with reality.

Keywords: *Stevens, supreme fiction, reality, the imagination, Nietzsche, death of god, world, disorder, poetry, order*

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I. Introduction

Even from the very beginning of Stevens' literary career, he was very much fascinated by the difference and relation between Reality and the Imagination. He is one of the poets, as with Coleridge, who could bring something to reality with his poetic imagination. His fascination has led him not only to examine the works of his present-day writers but even those from the early ages such as Plato too. He was led through the philosophies of Plato, Kant, Goethe, Nietzsche, Freud, and a host of others. He studied them and arrived at conclusions for himself. He respected them and took them as motivation for his writings. What Stevens learned from his exploration into the writers is that the writers in the past and their writings felt more unreal and were devoid of the imagination that would change the reality of the perceptible world.

The perceptible world was a constantly changing wonder to the young mind of Stevens. No matter what, we can never totally rely on the past to find meanings for our present life. This is the same with writings too. Some of the writings of Plato may seem absurd to the present-day readers, and they will accept them only up to the extent their imagination allows it. And this imagination is linked to reality. As reality changes, so does the imagination. Stevens is more than addicted to his search for the relation between reality and the imagination in his writings. Surprisingly enough, there is no theory for a relation between reality and the imagination to be found in the whole of Stevens' writings.

As reality is constantly changing, Stevens sees the contemporary Americans leaping into fancy, an inferior faculty of the mind. He is so disappointed that his people are running away from the reality of the

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perceptible world, especially, of the godless world of the twentieth century. Stevens agrees with Coleridge that fancy is not the same as the imagination but more of an activity of the mind, which puts things together by choice and not by will, as a principle of the human mind to strive towards realizing itself by knowing itself. Without having the imagination, Americans of his time are easily pulled to satisfy themselves with anything that never shows who they are. The American morals and codes in the post-Nietzschean godless world are only for their self-satisfaction. This leads to the creation of unreal works that include poems, paintings, or anything in which no imagination or reality is present. But for Stevens, these two factors – reality and the imagination – are the most important mediums to sustain life in this godless human world in the 'post-death-of-god' scenario.

Stevens explains that the relation of reality to the imagination will always vary. This variation may exist between the works of one age and the works of another. What exists today was never there before and will never be after. And in the present day, this relation has diminished and degenerated much from its state of being noble. The prime reason for that, Stevens adds, is the "pressure of reality". This variation happens because of the pressure of reality that binds us. It always differs in each era of human life or history. Stevens makes a very easy example of this pressure of reality by noting the changes in the language of writing through the ages. There was a period of mathematical language, scientific language, the language of poetry etc. in the reality of this world. All these are the products shaped by the changes in the reality of the world at different times. In the period of the English language of 1700 and the language of Wordsworth or Joyce, these changes are clearly visible. This is the same pressure that leads Freud to write the *Future of an Illusion.* The object of Freud's essay is to suggest a surrender to reality. He speaks of how the promise of religion has become less credible to people and an unreality in the twentieth century. He notes that there is no need for religion for men to cope with the 'cruelty of reality' and he supports the decline of religious belief. His advice is that accepting reality is a better way of living a healthy life, and without that, there is no hope for humanity with its simple dependence on art or God.

In a constantly changing world, people experience new kinds of mythological, political, economic, or poetical aspects in their life. People are being connected more than the past ever saw, and the connection will only increase irrespective of any prior acquaintance in time and space. "We lie in bed and listen to a broadcast from Cairo, and so on. There is no distance. We are intimate with people we have never seen and, unhappily, they are intimate with us" *(Necessary Angel 18).* Stevens thinks that the desperate intimacy of his time is a threat to poetic imagination. The more the people are connected to each other, the more they would want to be accepted. And Stevens believes that this connectivity of huge masses influences little learning about everything in the world and people will always fail to see what is in front of them in reality. The calmness in one's life is directed by something far away, and this leads to the tormenting of the mind and a life of chaos and disorder. It is a great pressure of reality on society, and in turn, society is always directed by such pressure.

A kind of pressure from the news in the present times can make ordinary people lose hope in humanity. Pressure has been stormed into human lives for years, whether it is about the corruption of the country or news of a new world. This pressure gives us more confusion about life itself. For an American, there comes a need to know more news about England, Germany, or Russia, and the news just spreads to every nook and corner of the country without any contact in reality. And for many years, these events or news have made the ordinary movement of life more complicated. The present becomes a time for repenting. And this is a matter of seriousness for the artists and the poets. During the Napoleonic era, the news of the present world had little or no effect on the artists or the poets. Coleridge and Wordsworth and Sir Walter Scott and Jane Austen did not have to cope with the events of their day as much as the people of the twentieth or twenty-first century should know about the interior bombings of China or London or Montreal or the destruction of the Twin Towers.

> If it is not possible to assert that the Napoleonic era was the end of one era in the history of imagination and the beginning of another, one comes closer to the truth by making that assertion in respect to the French Revolution. The defeat or triumph of Hitler is part of a war-like whole but the fate of an individual is different from the fate of a society. Rightly or wrongly, we feel that the fate of a society is involved in the orderly disorders of the present time. We are confronting, therefore, a set of events, not only beyond our power to tranquilize them in mind, beyond our power to reduce them or metamorphose them, but events that stir the emotions to violence, that engage us in what is direct and immediate and real, and events that involve the concepts and sanctions that are order of our lives and may involve our very lives; and these events are occurring persistently with increasing omen, in what may be called our presence. *(Necessary Angel 22)*

This is what Stevens means by the pressure of reality, "a pressure great enough and prolonged enough to bring about the end of one era in the history of the imagination and, if so, then great enough to bring about the beginning of another" *(Necessary Angel 22).* It is the pressure that demands the role of the imagination in human affairs in a world of disorder.

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In such turbulent times, the imagination, Stevens argues, is our most strong survival mechanism; those with a significant magnitude of it are better able to endure the crippling pressure of reality: that it is often at the end of an era is one of the peculiarities of the imagination. What happens is that it often binds itself to, and adheres to, a new reality. It is not that a new imagination emerges, but that a new reality is present. Of course, the pressure of reality might be less than the general pressure. It occurs to people in tune with the conditions of their lives or according to the features of their minds. To sum up according to Stevens, the pressure of reality is the determining factor in an era's artistic disposition and also the determining factor in an individual's artistic character. It is the imagination that is pushing back against reality's pressure.

According to Stevens, the subject matter of poetry is not that "collection of solid, static objects extended in space but the life that is lived in the scene that it composes; and so reality is not that external scene but the life that is lived in it. Reality is the things that are" *(Necessary Angel 25).* And in reality, there is pressure from everywhere in the forms of violence, especially, physical and spiritual violence. They are projected onto the world problems. By confronting all such events from the world, life becomes more anesthetized and the mind is left with no imagination. By the end of imagination, Stevens means that we are attaching ourselves to a new reality that is not created by our reality. But Stevens believes that this can vary from individual to individual because whatever happens, it is in our hands to carry on with life. It depends on the circumstances of our lives and the characteristics of our minds. So to be clear, the artistic character of each individual depends on this pressure of reality and how one confronts it. This is where Stevens sees the possibility for the poets and the purpose of their works. So it is the "pressure of reality" that controls the poetry and thus the poets are asked to take the colossal part in bringing order to the world in disorder.

For Stevens, a poet is a well-developed individual, the "master of life". He searches for a high order man to give that which the society needs. And this requires a man who could control the imagination and reality so easily. He should commit himself to reality. Stevens speaks of the way of a poet as the "way of reality", as the way of truth. "In all his poems with all their enchantments for the poet himself, there is the final enchantment that they are true," says Stevens in his Bard College Address *(Collection of Prose and Poems 838).* Truth in poetry is created by an agreement with reality, by a powerful wave of the imagination. As the "orator of the imagination" *(Collection of Prose and Poems 730),* the poet should give people a faith in an era of disbelief, and he should provide the satisfactions of life that only the imagination can supply by holding onto reality.

People are struggling to live their lives and becoming more careless about the world's problems caused by man. These are the times of confusions in the present and the confusions are still increasing. People face a huge pressure of reality to push life forward, and in that race, everything they must feel, everything they must notice, is completely ignored. Thus, they lose the balance of nature. Here is where the role of the poet comes in, and that role is of paramount importance. People's imagination should be provoked. Stevens declares that "Reality is life and life is society and the imagination and reality; that is to say imagination and society are inseparable" *(Necessary Angel 28).*

No politician can command the imagination. It requires a genius, a poet. Poetry should be the home for the sick. It should eradicate the dirt of life and make it purified. A poet should be more concerned with social obligations than moral obligations. He should use whatever imagination and senses he could find in the world for that purpose, because it is always the imagination pressing backward the pressure of reality. But this cannot be done if the poet names himself an elite. Certainly it is not to lead the people out of their confusion as Moses led the Israelites out of Egypt, but to comfort them. He has to make his imagination theirs and thus igniting the light in their minds and their lives. Only then a poet fulfills himself as a poet.

> A world of poetry indistinguishable from the world in which we live, or… from the world in which we shall come to live since what makes poet the potent figure that he is, or was, or ought to be, is that he creates the world to which we turn incessantly and without knowing it and that he gives to life the supreme fictions without which we are unable to conceive of it. *(Necessary Angel 31)*

While philosophy tries to satisfy our reason by truth, poetry uses imaginative ideas to satisfy the imagination, according to Stevens. There can be no imagination in philosophy but there can be truth in poetry. So if the poet, in order to fulfill himself, should accomplish a poetry, that satisfies both reason and the imagination, to achieve something philosophy could never. This idea could even compare with the idea of God. Stevens writes "…If it happened, for instance, to be an idea of God, would establish a divine beginning and end for us which, at the moment, the reason, singly, at best proposes and on which, at the moment, the imagination, singly, merely meditates" *(Necessary Angel 42).* Philosophy in despair, the poet finds a sanction of life in poetry that satisfies the imagination and reason. Thus it makes poetry not equal to philosophy but superior to it. Yet there is no definition for poetry because, according to Stevens, not that it has not been found, but that there is none.

Poetry is universal. Aristotle once cited "in relation to the point that poetry is a process of the

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personality of poet. This is the element, the force that keeps poetry a living thing, the modernizing and ever-modern influence" *(Necessary Angel 45).* Everything that makes a poet an individual, all external and internal factors depend on the creative process of poetry. There is both aspiration and inspiration which lead to liberation of the poet's life by himself writing poetry that accomplishes the purpose of his life. Stevens speaks here of an experience that is liberating. These feelings of the experience are a kind of purification of the soul and establishing a self, and Stevens says these experiences are not different from the degree of experiences of saints, a kind of a mystic one. Stevens is clearly not trying to make a saint out of poets or poet out of saints. But this idea is common place knowledge for aesthetic satisfaction.

> On the other hand, if we say that the idea of God is merely a poetic idea, even if the supreme poetic idea, and that our notions of heaven and hell are merely poetry not so called, even if poetry that involves us vitally, the feeling of deliverance, of a release, of a perfection touched, of a vocation so that all men may know the truth and that the truth may set them free - if we say these things and if we are able to see the poet who achieved God and placed Him in His seat in heaven in all His glory, the poet himself, still in the ecstasy of the poem that completely accomplished his purpose, would have seemed, whether young or old, whether in rags or ceremonial robe, a man who needed what he had created, uttering the hymns of joy that followed his creation. This may be a gross exaggeration of a very simple matter. But perhaps that remark is true of many of the more prodigious things of life and death. *(Necessary Angel 51)*

He was very much attached to this idea. Everything we believed so far is just an imagination created by man with all his poetic qualities. And Stevens thought of a replacement that could change the future of humanity and him. This is the beginning of Stevens' idea of 'Supreme Fiction'.

Stevens believes that this imagination could be his supreme force; a remedy for all the chaos and disorder created by the 'Death of God', but recognizes that it needs more reachable and strong demonstration, one that poetry provides:

> The idea of pure poetry, essential imagination, as the highest objective of the poet, appears to be, at least potentially, as great as the idea of God, and, for that matter, greater, if the idea of God is only one of the things of the imagination...Logically, I ought to believe in essential imagination, but that has its difficulties. It is easier to believe in a thing created by the imagination. A good deal of my poetry recently has concerned an identity for that thing. *(Letters 369-370)*

Stevens raises pure poetry beyond the spiritual, to an ultimate value and entraps himself to this only task of defining the essential of poetry. He takes this task throughout the rest of his career and calls it the 'Supreme Fiction'.

Why does Stevens believe that "God is dead" as Nietzsche declares? Why does he want a replacement for the idea of God instead of anything in the world, or what is the trouble in believing in a God and things coming with Him? The main reason is, to Stevens, God was a lie or a great artistic creation of compassion, made for humanity and by humanity. So with the death of God, Stevens felt the void left in the mind of humanity for leading a life in harmony. It is here where the poet comes in with his artistic qualities. Stevens writes, "...in an age of disbelief, when the gods have come to an end, when we think of them as the aesthetic projections of a time that has passed, men turn to a fundamental glory of their own and from that create a style of bearing themselves in reality. They create a new style of bearing in a new reality" (*Collection of Prose and Poems 844).* He turns to art for defining this new style of bearing, specifically poetry, to investigate its role in a godless society. And it is here where he turns to the role of poetry and the purpose of a poet. "The poetry that created the idea of God will either adapt it to our different intelligence, or create a substitute for it, or make it unnecessary" *(Letters 378).* The substitute hinted at here later becomes Stevens' 'Supreme Fiction'. Stevens believes that with the death of God, there comes a time when people will believe that God is a fictive idea or a being, and humanity will search for a new replacement idea. He thinks that the responsibility of finding such an idea rests in the hands of the poets. But to believe it requires a great inspiration. And it is that inspiration Stevens is trying to provide to humanity through his poems.

Through a journey through the poems of Stevens, we can really understand his need for replacing the idea of God with a 'Supreme Fiction'. To him, poetry and God are equal fictions of the human mind. As God is a supreme fiction of the human mind, poetry is the Supreme Fiction of the poetic imagination. Poetry is the Supreme Fiction of Wallace Stevens.

