ROOTS

International Journal of Multidisciplinary Researches

A Peer Reviewed, Refereed & Quarterly Journal

ROOTS

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Editorial

This compendium encapsulated with eleven write-ups in English and two descriptive elucidations in Tamil, now on your palms is the evidence that our publication could successfully travel six years to touch the first stone of this seventh year of successful and meaningful publication which made our beneficiaries like you to achieve our possible visionary target backed with missionary plans with the cordial supports, reviews, remarks, suggestions, expectations besides kick-backs we received time to time in random level to reshuffle our style and protocol in publication to the satisfactory graphical level of our readers including your honest roles. We are very sure and admit the truth that we could not have reached to this status without your honest supporting concentric part for which we are bound to thank you all.

In nut-shell, the contents of this issue elucidate in different titles without symmetrical correlations, giving long rope to accumulate and accommodate subsequent themes to satisfy our readers in one way or the other to fit to their likeness and taste in delving the hidden facts and truth on conceptual level.

The articles in Tamil bringing out the factual truth on Sangam Period and also Sangam Literature of the so credited Tamil Language history is a boon to all the readers either just to know of the origin of Tamil Language, drew back to Indus Valley Civilization or to delve out the evidences to retrieve the pre-historic period of Tamil language to imbibe for our reference and record while thinking of the Linguistic side of the universally acclaimed language, Tamil to look back since inception of the Dravidian Culture.

We thank all the hands who supported us in different ways and modes to reach to this stage and expect the same for the days to come to move beyond this Success stone, including the cordial contributions from the authors which is essential to make a change to achieve more and also the winning zone of the publication.

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Aim & Objectives

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CONTENTS

A STUDY OF QUALITY AND QUALIFICATION FRAMEWORK PROGRESSION IN BOTSWANA

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Abstract

The lexical description of qualifications of any education or training system with its resultant impacts are aptly embedded in the qualifications frameworks. Qualifications frameworks at national level illustrate what apprentices should understand, know and be able to do upon completion of a particular qualification. Typical national qualifications frameworks describe progression pathways; how a trainee progresses from one level of the qualification to the next. This study focused on the quality of qualification framework progression in Botswana with reference tothe process of developing and accreditingnational qualifications. The problem under investigation was harmonization of the requirements for ETPs in order to shape the quality of the qualification framework in Botswana through measuring of learning achievements and comparing them to each other. The objectivewas to scrutinize the extent of the quality control being undertaken by the Botswana Qualification Authority (BQA) in defending the qualification framework. The following research questions guided the study:

1. *How the BQA has progressed in maintaining the national qualification framework?*
2. *What steps has the BQA undertaken to coordinate the education, training and skills development quality assurance system?*
3. *What strategies do BQA follow to ensure that ETPs are providing quality education?*

The study used quantitative research method where secondary data were mainly used and analysed by SPSS version 20.0. The findings showed that BQA is progressing positively within a short period of its establishment. The study also shows the BQA's quality in safeguarding the qualification framework are significantly remarkable (a<.05) as compared to other SADC countries. Recommendations are that there is a need for in-depth further comparative studies on qualification framework for Botswana and other African countries in order to evaluate the real and extent of progression by BQA.

Keywords: *Qualification, Framework, BQA, National Qualification Framework, progression*

Introduction

To analyze thoroughly the progression of Botswana Qualification Authority (BQA) first let us know the Botswana Education system.

Botswana Education System

Basic education in Botswana covers both primary education which lasts for seven years leading to the Primary School Leaving Certificate (PSLC) and junior secondary education that leads to the Junior Certificate. Senior secondary education leads to the Botswana General Certificate of Secondary Education (BGCSE), which is a prerequisite for admission for collegiate studies approved by any University.

The running of the Senior Secondary School examinations by the University of Cambridge Local Examination Syndicate (UCLES) was taken over by the Botswana government in 1998 (Nkosana, 2008).

The Government of Botswana has had a policy on vocational education (VET) and training since independence. The Department of Vocational Education and Training played a coordinating role without any framework to guide it.

The Botswana National Vocational Qualifications Framework (BNVQF) is housed within the Ministry of Labour and Home Affairs by virtue of it being vocational in conceptualization. The situation on the ground, however, indicated that the Botswana Training Authority (BTA) which did most of its business with the Ministry of Education and Skills Development was later replaced by the Botswana Qualification Authority (BQA) banner. In other words, it is within the Ministry of Education that most, if not all, providers of vocational courses are located.

Need of Quality and Qualification Frame Work in Botswana: (Objectives)

1. An evaluation by Tau and Stanslaus (2011), led to the conclusion that while there was a framework of some kind, there was limited dialogue among providers regarding articulation or transfer of credits from one institution to another.