Stevens questions the beliefs of paradise offered by the gods and religions and criticizes them as false and unrealistic. He disagrees with the beliefs brought in along with God. He also stands against the human thoughts on death. He asks humanity to see death as a positive thing and to accept it. To him, it is only the end of life, a normal and inevitable occurrence. Rather than running hard on life or trying to conquer every height of life, Stevens advises to stand still and enjoy life as simple as one can. Life is this simple to Stevens. He explains that in a world without God or faith or reason, the imagination is the door, and modern poetry or Supreme Fiction is the key to an interesting and satisfying life. Unlike God, poetry, through its artistic imagination, helps humanity see the beauty of life and

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brings order to a disorderly life. It reassures faith and hope in oneself and the world around inhabited by human beings.

Stevens' poems never define what his Supreme Fiction is, but one can find the remains of his Supreme Fiction in them. In the poem *To a High-Toned Old Christian Woman,* he compares poetry and God as equal fictions of the human mind and explains the powers of poetry, which is what Supreme Fiction also demands. Poetry's dominance as a means of expression and enjoyment, and also as a means of sublime experience is important to Stevens. And in *Sunday Morning,* he shatters the traditional beliefs of paradise offered by the religions and criticizes the false hopes and ideas provided by the religions and myths, and calls them unrealistic. He asks humanity to see death as a good thing like life and advises to accept it as it is. In *Of Modern Poetry,* Stevens discusses poetry as an idea of Supreme Fiction by explaining that the essence of poetry is change and the essence of change is that it gives pleasure. A poetry that reconciles and satisfies the people who lost all the beliefs and faiths in troubled times and brings order to the reality of their life is 'Supreme Fiction'. Through this poem, Stevens gives a clarion call to the poets to create a 'Supreme Fiction'. And in the poems *Disillusionment of Ten O' Clock* and *The Idea of Order at Key West,* Stevens explains that in a world without god or faith or reason, imagination is the door and modern poetry or supreme fiction is the key to life. *Anecdote of the Jar explains* the supremacy of nature's beauty and creativity of the imagination and how the imagination can act on reality and be used to bring beauty and order to life. The poem *The Snow Man* explains the way of poetry in bringing order to the life of humanity, and the poem *The Man with the Blue Guitar* gives hope and reassures faith in the mind of humanity through Stevens' incredible talent and work of genius manifesting through his poetry.

Notes Toward a Supreme Fiction really opens up the way for 'Supreme Fiction' with a more philosophical tone and at a critical level where Stevens talks a lot about its idea, essence and possibility. This is the Supreme Fiction, the new experiment by Stevens with poetry that brings back a much-needed order to a society that suffers from a lack of focus and a total lack of belief but still possessing a fervent need for both. Poetry is supreme in that it is light, life-affirming, earth-affirming, enchanting, mysterious, and, above all, conscious of its fictional nature. And further, the poem is something so effortless and pleasant to believe in. Stevens proclaims that poetry is no less a fiction than God. This is the basis of Stevens' conception of the poem's redemptive essence. It is what flows out of the friction between reality and imagination while embodying both.

II. Conclusion

At a philosophical level, the debate on man's rational thought against the beliefs and the faiths in a Supreme Being dawned on humanity only during the nineteenth and the twentieth centuries with the advent of Nietzsche, and it still continues through the veins of the twenty-first century. Nietzsche and Kant are such examples of philosophers who dared men to know, to think for themselves, and then depend on any other way of life other than the way of God or a religion. To them, faith has caused a lot of problems historically. Therefore, they tended to choose reason instead of faith. They started to believe in science and evidence rather than in faiths and beliefs.

A life without faith cannot be in order, cannot be in harmony. The world cannot fully understand the scientific findings through rationality alone. Human existence is full of paradoxes, and it requires irrationality to live it. We cannot write a book on how to live. We only have to live it. And life is a mixture of rational and irrational beliefs. To live in harmony with oneself and the surroundings, a 'supreme belief' is required. When God is declared dead in human history, people's faiths and beliefs are to be put somewhere else other than science. That is why humanity requires a 'supreme being' as God. But when people become more rational and start to think by themselves, harmony is more in conflict and disorder is the result. And it is here where Stevens wants to save humanity. When everyone started to lose belief and when the twentieth century god-free world stood still with chaos, Stevens stood up, tried to create something magnificent and beautiful as a new order through the power of the imagination, through the avatar of 'Supreme Fiction'.

Wallace Stevens calls upon his fellow poets, and this new responsibility makes him charged, with the creation of new values, and with the inputting of a new faith. The disenchanted and gloomy tone in a world generated by the death of God can be recreated by the unique capabilities of the poet. He can reproduce the world's mysteries and illusions it once held. He should create 'the necessary angel', the illusory faith, which is the only kind of belief that could hold a modern society in order. In a letter to Henry Church, Stevens writes, "I said that I thought that we had reached a point at which we could no longer really believe in anything unless we recognized that it was a fiction" *(Letters 430).* This is the very kind of fiction that the poet can supply. This is the very kind of fiction that Stevens, as a poet, supplies. But Stevens repeatedly emphasizes that this is an exceptional skill the poet has to instill in himself.

In the *Adagia,* Stevens writes, "After one has abandoned a belief in God, poetry is that essence which takes its place as life's redemption" *(Wallace Stevens:*

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Collected Poetry and Prose 901). Poetry becomes the ultimate value after God because of the curative and cleansing myths it is capable of spinning. Miller rightly points out that "In defining poetry as a substitute for religion, Stevens is joining himself to a tradition extending from the romantics through Matthew Arnold down to our own day" *(Miller Poets of Reality 24).* Arnold predicted in 1888 that "...most of what now passes with us for religion and philosophy will be replaced by poetry" *(Essays in Criticism 2)*. Stevens' conception of the poem and its redemptive qualities is much the same, but less of a hypothesis than of a fact, one which Stevens expresses and explores simultaneously in his poetry.

For Stevens, God has been a fiction, and to poetry He is no less a fiction than reality. Supreme Being gone, Supreme Fiction is born. Stevens writes, "By supreme fiction, of course, I mean poetry" *(Letters 407).* Stevens' development of this new kind of poetry, that replaces God from his throne, reaffirms order in the society and needs a much greater reparative work. In his great poem, *'Notes Toward a Supreme Fiction,'* Stevens tries to describe how the poem weaves the magic. As Stevens writes, "It is implicit in the title that there can be such a thing as a supreme fiction," *(Letters 430)* and in "Notes," he sets out to show us how.

Stevens believes that language is important, that poetics would overcome nihilism in the wake of a departed God. But Stevens does not see this as a question of sickness and moral value, but merely as a desperate need for order, for rework and revival of the world through the poetry supplied by the "benign illusion" of the imagination. Stevens sets tirelessly to satisfy this need, to find a poetic theory and practice, to find the 'Supreme Fiction', a poetics of freshness and a poetics that "rejects trash" *(Wallace Stevens: Collected Poetry and Prose 185).* And Stevens' idea of 'Supreme Fiction' shares some important points with Nietzsche, especially, in how they both choose art to deal with the Death of God, which takes on an almost celestial importance, but which carries a crucial element of scepticism and lightness. Each confers praise on abstract art that changes and gives pleasure. The art both emphasized carries key world affirmations, the order in a disorderly world of no gods. Nietzsche just delivered an important message: "God is dead," and disappeared behind it. Stevens is embodying that message a step beyond. His poetry is, in fact, the embodiment of a completely reverent, metaphorical, and necessarily redemptive new kind of faith. Poetry is the fundamental creative creed Nietzsche refers to. The Nietzschean guideline to a deified art is eventually realized in Wallace Stevens, in his poetry, in his 'Supreme Fiction'.

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Reflection of National Education Policy of India 2020 in the Cartoons of R. K. Laxman

By Dr. Seema Ravindra Deshpande

Introduction- R. K. Laxman, Rasipuram Krishna swamy Laxman, was born on 24 October 1921 in Mysore and died on 26 January 2015 in Pune, India. He is called the king of cartoons since he gave India's Common Man a voice. No one skipped from his cheerful criticism not even his signature character 'Common Man'. The researcher calls him prophet as many predictions (what he criticized) he depicted in his cartoons are envisaged in 2020, though he died in 2015. As a school going boy Laxman did not like the school and study. He mentioned this in his autography The Tunnel of Time that how arid and dreary were school days as some unpleasant events were related with his school time and school teachers. So, he strongly anticipates the changes in the Education Policy through his cartoons. He raised the questions either wittily or humorously about school, teachers and students. It ironically manifests lacunas in Education System of India.

Surprisingly enough most of the issues, Laxman raised, are tried to be rectified in the New Education Policy 2020 of India as Indian Government "Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development" (Ministry of Human Resource Development).

Keywords: humour, students, equity, education, education policy.

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Reflection of National Education Policy of India 2020 in the Cartoons of R. K. Laxman

Dr. Seema Ravindra Deshpande

Keywords: humour, students, equity, education, education policy.

I. Introduction

R. K. Laxman, Rasipuram Krishnaswamy Laxman, was born on 24 October 1921 in Mysore and died on 26 January 2015 in Pune, India. He is called the king of cartoons since he gave India's Common Man a voice. No one skipped from his cheerful criticism not even his signature character 'Common Man'. The researcher calls him prophet as many predictions (what he criticized) he depicted in his cartoons are envisaged in 2020, though he died in 2015. As a school going boy Laxman did not like the school and study. He mentioned this in his autography The Tunnel of Time that how arid and dreary were school days as some unpleasant events were related with his school time and school teachers. So, he strongly anticipates the changes in the Education Policy through his cartoons. He raised the questions either wittily or humorously about school, teachers and students. It ironically manifests lacunas in Education System of India.

Surprisingly enough most of the issues, Laxman raised, are tried to be rectified in the New Education Policy 2020 of India as Indian Government "Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development" (Ministry of Human Resource Development). p3. Significant measures have been enrolled towards reducing the discrepancy of female dropouts in school. So hereby the girl child, too, has some reason to be hopeful. The policy recognizes the additional barriers in education that plague female education, particularly at the primary level. The most serious flaw is the least allotted fund for girl-child education. To overcome this barrier, the Government of India has designed to constitute a "'Gender-Inclusion Fund' to build the nation's capacity to provide equitable quality education for all girls" (Ministry of Human Resource Development). p 26. Laxman has repeatedly pointed this issue through his art of illustration. Because he is an illustrator and humorist par excellence who's on-the-point cartoons speak a thousand words about such live issues. In the Fig.1, where Laxman has specified girl-child issue showing the contradiction. As in the *Fig.1* very serious issue is raised by Laxman where the mother as well her girl child in her lap carrying the load on their head at work-site and the board is hung behind them scribed with words "International Women's Day". The mother is shown uttering the harsh future of the girl, "Learn to balance it properly, silly girl! Remember, soon you will have to start working!" (Laxman R. , The Best Of Laxman-Vol-IV, 1995).p99. Here the Common Man's 'seeing' is not worthless who is the counterpart of each common man and foresees girls' dark future without education. The irony in the picture provokes the thought what's the value of International Women's Day if the girls are bound to take work in complete disproportion to their strengths and abilities and averted from birth-right of education. This thought provoking 'seeing' let not people blunt and indifferent at the social issue. Moreover, the issue, of largest percentage of girls working at the cost of education in India is seriously underlined. And so UNISEF has strongly proposed, "Gender-equitable access to quality education from early childhood to adolescence, including for children with disabilities, marginalized children and those living in humanitarian and emergency settings. (unisef). India's new education policy has under propped the opinion saying as, "Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development" (Ministry of Human Resource Development).P3. So, Ministry of Human Resource Development has devoted a complete section for "Equitable and Inclusive Education: Learning for All."



Fig.1

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Above point of equitable opportunity of learning is further expanded with broader vision as it is quoted, "an inclusive and equitable society in which every citizen has the opportunity to dream, thrive, and contribute to the nation. The education system must aim to benefit India's children so that no child loses any opportunity to learn and excel because of circumstances of birth or background" (Ministry of Human Resource Development). P24. This perspective is prominently embossed in the *Fig. 2* where two cartoons having extreme disproportion of standard are juxtaposed. Susmita Sen and Aishwarya Ray won the Miss Universe and Miss world crowns respectively in 1984. The entertainment industry along with sport held the nation in thrall as much as politics did. The woman in first figure is happy after listening the news and says, "I am proud of the spectacular transformations and improvements which are taking place among women of India" (Laxman R. , 2005). P178. In the second fig. the father is answering the son "I don't know what it is if I could read I would have told you whether it is an election poster or cinema poster" (Laxman R., 2005). P178. After reading both the cartoons readers get entertained as well as begin to think over the social inequality, financial inequality in Indian society. The women like Sushmita Sen and Aishwarya Rai are getting world fame while some women are still fighting to earn their day's bread and butter, and some are people are even illiterate. So it may be aptly said, "It is indispensable as a teaching tool that displays the many vicissitudes of Indian democracy over the years" (Chatterjee S. , 2007). After reading the issue, the researcher strongly asserts Laxman's cartoons serve social functionalism.

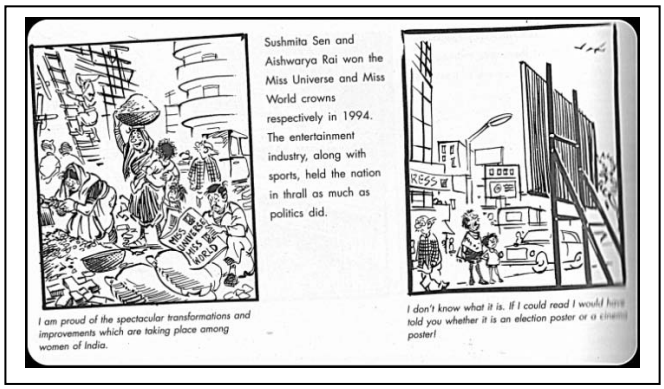

Fig. 2

As it is rightly stated by Maheipeu Nadang, "Marks oriented education system mercilessly murdered the curiosity of an inquisitive young Mind." Everyone who cares for children agrees that the main motto of education is to provide necessary inputs to one to understand, learn, grow and share with society. But this is forgotten by parents as well as teacher. In the *Fig.3* father is angry with his child after seeing his marksheet, "I am ashamed of you! How can I show my face to the public! You expect admission to any college with these miserable marks-88.75%?" (Laxman R., The Best of Laxman-Vol-3, 1994). p22. The Common Man presents there might be thinking if 88.75% is miserable marks! How much does he expect? In such a case, parental pressure is the most damaging factor. The boy in the cartoon appears stressed as he cannot live up to his parents' high expectations. In fact, every parent knows his child's potential but is not ready to accept it. They think they can push the child beyond his capacity by pressurizing him. Trying to get admission on merit basis makes the mindset of society, of parents, of teachers, of students, overambitious leading them to mere frustration.



Fig. 3

Teachers truly matrix the future of our children - and, eventually, the future of our nation. It is because of this sublime role, the teacher in India was the most respected member of society. Only the very best and most talented would become teachers. But with the passing time, the situation changed, and some began to enter into the field of teaching to earn more and to work less. Such kind of mentality poisoned and tainted the most pious world of teaching. Laxman's further cartoon reflects humorously where students are in mood to celebrate the teachers' strike to manifest their disinterestedness towards school so they say, "Good News Boys! The talks have failed! They aren't getting a pay hike. The strike will continue." It shows that teachers failed to maintain the interest of students and motivate them. So, to rectify and regulate, government has taken the strict and corrective stand for teacher's shaping, "To gauge passion and motivation for teaching, a classroom demonstration or interview will become an integral part of teacher hiring at schools and school complexes. These interviews would also be used to assess comfort and proficiency in teaching in the local language" (Ministry of Human Resource Development). P20. To test and reform teachers' mindset and to attain the desired standards of education, Ministry of Human Resource Development has planned strictly, "Teacher Eligibility Tests (TETs) will be strengthened to inculcate better test material, both in terms of content and pedagogy. The TETs will also be extended to cover

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teachers across all stages (Foundational, Preparatory, Middle and Secondary) of school education"(Ministry of Human Resource Development). P20.

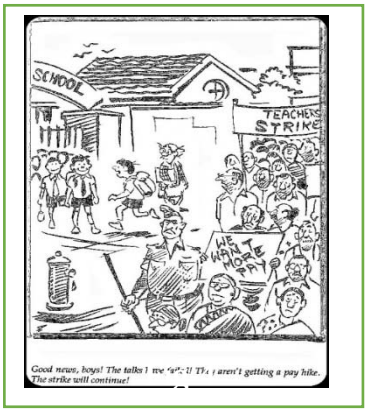

Fig. 4

Laxman shows us the absurdity of academics' evaluation yardstick, which does not account for the individuality of the student, rather pressurizes them to the extent of creating anxiety. Examination stress is a matter of worry elsewhere in the world. This point is humorously depicted in the *Fig.52B* where the boy though is felled with a car dash appears to be very happy and relieved saying "It's OK, sir. Anything is pleasant after answering those exam papers!" (Laxman R., The Best Of Laxman-Vol-IV, 1995). p 96. Taking into consideration of absurdity of evaluating students as shown in the cartoon. HRD ministry has set the goal of the school education regulatory system which imparts,"----continually improve educational outcomes; it must not overly restrict schools, prevent innovation, or demoralize teachers, principals, and students. All in all, regulation must aim to empower schools and teachers with trust, enabling them to strive for excellence and perform at their very best" and it will regulate an effective quality self-regulation or accreditation system to institute for all stages of education consisting,"----pre-school education- private, public, and philanthropic - to ensure compliance with essential quality standards"(Ministry of Human Resource Development). P31.



Fig. 5

In India, exams have been a matter of stress for the pupils. Parental pressure for children to excel in their studies has been unusually high. As shown in the cartoon figure-- the father's face reveals his anger and dissatisfaction at the confusion of his child when he says, "If you are so confused you will not come to any good. Listen, those are last week's pre-exam papers and these are tomorrow's pre-exam papers! "(R. Laxman, The Best Of Laxman-Volume IV). P89. Laxman shows us the absurdity of academics' evaluation yardstick which does not account for the individuality of the student rather pressurize them to the extent of creating anxiety. That is set to correct in new education policy. Schooling does not always direct to learning. Globally, there are more non-learners in school than out of school. Children most of the time get bored with the compulsory subjects, they are bound to face them because there is no option for them. Besides there is parents' pressure to adapt with subjects they dislike. Sometime the medium of language is the main hurdle in their learning especially in India, because India is multilingual nation. In this 21st century English medium is welcomed as a way to drive towards technology and science. Students from village can't cope the speed of learning in foreign language as their mother tongue is different. So HRD Ministry has taken right steps to stop, "-------the overemphasis on inputs, and the mechanistic nature of their specifications – physical and infrastructural – will be changed and requirements made more responsive to realities on the ground, e.g., regarding land areas and room sizes, practicalities of playgrounds in urban areas"(Ministry of Human Resource Development). P 32.



Fig. 6

In the cartoon *Fig.53* Laxman has ironically pointed out how does education in India produce labourer through the schools instead of making them competent in skillful profession. In the cartoon, the workers are shown unloading the truck carrying the sacks on their back whereas the pupil is also shown standing aghast open-mouthed carrying the load of school-bag on his back. Seeing his surprise, the worker understands a question in a mind of child that 'where did

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he learn to carry such a heavy load on the back? In addition, answers him, "Of course, I too went to school. Where do you think I learnt to carry like this" (Laxman R., The Best Of Laxman-Vol-IV, 1995). P61. Here Laxman follows the example of R.K.Narayan, his brother, who during his entire six-year term in Rajyasabha gave his first and last speech on the plight of school children, especially the overload of school bag, homework and stifling of a child's natural creativity. That resulted in the formation of a committee chaired by Prof. Yash Pal to recommend changes in India's school educational system. It may be found here the words of Narayan and Cartoons of Laxman explain the same thing. Laxman wants to condemn the educational system making the school going and learning equally monotonous and arduous without thinking mental, emotional and physical condition of a child. The issue is religiously mentioned in the new policy and emphasized Holistic, Integrated, Enjoyable, and Engaging learning.



Fig. 7

The researcher wants to show issues related to education in India in the context of R.K. Laxman's view about Education Policy reflected in New Education Policy of India. Laxman's cartoons begin with realistic settings in the lives of students where his Common Man meets the students, teachers and parents. Being sharp observers Laxman reveals the drawbacks in the Education System subtly and his microscopic vision has provided the correctives for India's Education Policy.

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Education, A Poweful Weapon to Empower Muslim Women: A Study in Purba Bardhaman District (W.B)

By Samsujjaman & Nishat Mehaboob

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Abstract- Human Resource is the key to the success of any nation. Without women literacy and empowerment, Human Resource development of a nation cannot achieve its goals. Hence women literacy as well as empowerment is equally important. For sustainable development of the Indian economy, women empowerments are highly prioritized. According to the census of 2011, women constitute 48.2% of the total population of India. Though many women of our country are empowering themselves, but still there are some Muslim women of our country who remain backward in education and development. Muslim women always remained socially and economically backward in our country. Their low participation in education becomes a barrier in the path of achieving the goal of universal education. Even within the context of education in general, there is a wide gap between the Muslim women and the women belonging to other religions and communities. The problems of the Muslim women are much different and more complex than their counterparts belonging to other religions. Indian Muslims women are far behind in achieving the literacy status because of their poor economic conditions and patriarchy society, religious superstitions.

Keywords: empowerment, education, development, minorities, muslim women.

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Education, A Poweful Weapon to Empower Muslim Women: A Study in Purba Bardhaman District (W.B)

Samsujjaman [α] & Nishat Mehaboob [σ]

Abstract- Human Resource is the key to the success of any nation. Without women literacy and empowerment, Human Resource development of a nation cannot achieve its goals. Hence women literacy as well as empowerment is equally important. For sustainable development of the Indian economy, women empowerments are highly prioritized. According to the census of 2011, women constitute 48.2% of the total population of India. Though many women of our country are empowering themselves, but still there are some Muslim women of our country who remain backward in education and development. Muslim women always remained socially and economically backward in our country. Their low participation in education becomes a barrier in the path of achieving the goal of universal education. Even within the context of education in general, there is a wide gap between the Muslim women and the women belonging to other religions and communities. The problems of the Muslim women are much different and more complex than their counterparts belonging to other religions. Indian Muslims women are far behind in achieving the literacy status because of their poor economic conditions and patriarchy society, religious superstitions. The Constitution of India grants the right to Equality and Right to Freedom of Religion and Protection of Interests of Minorities in regard to educational right. Besides providing all the facility, Muslim girls and women are still lagging behind in the entire sphere and are deprived of all the opportunities especially in the state West Bengal. The problem is , the legal provisions are not only the solution. Our Patriarchy society is still not relaxed enough to accept women's' equality to their men counterparts. In this perspective, education is the perfect ladder for Muslim women empowerment which is one of the pivotal issue while addressing Muslim women's right and development. This paper highlights the educational development and empowerment of Muslim women in West Bengal with special reference to Purba Bardhaman district.

Keywords: empowerment, education, development, minorities, muslim women.

I. Introduction

The future of a nation is dependent on all round development and the activities of its citizens. In the contemporary age of globalization, women empowerment becomes an important issue. Women Empowerment is empowering women. Empowerment can be defined in many ways. Empowerment means to increase the spiritual, political, social or economic strength of individual and communities by developing confidence in their own capacities. Empowerment refers the right to determine choices, right to have access to opportunities and resources for taking proper decision. Women empowerment becomes a great challenge, which aims at increasing women's self-reliance, self-confidence and internal strength to determine their own choice in their life. Education is one of the most important means of empowering women by giving them proper knowledge, skills and self confidence. From years Muslim women are being exploited in all sphere of life. So, it's the duty of a nation to make the Muslim women educationally empowered. Women's education and empowerment is not only essential to economic development, but it will also have a transformative effect on the goals of both economic and social development. Women's participation, thus, does not mean simply increasing women members or integrating them into existing development models, rather it is part of the process of employment policies and programmes more people-oriented.

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II. Review of Related Literature

Review of related literature in the area of enquiry is a crucial component of the research process. A review of related literature and previous researches in the present study is attempted below:

Hossain Md. I. (2012) made a study on, "Muslim Women of West Bengal: An Enquiry into their Minority Status". The study is to examine the socio-economic situation of the largest religious minority population compared to other religious minorities of the state and the status of Muslim women of West Bengal in particular. From this study I have acquainted with the socio-economic status of Muslims in various district of West Bengal and the factors which remain barriers in their development and social change and the situation of Muslim women of West Bengal.

Rahaman, H. & Barman, H. (2015) conducted a study on, "Muslims and Education of West Bengal: Theory to Pragmatism". The main objective of the study was to highlight the educational status of Muslims of Bengal. It was a sociological study and the study mainly based upon the secondary data. From the conclusion of the study I have acquainted that, for the socio-economical development of Muslims of West Bengal, the government and NGOs have to focus on their educational development.

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Mukhopadhyay, H. (2008) conducted a study on, "The Role of Education in the Empowerment of Women in a District of West Bengal, India: Reflections on a Survey of Women". The objective of the study was to find out the role of education in the empowerment of women in the district of Malda in West Bengal. The study was done by survey method. From the conclusion of this study I have acquainted that, women's status was inferior to men's status in Malda district of West Bengal.

Kumar, S. S. and Palanisamy, M. (2013), conducted a study on, "Impact of Education on Women Empowerment in India". Education is the key factor for women empowerment, prosperity, development and welfare. This studies the impact of education on women empowerment and also aims to find out the effect of Indian Women Education during Vedic Period, Buddhist Period, Muslim Period, Indian Women Impact of Education during British Period, and Indian Women Impact of Education during Modern Period. This study tries to find out the Reform in Women Education, Status of Women in India and etc.

III. Statement of the Problem

The main objective of the study is to find out the level of empowerment of Muslim women in West Bengal with special reference to Purba Bardhaman district. The study also intends to find out the level of literacy among Muslim women in Purba Bardhaman districts of West Bengal. So researcher entitle the "*Education, a Powerful Weapon to Empower Muslim Women: A Study in Purba Bardhaman District"*

IV. Objectives of the Study

The main objectives of this paper are:

- To find out the rate of literacy among Muslim women of Purba Bardhaman district at primary, secondary and higher education level.
- To estimate the extent of participation of Muslim women of Purba Bardhaman district in Political, economic and social Spheres of development.
- To estimate the levels of empowerment among Muslim women of Purba Bardhaman district of West Bengal.

V. Research Questions

Following research questions were laid down by the researcher for conducting the study:-

- What are the rate of literacy among Muslim women of Purba Bardhaman district at the Primary, Secondary and Higher education level?
- To what extent the participation of Muslim women of Purba Bardhaman district in Political, economic and social spheres of development?
- What are the levels of empowerment among Muslim women in the Purba Bardhaman district of West Bengal?

VI. Methodology

Method: This paper is theoretical and descriptive in nature. More specifically it is a social survey type of research study. House to house survey was conducted for collection of data. In this study, a self constructed questionnaire was used by the researcher for collection of data.

Tools: The tool used in this research study named as, 'The Scale of Empowerment'. The primary data for this research study were collected with the help of questionnaire from Muslim married women and some widow of Purba Bardhaman districts in West Bengal. Secondary data were collected from various books, journals and from different websites of the Internet. Some simple calculation like percentage and average are used in the present study.

Population and Sample: The population of the study is the women of the district, Purba Bardhaman and Total 400 Muslim women of Purba Bardhaman district has been selected as sample for the study.

VII. Analysis and Interpretation of Data

Analysis of Data Pertaining to Objective -1-

To find out the rate of literacy among Muslim women of Purba Bardhaman district at primary, secondary and higher education level.

Purba Bardhaman District: (400 Samples)-

Table 1: Showing the Rate of Literacy among Muslim Women in Purba Bardhaman District of West Bengal.