2. There was no coordination at national level to ensure an absence of ambiguity regarding the credibility of qualifications in Botswana.

3. The private providers offer courses that are developed and accredited elsewhere (for example, secretarial courses accredited by Pitman, or courses accredited by the City and Guilds of London Institute or the Institute of Commercial Management in the United Kingdom). Therefore, there are many qualifications of various descriptions associated with the same type of profession

Origin of Botswana Qualification Authority (BQA)

The Botswana Qualifications Authority (BQA) was recently established through the enactment of the Botswana Qualifications Authority

Act No 24 of 2013. According to Young and Allais (2009), a growing number of countries are introducing qualification frameworks (QFs) following a common definition of outcomes, level descriptors and a set of occupational or knowledge fields. Botswana has been no exception to this trend. The passing of the Vocational Training Act (1998) led to the creation of the Botswana National Vocational Qualifications Framework (BNVQF). Prior to that, there had been no QF. The BQA commenced operations on 8 November 2013 following an order issued by the Minister of Education and Skills Development to effect the Act. The coming into effect of the BQA Act means that the Botswana Training Authority (BOTA) has been effective since 8 November 2013, continued under the new name of the Botswana Qualifications Authority (BQA) with the following objectives

- To provide for and maintain the National Credit and Qualifications Framework (NCQF).
- To coordinate the education, training and skills development quality assurance system.

The BQA's scope of quality assures training from all qualifications conferred by ETPs. BQA as a parastatal body responsible for the coordination of Tertiary Education and for determining and maintaining standards of teaching, examination and research in tertiary institutions. All institutions interested in offering tertiary education from Diploma programmes and above were required to register with the Tertiary Education Council. The institutions would go through a process of accreditation after three years of registration or one year of operation. As from 1 April 2014, registration and accreditation of institutions at tertiary level previously undertaken by the Tertiary Education Council (TEC), now known as the Human Resource Development Council (HRDC), will now be rendered by Botswana Qualifications Authority (BQA), previously known as Botswana Training Authority (BOTA). TEC was responsible for the registration of tertiary institutions and the quality assurance of programmes of learning. The administration of the former Vocational Training Fund (VTF), now called the Human Resource Development Fund will be administered by the HRDC.

Literature Review

A literature review is the current knowledge including substantive findings, as well as theoretical and methodological contributions to a particular topic. Literature reviews are secondary sources, and do not report new or original experimental work.

Medel-Anonuevo, (2002) lifelong learning as a common sense principle- of learning from cradle to grave and lifelong learning as an educational principle that has to be realized in policies, programs and projects.

Blaschke (2012:60) Heutagogical approach in formal learning could be integrated in to programmes through learner-defined learning contracts, flexible curriculum, learner-directed questions, flexible and negotiated assessments, collaborative learning etc.

Tau and Stanslaus (2011) led to the conclusion that while there was a framework of some kind, there was limited dialogue among providers regarding articulation or transfer of credits from one institution to another.

Methodology

This study used both academic and greyliterature which was published between the years 2008 and 2018. The researchers employed a predetermined search strategy by systematically and strategically hand-searchedGoogle Scholar on qualification framework in southern African countries first then searched BQA and qualification quality in Botswana and finally checked reference lists. This whole process gave the researchers a pool of 2351 papers. From this large pool of 2351 papers, only77 papers were selectedbased on the researchers' priori criteria. A check list form was developed which incorporated the aspects for measuring quality and qualification framework progression which then were transcribed into SPSS version 20.0 to quantitatively analyse the findings.

The systematic review of the papers gathered followed the Greenhalgh et al's six stages of the meta-narrativemethodology which is a "systematic, theory-driveninterpretative technique, which was designed to assist in making sense of heterogeneous evidence aboutcomplex interventions applied in diverse contexts in away that informs policy.The literature gathered had the said characteristics, therefore the meta-narrative method was suitable to the objectives of this study.

The strategy used was to include of all actorsinvolved in NQFs that have published in Southern African countries within both academicand grey literature between 2008 and 2018. All papers that broadly discussed NQFs or any related components of NQFs were included. Papers published in other languages like Portuguese (from Mocambique and Angola), French (DR Congo), Kiswahili (Tanzania) were excluded because there were no translators to do the translation of papers written in other SADC region languages.
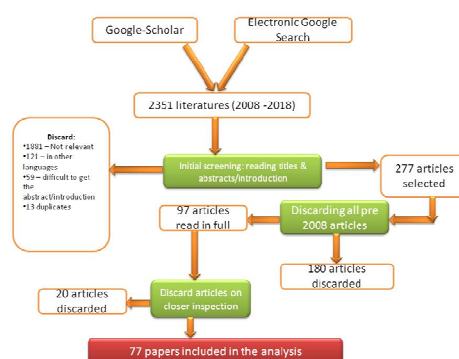
Figure1: Search and study selection process