Muslim women	Illiterate	Primary	Secondary	Higher	Total
No. of sample	11	192	140	57	400
Percentage	2.75%	48%	35%	14.25%	100%

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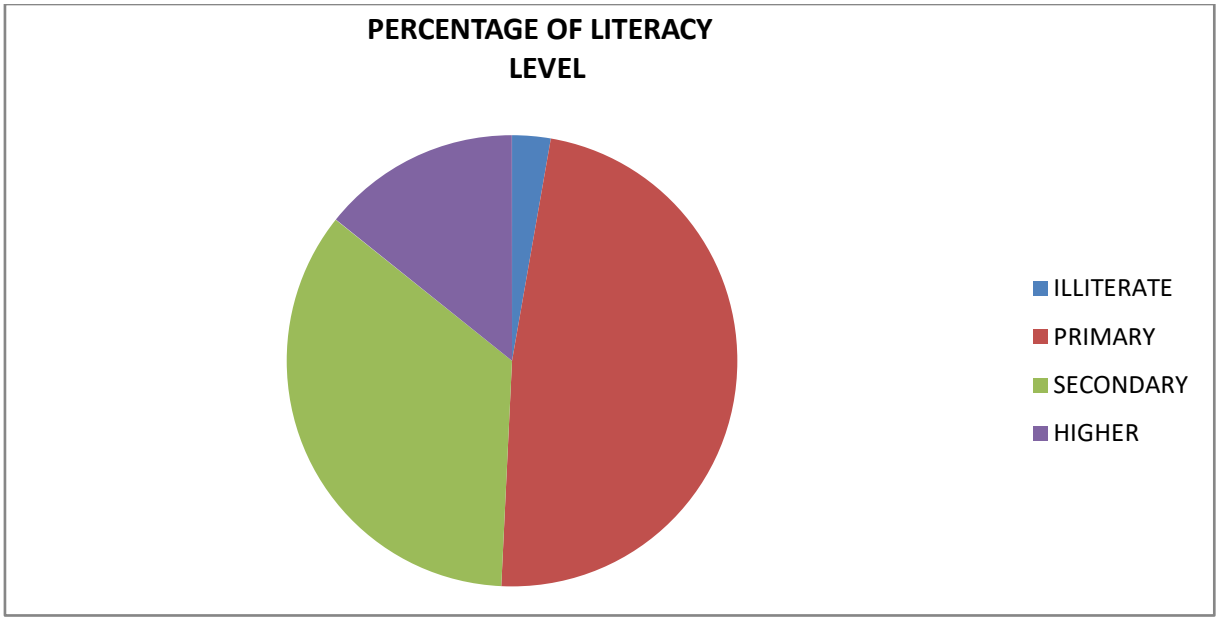

Figure 1: Clearly Indicates the Literacy Rate among Muslim Women of Purba Bardhaman District in Primary, Secondary and Higher Education Level.

Interpretation:

Results indicate that most of the selected Muslim women belong to primary education level, but it is interesting to note that only 2.75% women belong to illiterate category. A significant trend has been found in the rate of literacy in the Purba Bardhaman district. Therefore it may be clearly mention that the Muslim women of the study area are aware of education and its importance.

Analysis of Data Pertaining to Objective -2

To estimate the extent of participation of Muslim women of Purba Bardhaman district in Political, economic and social spheres of development.

Purba Bardhaman District: (400 samples)

Table 2: Showing the Extent of Participation of Muslim Women in Different Occupations in Purba Bardhaman District of West Bengal

Muslim Women	Political	Economical	Social Worker	House Wife	Total
No. of sample	30	79	49	242	400
Percentage	7.5%	19.75%	12.25%	60.5%	100%

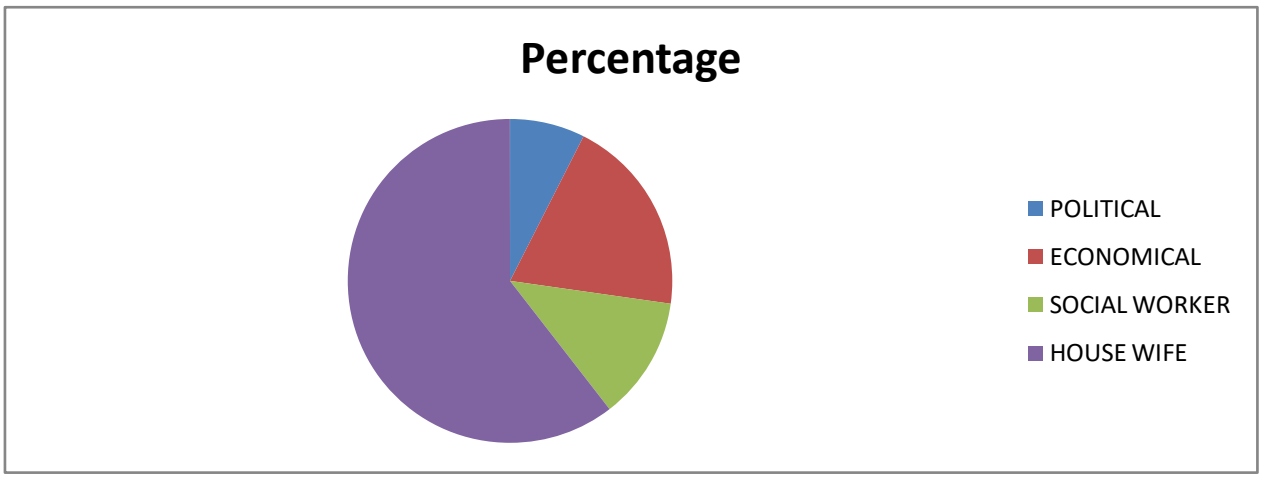

Figure 2: Reveals the Trends of Activities Carried Out by the Muslim Women Selected for the Study.

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Interpretation-

Results indicate that the occupations of most of the Muslim women of Purba Bardhaman district are nothing but household activities. More than 60% women working as house wives, where as very less percentage of women were participating in political activities.

Analysis of Data Pertaining to Objective -3

To estimate the levels of empowerment among Muslim women of Purba Bardhaman district of West Bengal.

Purba Bardhaman District: (400 samples)

Projected Score:-

Max projected score- 10×3=30

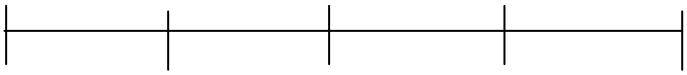
Average projected score- 10×2=20

Min projected score- 10×1=10

Total no. of items = 10

Rating point = 3

Scale:



30-25: Highly empowered

25-20: Empowered

20-15: Low empowered

15-10: Very poor empowered

Average Level of Empowerment among Muslim women in Purba Bardhaman District

Table 3: Showing the Level of Empowerment among Muslim Women in Purba Bardhaman District of West Bengal

Empowerment No. of Muslim Women Average

Empowerment	No. of Muslim Women	Average of Empowerment Score	Trend
SOCIAL	400	18.65	Low Empowered
ECONOMICAL	400	20.11	Empowered
EDUCATIONAL	400	23.25	Empowered
POLITICAL	400	19.43	Low Empowered

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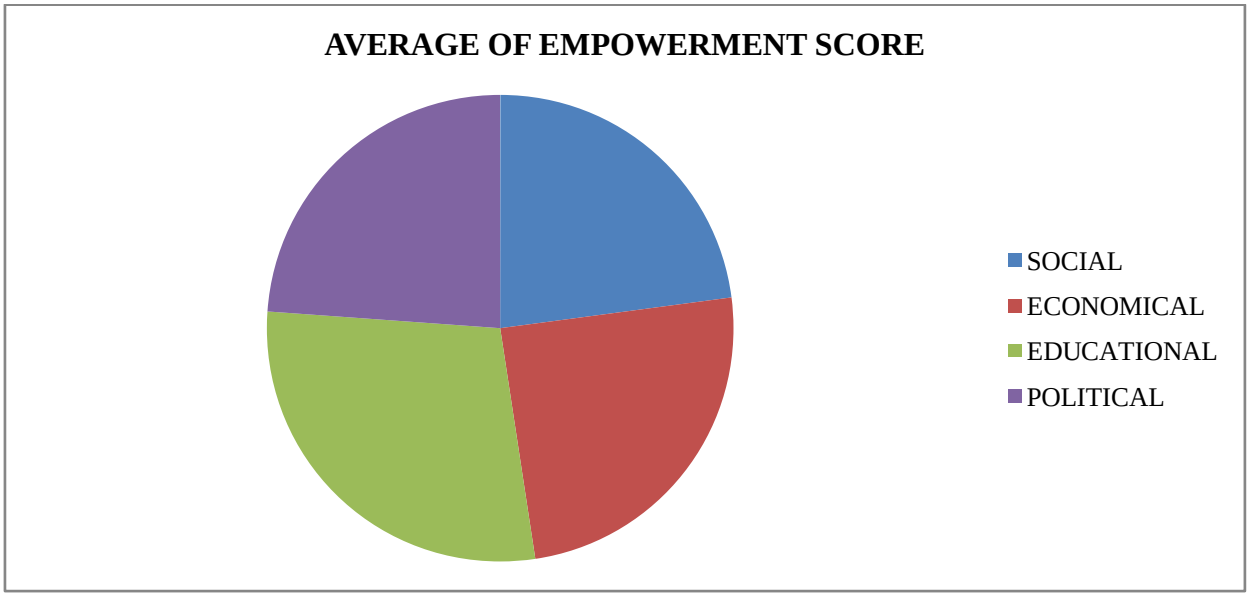

Figure 3: Clearly Indicates the Level of Empowerment among Muslim Women in Purba Bardhaman District of West Bengal.

Interpretation

To estimate the level of empowerment among Muslim women in the study area, an empowerment scale was used. Based on the number of items and the rating score, projected value of empowerment was estimated. The scale reveals that the person who has obtained the score as per category mentioned in the scale to be taken as his degree of empowerment. Accordingly empowerment in four categories of 400 Muslim women of Purba Bardhaman district was estimated. Result reveals that, the average rate of social empowerment of Muslim women in the study area is not satisfactory. They belong to low empowered category with reference to social areas. But the Muslim women are economically empowered. In case of educational empowerment, they secure maximum score. However, the Muslim women in the district of Purba Bardhaman are not highly empowered about education. Muslim women in the study area are least interested about political activities.

VIII. Findings

Findings Pertaining to Objective 1

The levels of education of Muslim women selected for the study have been estimated in four categories, i.e. illiterate, primary, and secondary and higher education level. Most of the selected women belong to primary education level, but it is interesting to note that only 2.75% Muslim women in Purba Bardhaman district belong to illiterate category. Significant advancement has been found in the trends of education levels.

Findings Pertaining to Objective 2

The survey on Muslim women in the study area concludes that, the occupation of most of the Muslim women is household activities. More than 60% Muslim women working as house wives, where as very less percentage of women have active participation in political activities. Less than 20% Muslim women of Purba Bardhaman district are engaged in economical activities and services.

Findings Pertaining to Objective 3

The objective concludes that, the average rate of social empowerment of Muslim women in the study area is not satisfactory. They belong to low empowered category with reference to social areas. However the Muslim women of Purba Bardhaman district are economically empowered. They are not highly empowered in education. Another issue has comes out i.e., the Muslim women are least interested about political activities as they are not properly empowered in political issues.

IX. Discussion and Conclusions

Education is the basic and fundamental requirement of a person to survive in the world. Mahatma Gandhi once said, "If you educate a man you educate an individual, but if you educate a woman you educate an entire family". It means education not only empower the women but empower the whole society. From the study I can sum up that the Indian Muslims women are far behind in achieving the literacy status because of their poor economical conditions and religious superstition. The education and empowerment of Muslim women has become one of the most important and modern phenomenon of 21st century not

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only at National level but also International level. The government of India trying hard for improving the educational status of Muslim women. To improve the education level of women in India, the 86th Constitutional Amendment Act (2002) have taken a true step of giving free and compulsory education for the children belonging to the age group of 6-14 years. This initiated Sarva Shiksha Abhiyan (SSA) in our country. The Constitution of India not only grants equality to women but empowers the government to take special steps for the betterment of Muslim women. Now it's the duty of the Muslim women also to participate in the educational process of our country then only the educational status of Muslim women will improve in future.

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Current Status of Multimedia Materials in Departments and Institutions of AMU Aligarh

By Md. Imtiyaz Alam
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Abstract- This study aimed to know the current status of existing multimedia materials in the multimedia language labs in departments and institution of Aligarh Muslim University. A survey questionnaire was applied to collect data and analysed by using SPSS software version- 17. Moreover, questionnaire was only distributed among the students and teachers group who are using multimedia materials for learning English language and teachers who are teaching them in the Multimedia lab with the integration of technology. The study was led during the session 2016-2017 academic years. This paper is one the chapters of Ph.D thesis submitted for award of the degree of doctor of philosophy.

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GJHSS-G Classification: *FOR Code: 139999*



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Current Status of Multimedia Materials in Departments and Institutions of AMU Aligarh

Md. Imtiyaz Alam

Abstract- This study aimed to know the current status of existing multimedia materials in the multimedia language labs in departments and institution of Aligarh Muslim University. A survey questionnaire was applied to collect data and analysed by using SPSS software version- 17. Moreover, questionnaire was only distributed among the students and teachers group who are using multimedia materials for learning English language and teachers who are teaching them in the Multimedia lab with the integration of technology. The study was led during the session 2016-2017 academic years. This paper is one the chapters of Ph.D thesis submitted for award of the degree of doctor of philosophy.

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I. Introduction

English language teachers of Aligarh Muslim University, Aligarh have the responsibility of teaching English language learners in the classroom according to the prescribed syllabus or booklet. But the irony is that the syllabus and text books do not cover all language components. So, English language teaching (ELT) in the classroom only emphasizes certain components of the language. There are some components of language not covered in the syllabus, such as correct pronunciation, vocabulary, paralinguistic features, and activity based teaching. And another related issue is that limited periods have been allocated for the language class. English language teachers mainly focus on reading and writing and listening and speaking skills are less emphasised in the classroom. These are the drawbacks of the situation for students to learn and practice the language in the classroom. Limited time of class, fear of making mistakes and limited classroom practice are the cause of lack of confidence among the students in using the target language. The language learner requires more learning experiences, student and teacher interaction and increase number of periods for developing English language proficiency in the classroom.

In the context of Aligarh Muslim University large classrooms are one of the major problems in teaching and learning the English language, because in such an environment healthy interaction is not possible between teachers and students. However, this shortcoming can be compensated by the use of *multimedia* inside and outside the English language classroom. Moreover, some ESL students are completely dependent on their lectures, language learning materials, and classroom tasks. Students might have undesirable attitudes and opinions towards multimedia materials (written as MMM henceforth) and may be unaware about the benefits of MMM for language learning. So, they might be indifferent towards the use of MMM and lack motivation to learn the target language themselves with the use of multimedia technology.

In Aligarh Muslim University at present, multimedia language labs have been installed in the Zakir Hussain Engineering College, Multimedia Lab Department of English and Multimedia Lab in the Department of Linguistics and many smart classrooms have been established for special lectures, presentations, for debates and discussions intended to provide knowledge from across the globe, to enhance language, soft skills, personality development of students, and encourage innovative research and teaching skills with the use of multimedia technology.

However researchers have observed that the traditional method of English language classroom teaching and learning can no longer effectively fulfil the communicative needs of the students for language teaching and learning (Richards & Rodgers, 2014).

The term multimedia is basically taken from the Latin word “Multum” and “medium” which denotes the composite of different media contents (Syed, 2008). Vaughan remarked that “multimedia is any combination of text, sound, animation, and video delivered by computer or other electronic or digitally manipulated means. It is a woven combination of digitally manipulated text, photographs, graphic art, sound, animation, and video elements” (Vanghan, 2008).

Simply speaking the meaning of multimedia is that with the help of the computer, information can be presented by means of audio, video, and animation.

Multimedia materials (MMM) are all that sort of technical equipment which helps us to exchange information in a greater sense. It transforms information into knowledge which is a process of activating the cognitive schemas of students and increases the power of human senses. This transformation may gain numerous forms, right from digitalized images to virtual reconstructions, from simple text to hiper-texts which allow bringing changes in the tool according to the requirements of students.

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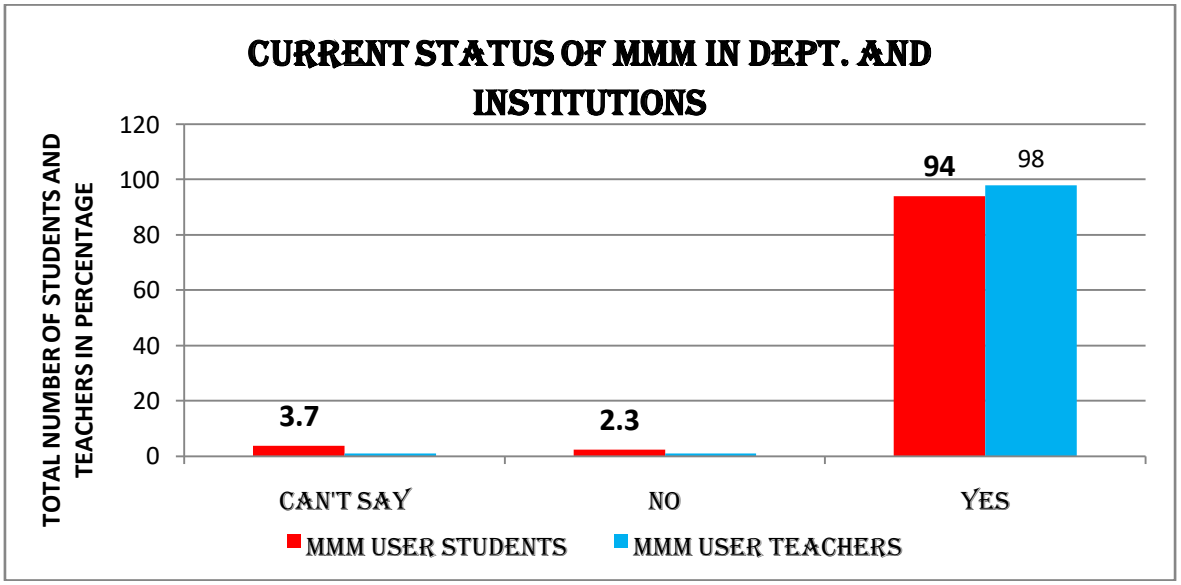
II. Statement Wise Analysis of MMM in Departments and Institutions of AMU

Table 1.1

Participants	A multimedia lab or language lab exists in our institution / department			
MMM user students	Can't say	No	Yes	Total respondents
	5	3	126	134
	3.7%	2.3%	94%	100%
MMM user Teachers	0	0	14	14
	0%	0%	100%	100%

A multimedia lab or language lab exists in our institution/department



Source: Researchers' calculation based on primary data

Figure 1.1

The majority of students and teachers reported that multimedia language lab exists in Aligarh Muslim University Aligarh in general and in the faculty of Arts and Engineering in particular. It is shown in the Table (7.1) and Figure (7.1), 94% students and 100% teachers confirmed that a language lab is available in respective Departments to hone up English language.

Table 1.2

Participants	The multimedia lab is well established for developing English language in your institution/department.			
MMM user students	Can't say	No	Yes	Total respondents
	15	40	79	134
	11.2%	29.8%	59%	100%
MMM user Teachers	2	6	6	
	13.3%	45%	41.7%	100%

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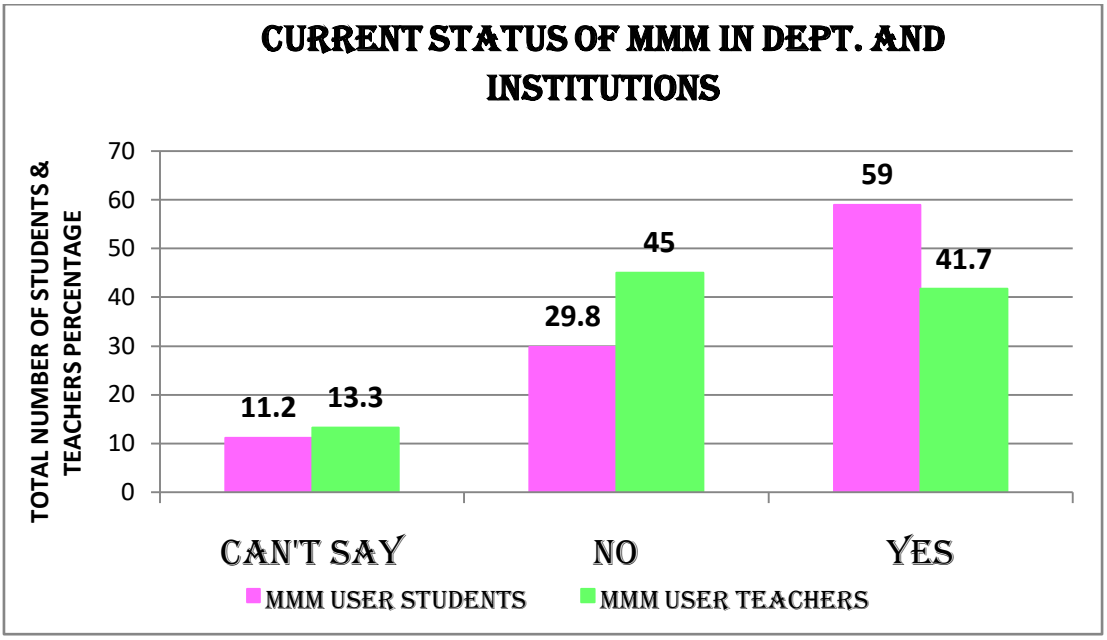
The multimedia lab is well established for developing English language in your institution/department.



Source: Researchers' calculation based on primary data

Figure 1.2

The purpose of this statement is to know the condition of multimedia language lab in different faculties and Departments of AMU, Aligarh. Students and teachers who are involved in the teaching learning process of English language in the language lab, 59% students and 41.7% teachers reported that a well-established English language lab exists in the respective Department for language learning. Yet, 29.8% students and 45% teachers responded negatively and 11.2% students and 13.3% teachers are responded: "can't say". So research findings revealed that well established multimedia lab exist but not up to the mark for many teachers and students, it still needs to improved and fulfil the objectives of multimedia language lab.

Table 1.3

Participants	Language lab activities and tasks are mentioned in the syllabus clearly			
MMM user students	Can't say	No	Yes	Total respondents
	12	79	42	134
	9%	32%	59%	100%
MMM user Teachers	1	9	4	
	3%	63.7%	33.3%	100%

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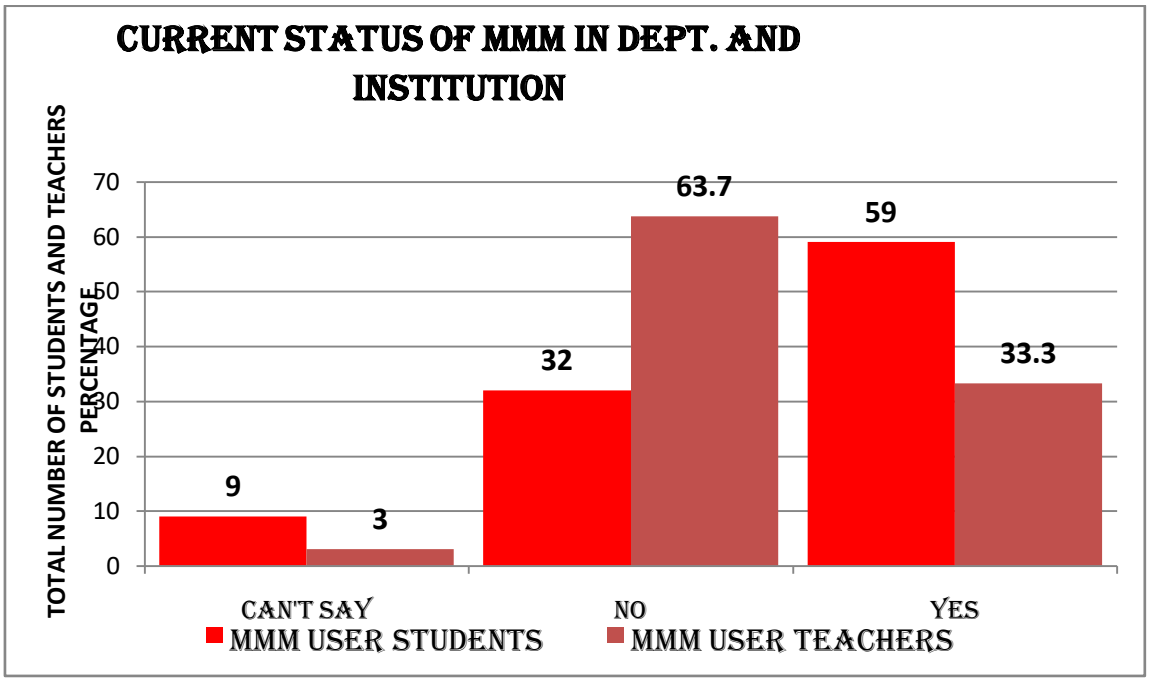
Language lab activities and tasks are mentioned in the syllabus clearly



Source: Researchers' calculation based on primary data

Figure 1.3

The main objective of this statement is to know the place of multimedia materials and lab work mentioned in the English language syllabus. The Table (7.3) and Figure (7.3) show that only 32% student and 33.3% teachers responded that language lab activities and tasks are mentioned in the prescribed syllabuses. But majority of teacher and students reported that language lab activities are not clearly mentioned in the syllabus, 9% students and 3% teachers responded "can't say". Therefore, syllabus designers and authorities should take it in to their consideration.

Table 1.4

Participants	The multimedia lab is well equipped with internet connectivity.			
MMM user students	Can't say	No	Yes	Total respondents
	21	50	63	134
	15.8%	36.9%	47.3%	100%
MMM user Teachers	2	5	7	
	13.3%	40.7%	46%	100%

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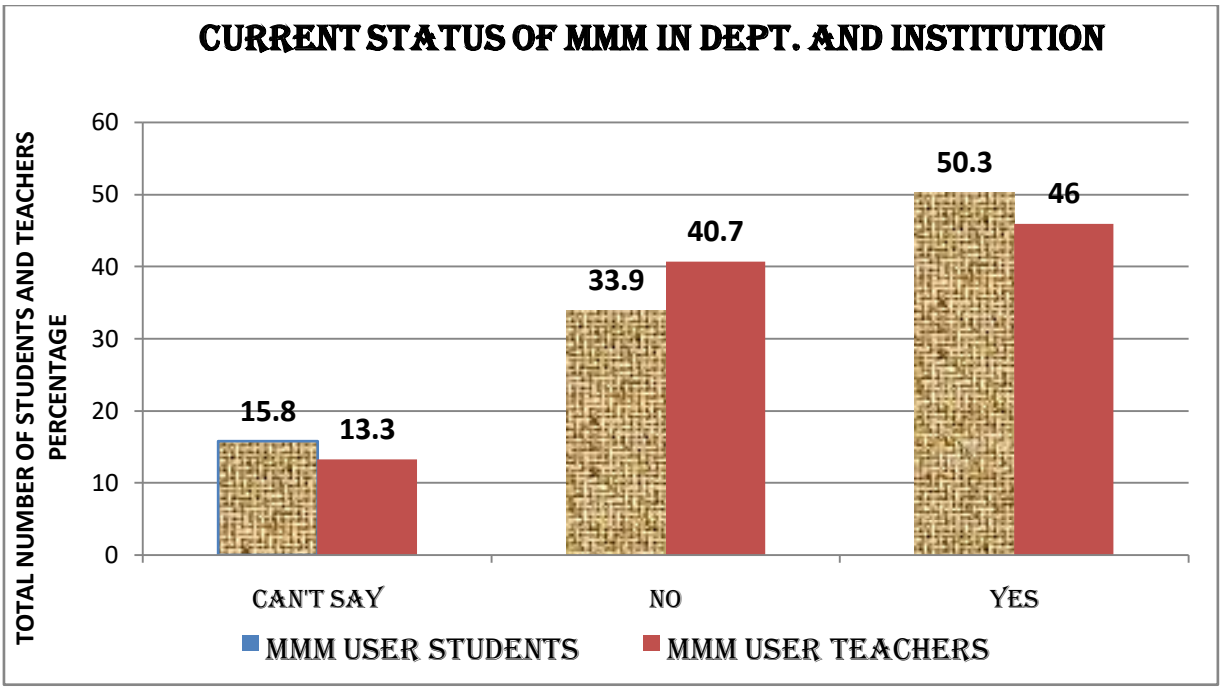
The multimedia lab is well equipped with internet connectivity.



Source: Researchers' calculation based on primary data

Figure 1.4

The majority of students and teachers reported that the multimedia lab is well equipped with internet connectivity. Yet, 36.9% students and 40.7% teachers responded that proper internet facilities are not available in the language lab and 15.8% students and 13.3% teachers responded that they "can't say". So, the responsible authorities should ensure efficient internet connection in the language lab.