Best Practices

To combat academic fraud and improve the process of verification, respondents indicated:

1. Broad –based public education.
2. Awareness creation programmes e.g. organizing a seminar on academic fraud.
3. Strengthen across border partnership to combat academic crime.
4. Use regulatory agencies in other countries which is very much useful.
5. Get contact persons who you can rely on and trust at all times.
6. Only use formal translators.
7. Increased focus on improved security features. Introduce booklets containing security features from different issuing bodies. Continuously collect examples of qualifications with their validity dates and security features where appropriate to use as reference material for future applications. This serves to familiarise credential evaluators with the format and content of educational documentation that can be expected from individual countries, as well as the educational terminology used;
8. When sending documents for verification, it is important to checkt head dress to which the verification request is sent against an address appearing in published sources, and not to thead dress provided on the letter asking for verification itself.
9. Standardized letters for requesting and responding to verification requests
10. Verification requests should be addressed to the office bearer who issued and signed the document, and not to a particular individual
11. Recognition authorities should draw up an inventory of typical recognition cases and/or a comparative overview of other education systems or qualifications in relation to that of their own country as an aid in making recognition decisions consistent;
12. Improved legislation on dealing with academic fraud;
13. Forming of international partnerships
14. Move away from paper-based to electronic verification. Createon-line digital learner records. The existence and effective functioning of the WEAC and NLRD are frequently referred to as a best practice by countries dealing with these sources directly or indirectly.
15. 'Share information about academic fraud with institutions and government agencies as appropriate.
16. Training on qualification verification.

Conclusion

It is very transparently evident that

the entire process of qualification verification can improve as more clarity is created regarding recognition practices in all African countries. Whilst there seems to be general consensus on what should be done, these practices are not always implemented, or interpreted differently as a result of various challenges highlighted in the report. A more harmonized and transparent recognition practice is essential for the quality of student mobility in Africa.

The three biggest challenges appear to be the following:

• Due to various factors beyond the control of the evaluation service provider, the timelines for processing applications are difficult to determine and lengthy delays often occur as a result of slow responses and difficulty in contacting the foreign institution;

• There seems to be no standard procedure that can be applied in Africa to ensure consistency in terms of service, turnaround time and fee structures;

• Lack of digital records and national learner record databases for quick reference.

As everyone recognizes quality, to improve the process for the verification of qualification, specifically the confirmation of awards by relevant issuing bodies it is recommended that:

• Platforms are created to share best practices;

• up to date and accessible process and official information are made available;

• Verification practices should be aligned to improve the process in Botswana.

• Institutions and organizations in Africa that assess international academic credentials should be familiar with varied global practices and take these into consideration when developing and applying their own policies and practices for global standard and consistency;

• Digitization options are explored for implementation in Botswana..

• The frustration and lack of resources result in people skipping the final step in the verification process (confirmation from issuing body) and accept documents in 'good faith'

• It is clear that Botswana has a lot of development to be done to be able to have an effective verification process.

• The efficiency of the process depends to a large extend on availability and response of the institution being contacted for confirming the issuing of the qualification.

• The creation of digitized records, already established as a trend in America and other European countries, appears to be the only long-term solution.

An efficient verification process that is scalable (as the number of requests increase) and sustainable will require the move to an electronic verification

process. Student data portability in the digital age require a paperless process where the identification of an applicant, can be coupled with authentic educational attainment data, in a secure environment, that is accessible through the necessary authorization. It is recommended that further research is conducted to determine the minimum requirements for the effective functioning of a verification system on the African continent that will result in a process that is reliable, efficient, consistent in delivering results, trustworthy and cost effective.

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EFFECT OF PESTICIDES ON ENVIROMENT AND HUMAN HEALTH

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Abstract
Pesticides are chemical compounds that are used to kill pests, including insects, rodents, fungi, and even unwanted plants. Pesticides are also used in public health sector to kill vectors of disease such as mosquitoes, and in agriculture to kill pests that damage crops. Pesticides are used to control organism that are considerd to be harmful. They can also kill bees, ants that can cause allergic reaction.
Keywords*: Pesticides, Bio-pesticides, India, and Hazards.*

Pesticides

Pesticides can save farmers money by preventing crop losses from insects and other pests. There are two types of benefits for pesticides use primary benefits are direct gain from the pesticides, and secondary benefits are effect that are more long term (**Cooper 2007**). Pesticides use raise a number of environment concern. Over 98% of sprayed insecticides and 95% of herbicides reach a destination other then their target species including non –targeting species, air, water, and soil (**Miller 2004**).Pesticides can enter the body through inhalation of aerosol, dust, and vapor that contain pesticides through oral exposure by consuming food, water, and skin exposure by direct contact, and the effect of pesticides on human depend on the toxicity of the chemical. Children are more susceptible and sensitive to pesticides because they have a weak immune system then adults.