Table 1.5

Participants	The majority of the teachers are familiar with the use of MMM in the class as well as outside the class			
MMM user students	Can't say	No	Yes	Total respondents
	28%	40%	66%	134
	20.9%	29.8%	49.3%	100%
MMM user Teachers	1	8	5	14
	5%	58.3%	36. %7	100%

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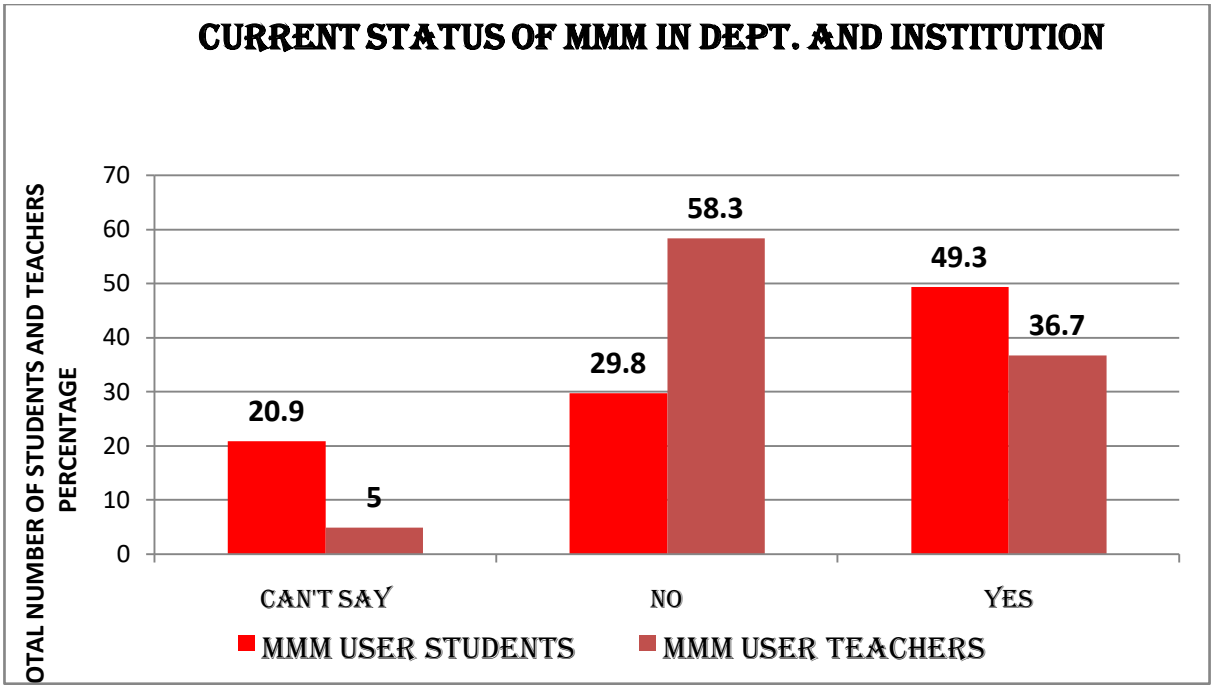
The majority of the teachers are familiar with the use of MMM in the class as well as outside the class



Source: Researchers' calculation based on primary data

Figure 1.5

The main objective of this statement is to identify the skills and level of familiarity with technology among the teachers. A good presenter requires skills for operating technology in the classroom. In the Table (7.5) and Figure (7.5), 49.3% students and 36% teachers reported that most of the teachers are familiar with the use of multimedia technology in the classroom and outside the class. But, 29.8% students and 58% teachers responded that they are not well versed with the latest technology in the language classroom. So, authorities should take this problem in their notice.

Table 1.6

Participants	My teacher always encourages the use of MMM for learning the English language			
MMM user students	Can't say	No	Yes	Total respondents
	23	52	59	134
	17.2%	38.8%	44%	100%

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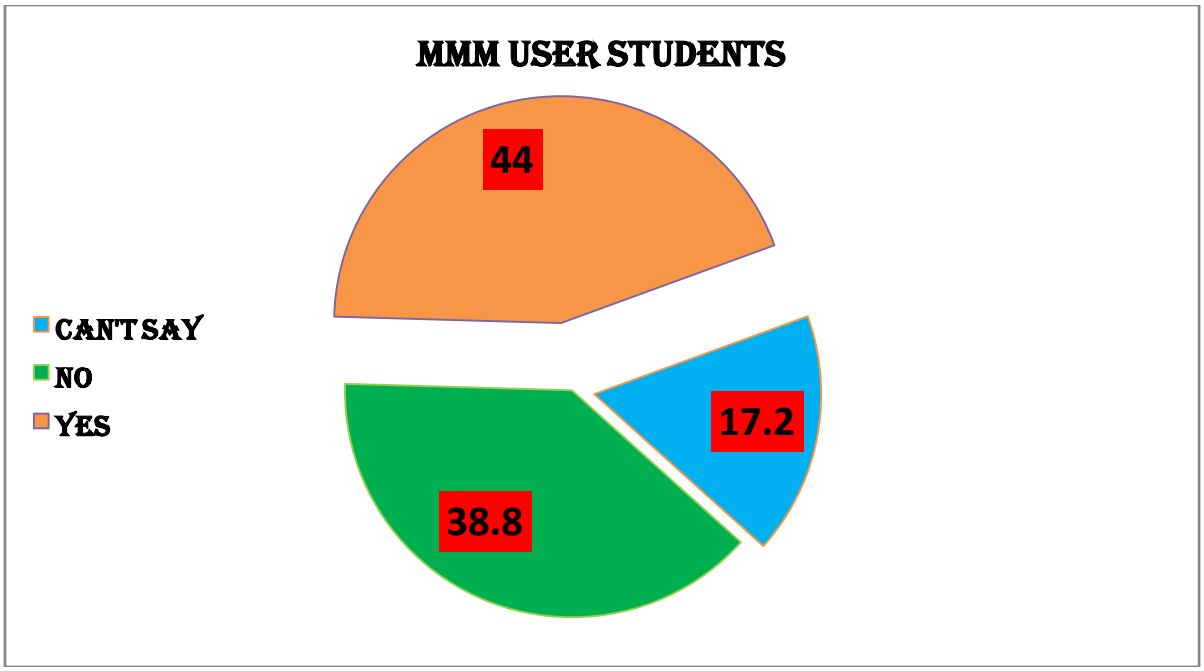
My teacher always encourages the use of MMM for learning the English language



Source: Researchers' calculation based on primary data

Figure 1.6

Table (4.5.5) and Figure (4.5.5) shows the responses of MMM user students. Among MMM user students 44% report that yes teacher encourage them to use multimedia technology for learning English language, 17.2% students' response No and 38.8% can't say anything on the above statement.

Table 1.7

Participants	Enough listening and speaking materials are available in the multimedia lab			
MMM user students	Can't say	No	Yes	Total respondents
	29	48	57	134
	21.6%	35.8%	42.6%	100%
MMM user Teachers	3	9	2	14
	20%	66.7%	13.3%	100%

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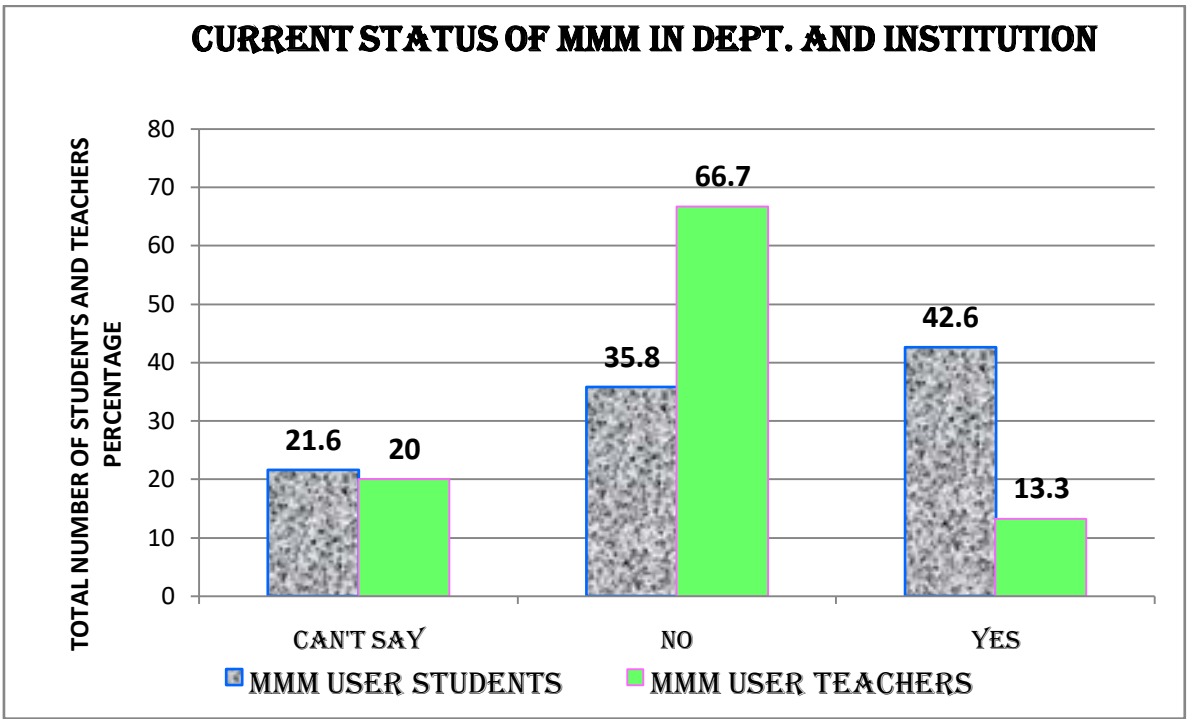
Enough listening and speaking materials are available in the multimedia lab



Source: Researchers' calculation based on primary data

Figure 1.7

The purpose of this statement is to know the availability of listening and speaking skill based materials in the respective Departments of Aligarh Muslim University. A good language lab is well equipped with language teaching materials. In the Table (7.7) and Figure (7.7), 42.6% students and 13.3% teachers are satisfied with currently available listening and speaking materials in the multimedia lab. But 35.8% students and 66.7% teachers are not satisfied with present materials in the language lab. It shows that available materials are not enough for the teachers and students of Aligarh Muslim University. In short, shortage of materials or unsatisfactory materials is major problems and this is the matter of concern at the administrative level and it should be addressed.

Table 1.8

Participants	Enough reading materials are available in the multimedia lab.			
MMM user students	Can't say	No	Yes	Total respondents
	32	46	56	134
	23.9%	34.3%	41.8%	100%
MMM user Teachers	4	8	2	14
	33.3%	53.3%	13.4%	100%

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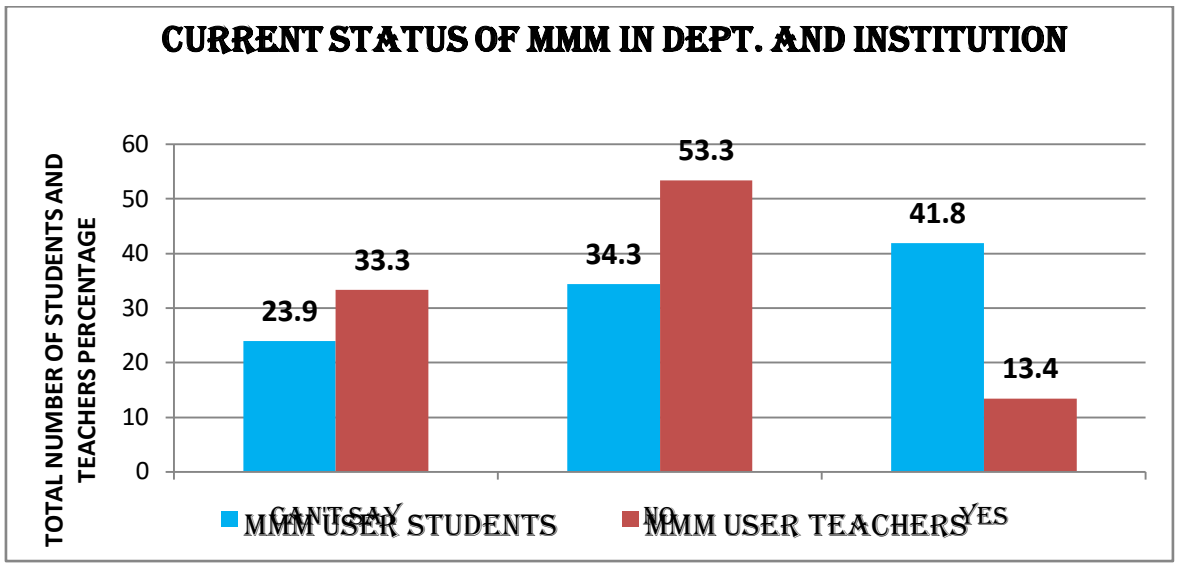
Enough reading materials are available in the multimedia lab.



Source: Researchers' calculation based on primary data

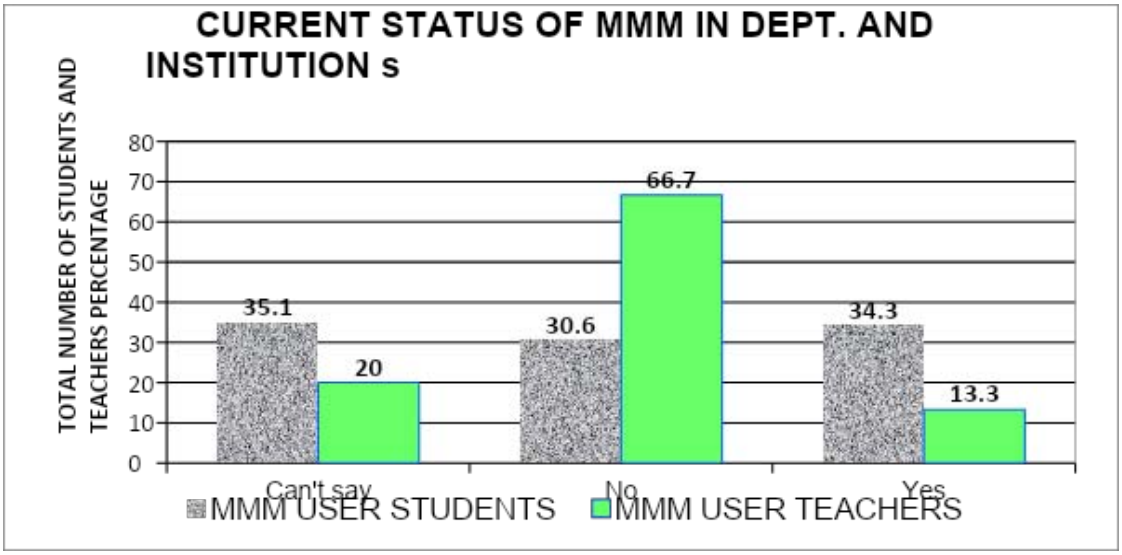
Figure 1.8

The major aim of this statement is to know the accessibility of reading skill based materials in different Departments. A good language lab is well equipped with language teaching materials. In the Table (7.8) and Figure (7.8), 41.8% students and 13.4% teachers are satisfied with currently available reading materials in the multimedia lab. But 34.3% students and 53.7% teachers responded that present materials in the language lab do not fulfil the requirements. It shows that available materials are not enough for the teacher and students of Aligarh Muslim University. In short, shortages of materials or unsatisfactory materials are major problems and this is the matter of concern at the administrative level and it should be solved immediately.

Table 1.9

Participants	Enough writing materials are available in the multimedia lab			
MMM user students	Can't say	No	Yes	Total respondents
	47	41	46	134
	35.1%	30.6%	34.6%	100%
MMM user Teachers	3	9	2	
	20%	66.7%	13.3%	100%

Enough writing materials are available in the multimedia lab



Source: Researchers' calculation based on primary data

Figure 1.9

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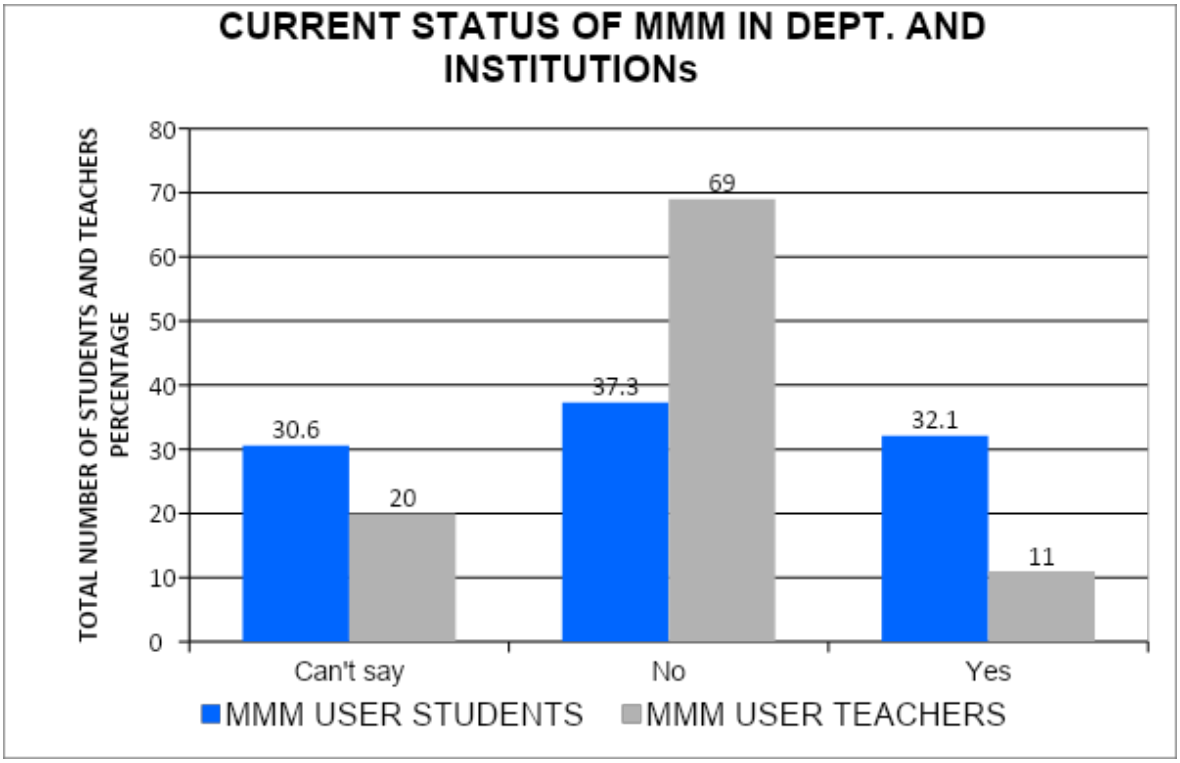
The intention of the above statement is to know the availability of writing skill based materials in the different language lab of the university. A modern multimedia language lab equipped with computer technology and latest language software has the potential to train students and give quality language task. In the Table (7.9) and Figure (7.9), 34.6% students and 13.3% teachers are satisfied with currently available writing materials in the multimedia lab. Yet, 30.6% students and 66.7% teachers are responded that present materials in the language lab do not fulfil the needs of the students and staff. It indicates that existing materials are not enough for the teachers and students of Aligarh Muslim University. In brief, lack of writing materials is a major problem. It should be taken into consideration by the authorities.

Table 1.10

Participants	Prescribed books are available for learning English language with the integration of MMM.			
MMM user students	Can't say	No	Yes	Total respondents
	41	50	43	134
	30.6%	37.3%	32.1%	100%
MMM user Teachers	3	9	2	14
	20%	69%	11%	100%

Prescribed books are available for learning English language with the integration of MMM



Source: Researchers' calculation based on primary data

Figure 1.10

"A room without books is like a body without a soul" (Marcus Tulliu Cicero, n.d Brainy Quote. comn). A book is one of the significant components of the teaching and learning process, in the absence of it, one cannot imagine good education. In the Table (7.10) and Figure (7.10), 32.3% students and only 11% teachers reported that prescribed books are available online for learning English language. On the hand, 37.3% students and 69% teachers responded, books are not prescribed for learning the English language with the integration of technology and 30.6% students and 20% teacher responded they "can't say". Results show that majority of the teachers and students do not have access to books on ESL/EFL with technology. So the authorities of the institutions should take it in their notice.

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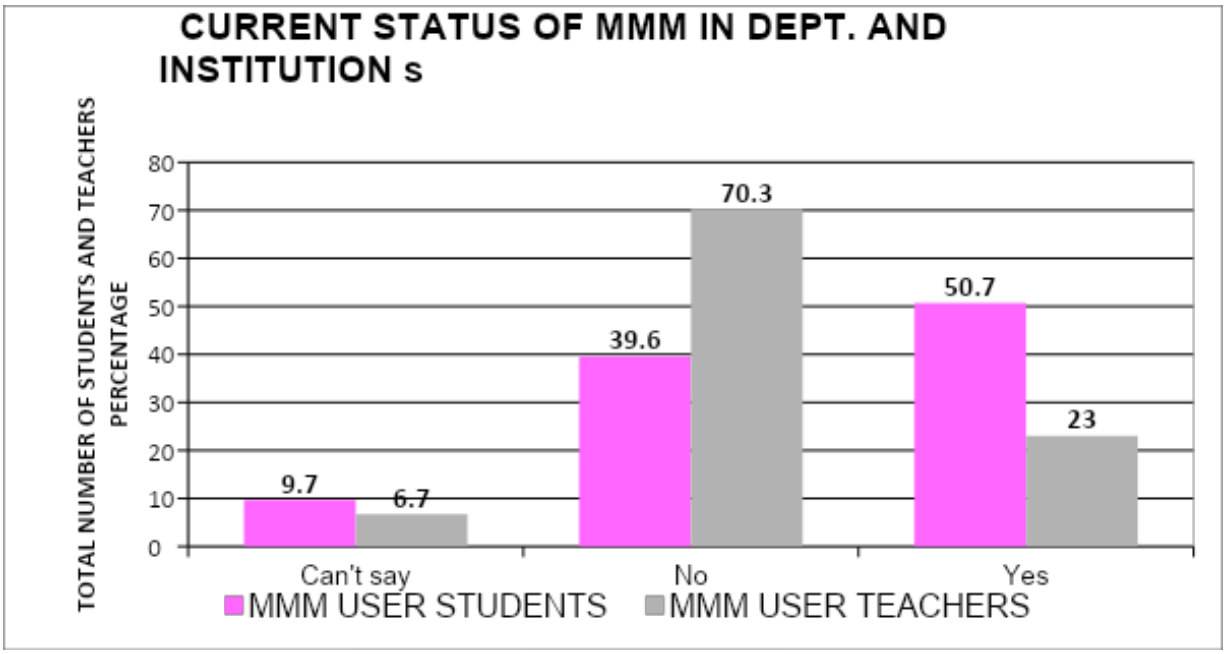
Table 1.11

Participants	There are enough numbers of computers for all the students.			
MMM user students	Can't say	No	Yes	Total respondents
	13	53	68	134
	9.7%	39.6%	50.7%	100%
MMM user Teachers	1	10	3	
	6.7%	70.3%	23%	100%

There are enough numbers of computers for all the students.



Source: Researchers' calculation based on primary data

Figure 1.11

"Access to computers and the internet has become a basic need for education in our society" (Conrad Kent, n.d. Brainy Quote.com). Table (7.11) and Figure (7.11) show 50.7% students and only 23% teacher responded that in the language lab sufficient numbers of computers are available for the students. Whereas 39.6% students and 70.3% teachers reported that the number of computers is not sufficient for students to use. Findings of the data revealed that majority of the students and teachers are not satisfied with existing number of computer in their Language Lab.

Table 1.12

Participants	The lab attendant is trained to handle the equipment.			
MMM user students	Can't say	No	Yes	Total respondents
	16	77	41	134
	11.9%	57.5%	30.6%	100%
MMM user Teachers	1	10	3	14
	6.7%	73.3%	20%	100%

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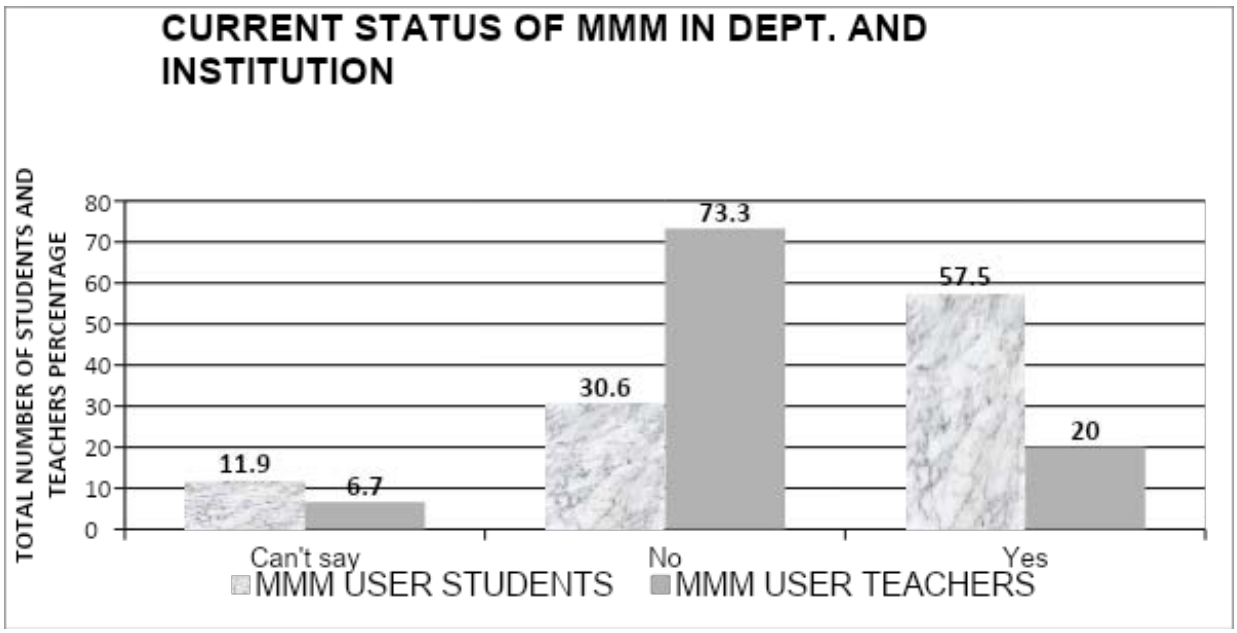
The lab attendant is trained to handle the equipment



Source: Researchers' calculation based on primary data

Figure 1.12

"Confidence comes from discipline and training" (Robert Kiyosaki, n.d, Quotes,). Similarly, a teacher can be confident with the help of proper teacher training, guidance and observation. In the Table (7.12) and figure (7.12), 30.6% students and teachers replied that language lab attendant is well trained to handle the modern technology. But, 57.5% students and 73.3% teachers reported that in the English language lab attendant is not trained for the assigned work and 11.9% students and 6.7% teachers replied "can't say". The result shows majority of the language lab attendant is not trained for the allotted work. So, the authorities should train their human resources who are working in the language lab.

Table 1.13

Participants	Well-trained teachers are assigned for teaching English with the use of MMM.			
MMM user students	Can't say	No	Yes	Total respondents
	18	44	72	134
	13.5%	32.8%	53.7%	100%
MMM user Teachers	1	10	3	14
	7%	73%	20%	100%

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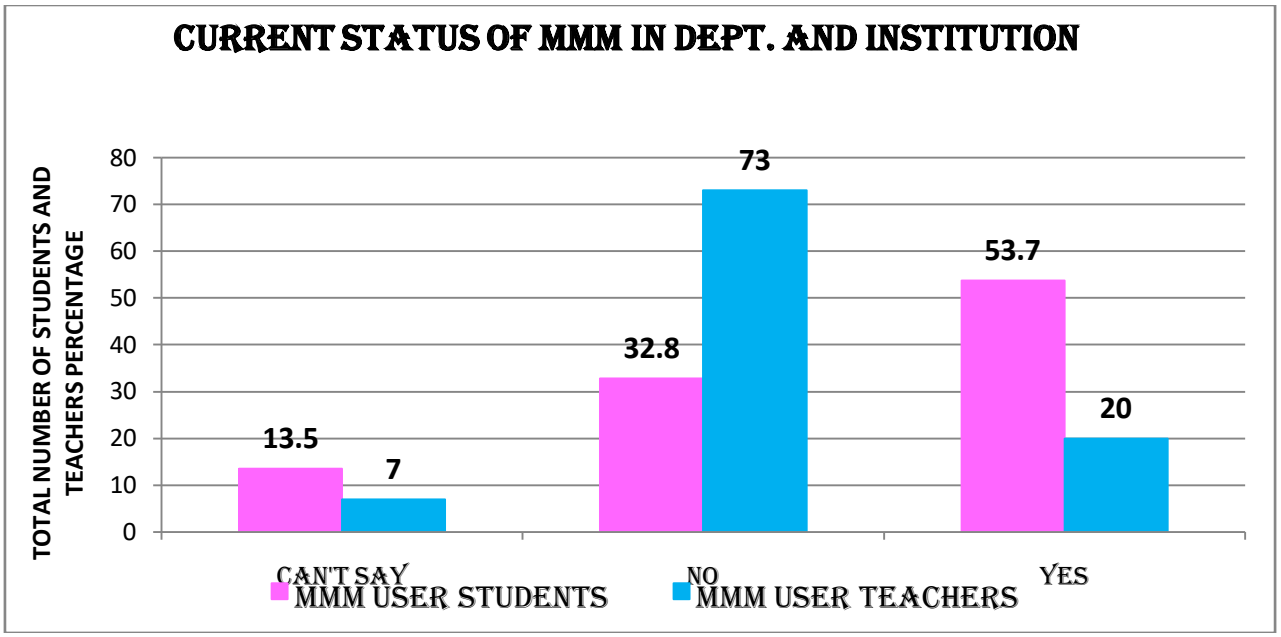
Well-trained teachers are assigned for teaching English with the use of MMM.



Source: Researchers' calculation based on primary data

Figure 1.13

"It's all to do with training: you can do a lot if you are properly trained" (Queen Elizabeth II, online Quotes). In the table (7.13) and figure (7.13) 53.7% students and 20% teachers responded well-trained teachers are assigned to teaching English language with the application of multimedia materials.

On the contrary, 32.8%students and 73% teachers stated that well-trained teachers are not appointed for teaching English language in the multimedia lab, 13.5% students and 7% teachers can't say.

It implies that well- trained English language teachers should be appointed in the English language lab and regular training programmes should be conducted for the teachers through which they can update their skills.

Table 1.14

Participants	Sufficient language software and hardware are available.			
MMM user students	Can't say	No	Yes	Total respondents
	23	55	56	134
	17.2%	41%	41.8%	100%
MMM user Teachers	1	10	3	
	4.7%	74%	21.3%	100%

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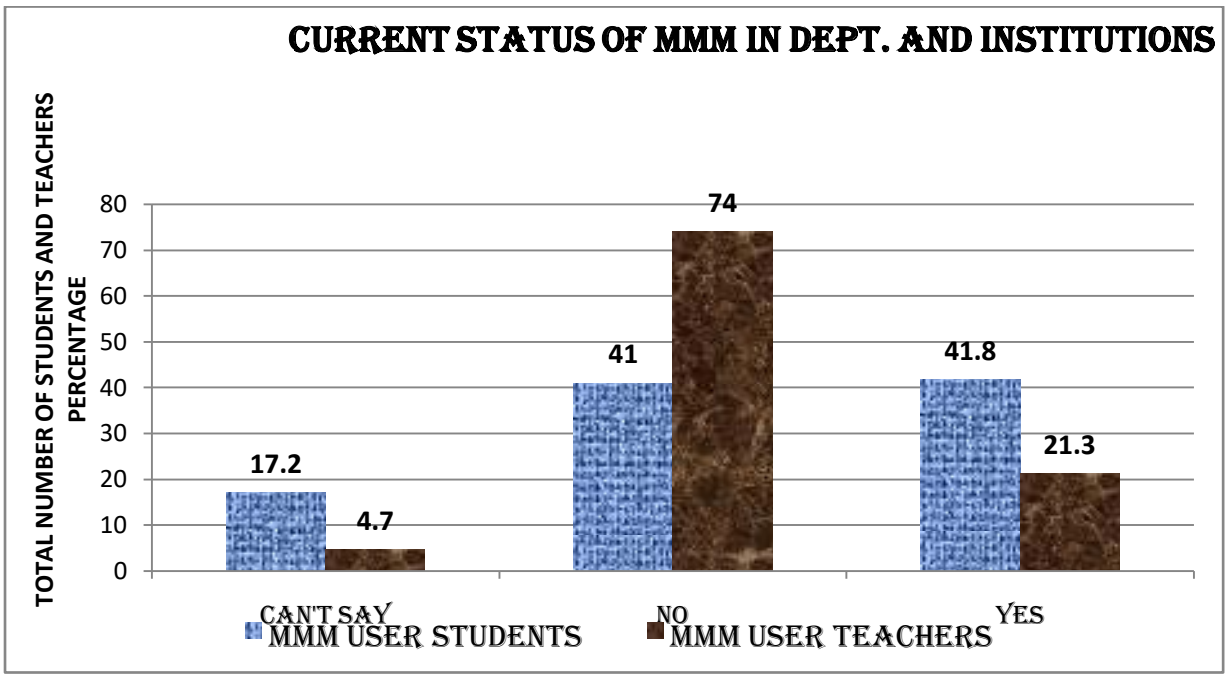
Sufficient language software and hardware are available.



Source: Researchers' calculation based on primary data

Figure 1.14

"In almost every job now, people use software, hardware and work with information to enable their organization to operate more effectively" (Bill Gates.n.d, Brainy Quotes.com). In the Table (7.14) and Figure (7.14), 41.8% students and 21.3% teachers replied that sufficient software and hardware are available in the language lab. Whereas 41% students and 74% teachers stated that sufficient language software materials are not accessible in the language lab and 17.2% students and 4.7% teachers responded they "can't say". The result shows that the majority of the teachers and students responded that in the language lab software and hardware materials are insufficient for the effective teaching-learning process. Therefore, multimedia language lab should be upgraded from time to time through which students and teachers will connect with the latest development in the field of language teaching.

Table 1.15

Participants	MMM activities are used for all the skills.			
MMM user students	Can't say	No	Yes	Total respondents
	21	58	55	134
	15.7%	43.3%	41%	100%
MMM user Teachers	2	7	5	14
	13.3%	53.3%	33.4%	100%

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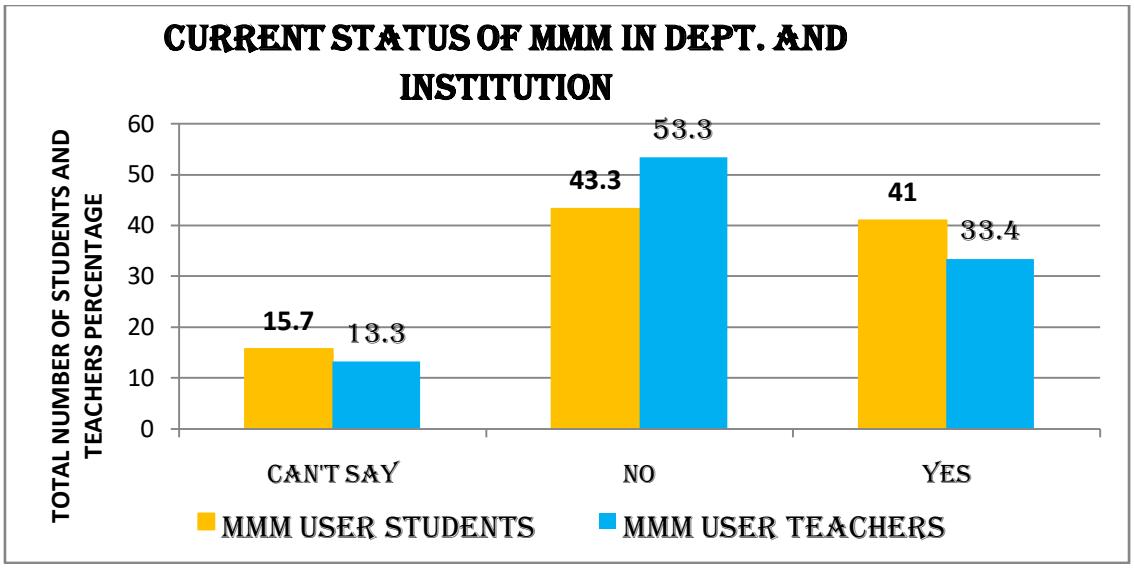
MMM activities are used for all the skills.



Source: Researchers' calculation based on primary data

Figure 1.15

In the table (7.15) and figure (7.15), 41% students and 33.4% teachers replied that language learning activities to develop major skills such as listening, speaking, reading, writing, grammar and vocabularies are conducted with the help of multimedia technology in the language classroom. Whereas 43.3% students and 53.3% teachers reported they are not satisfied with the activities which are conducted in the language classroom through technology and 15.7% students and 13.3% teachers did not respond.

Therefore, it implies that teacher should include innovative and interesting activities through which students a motivated to attend the language classroom. According to Lev Vygotsky "the most significant moment in the course of intellectual development, which gives purely human forms of practical and abstract intelligence, occurs when speech and practical activity, two previously completely independent lines of development, converge".

Table 1.16

Participants	Tests or exams are conducted through the use of MMM.			
MMM user students	Can't say	No	Yes	Total respondents
	24	48	62	134
	7.9%	28.8%	63.3%	100%
MMM user Teachers	2	2	10	14
	13.4%	18.3%	68.3%	100%

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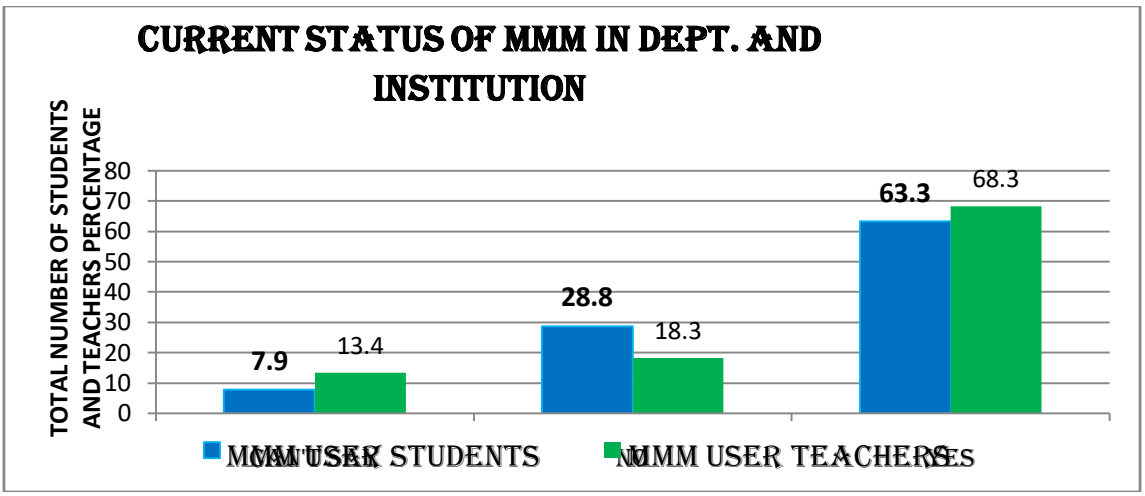
Tests or exams are conducted through the use of MMM.



Source: Researchers' calculation based on primary data

Figure 1.16

The majority of 63.3% students and 68.3% teachers reported in the table (7.16) and figure (7.16) that English language tests or exams are conducted through multimedia technology in the language lab. Whereas among 28.8% students and 18.3% teachers responded that tests or exams are not conducted through multimedia technology. Results show that tests are conducted in the language lab but still needs to involve all the students in such tests.

III. Conclusion and Recommendations

A combined understanding is needed to make out clear that really multimedia technology is good source of teaching materials and it can be used to achieve other National goal. Our country and society have existed intelligently, soundly and happily without the use of multimedia technology for many years and still practicing it. Bust now days, recent technology has become the demand of the hour, to use multimedia technology as a potential instrumental to full fill other human, cultural, social, economic and political purposes.

The use information communication technology (ICT) has been emphasised in the National policy on educational framework in 1986 and modified in 1992 emphasized using educational technology to promote the quality of teaching and learning process which had already included in the XIIth Five Year Plan (2012-2017) to improve the quality of higher education system in India which is implemented by the University Grant Commission (UGC).

But in between, the planning commission of India which used to draft the five year plans had been dissolved and its place the NITI Ayog or National institution for Transforming India has taken the responsibility. So, NITI Ayog may take time to put everything in place the new setup of UGC, before employing or leading forward from where the objective of National Mission on use of ICT policy (2012) in higher education has left it.

The researcher is hoping that the "Digital India" initiatives by the Hon'ble Prime Minister Mr. Narendra Modi will be able to facilitate the integration of multimedia technology into the l classroom in general and in the language classroom in particular. All Universities and colleges at least the Universities of National Importance and College of Excellence status, after visit of the National Assessment and Accreditation Council (NAAC) A+ accreditation level and other educational institutions must train their teachers, staff and restore multimedia language labs and organise soft skill activities for student and teachers whenever possible, even the existing syllabus does not required it.

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Key points to remember:

- Submit all work in its final form.
- Write your paper in the form which is presented in the guidelines using the template.
- Please note the criteria peer reviewers will use for grading the final paper.

Final points:

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

The introduction: This will be compiled from reference matter and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

The discussion section:

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to prior workings.

Writing a research paper is not an easy job, no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record-keeping are the only means to make straightforward progression.

General style:

Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

To make a paper clear: Adhere to recommended page limits.



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Mistakes to avoid:

- Insertion of a title at the foot of a page with subsequent text on the next page.
- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.
- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

Title page:

Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not have acronyms or abbreviations or exceed two printed lines.

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

Reason for writing the article—theory, overall issue, purpose.

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- Single section and succinct.
- An outline of the job done is always written in past tense.
- Concentrate on shortening results—limit background information to a verdict or two.
- Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

Introduction:

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets the declared objectives.

Approach:

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

Procedures (methods and materials):

This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

Materials may be reported in part of a section or else they may be recognized along with your measures.

Methods:

- Report the method and not the particulars of each process that engaged the same methodology.
- Describe the method entirely.
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- Simplify—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

Approach:

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

What to keep away from:

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings—save it for the argument.
- Leave out information that is immaterial to a third party.



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Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part as entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

Content:

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or manuscript.

What to stay away from:

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- Never confuse figures with tables—there is a difference.

Approach:

As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

Put figures and tables, appropriately numbered, in order at the end of the report.

If you desire, you may place your figures and tables properly within the text of your results section.

Figures and tables:

If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

Discussion:

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an argument should be.

Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully described.

Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact, you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved the prospect, and let it drop at that. Make a decision as to whether each premise is supported or discarded or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."



Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work.

- You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

When you refer to information, differentiate data generated by your own studies from other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

The Administration Rules

Administration Rules to Be Strictly Followed before Submitting Your Research Paper to Global Journals Inc.

Please read the following rules and regulations carefully before submitting your research paper to Global Journals Inc. to avoid rejection.

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Topics	Grades		
	A-B	**C-D**	**E-F**
Abstract	Clear and concise with appropriate content, Correct format. 200 words or below	Unclear summary and no specific data, Incorrect form Above 200 words	No specific data with ambiguous information Above 250 words
Introduction	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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