In India is one of the largest manufacturers of pesticides and consumption is increasing every year. Pesticides exposure has been linked to diseases such as cancer, as well as to neurotoxicity, and neurodegenerative disorders. Pesticides impact on aquatic system in river, and stream, and on the other side, pesticides harmful effect on plants including root hair, shoot, and reduced plant growth.

Biopesticides: An Ecofriendly Approach for Pest Control

An ecofriendly alternative to chemical pesticides is biopesticides. The biopesticides have a three major classes, and India has a vast potential for biopesticides.Classes of biopesticidesi.e Microbial pesticides, Plant pesticides, and Biochemical pesticides.

Biopesticides are certain types of pesticides that are derived from natural meterials like plants, bacteria, fungi, virus, and certain minerals. Biopesticides are low toxic than chemical pesticides, and that may also affect organismi.e birds, insect, and mammals, and biopesticides are used in agriculture to control pests (aphids, whiteflies), fungi, and disease caused by bacteria in different areas of the world. Futher more, Biopesticides are fully aligned with sustainable, rational, and environmental friendly agriculture.They also provide natural protection for crops, and they help to improve the yield, and crop quality. India has a vast potential for pesticides.Indian farmers needs education for maximizing gains. Biopesticides represent only 2.89% of the overall pesticides market in India, and is expected to exhibit an annul growth rate of about 2.3% in the coming years (**Thakore 2006**).

Hazards

Highly Hazardous Pesticides mean pesticides that are acknowleged to present particularly high level of acute or chronic hazards to health or environment according to WHO or Global Harmonized System (GHS) or their listing in relevant binding International agreements or convention. In addition, pesticides appear to cause severe or irreversible harm to health or the environment under condition of use in a country may be considered to be, and treated as highly hazardous.The environment includes all of the living and non-living things that surround us, and including the air, water, soil, plants, and wild life.

Conclusion

Tips to deal with pesticides hazards that to eat fresh food, and organic to avoid food-related exposure, and encourage non- chemical farming, and also avoid pesticides use near to human beings, school, public spaces, and health centres etc. Finally, at regular level, ban highly hazardous pesticides immediately and chemical pesticides, and adopt agroecological practice.

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EFFECT OF SALT STRESS (Na$_2$SO$_4$) ON SEED GERMINATION OF INDIAN MUSTARD (*BRASSICA JUNCEA*) VAR. GOLDI IN VITRO CONDITION

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Abstract
Research on effect of increasing concentrations (0, 4Mm hos/cm, 8Mm hos/cm and 12Mm hos/cm) of salt (Na$_2$SO$_4$) on germination of Brassicajuncea(var. goldi) was studied. Here our experiment was completely randomized design with three replicates. Seed germination is a critical stage in the life history of plants during salt stress.In our experiment identify, the effect of different concentrations (0, 4Mm hos/cm, 8Mm hos/cm and 12Mm hos/cm) of salt (Na$_2$SO$_4$) on the germination of percentage, speed and index of germination as compared with germination of control plants during winter session at 15 days period in vitro condition. The strongest reduction of germination of seeds was observed in the 12Mm hos/cm. The results showed that germination percentage were no affected severely by 4 Mm hos/cm Na$_2$SO$_4$. For analyzing of results were used of ANOVA. However, the results showedthat in germination characters such as percentage, speed and index of germination is more sensitive to Na$_2$SO$_4$ salt. By this experiment, wanted to determine the which concentration of salt would not interfere with germination of seeds. This reduction of germination indicates that seeds of Brassicajuncea showed more resistanct to salt stress .
Keywords: *Salinity, Brassicajuncea, germination, Na$_2$SO$_4$, germination speed, Indian mustard.*

Introduction

Indian mustard *(Brassicajuncea)* is an important winter oil seed crop grown across the northern Indian plains. Osmotic stress and salt stress are responsible for inhibition and delayed of seed germination **(Almansouri*et al.,* 2001).** Germination is the series of steps that proceed to protrusion of the radical. The phase of germination and seedling growth is critical one. High exogenous salt concentrations were reported to affect seed germination, water deficit, cause ion imbalance of

the cellular ions resulting in ion toxicity and osmotic stress **(Khan *et al.*, 2002).** Germination under saline conditions is generally affected due to high osmotic pressure of the solution. This osmotic pressure results in less inhibition of water. Due to capillary rise of salts, the concentration of salts is more at sea depth than at lower levels in soil profile. Salinity affects almost every aspect of the physiology and biochemistry of plants and significantly reduces yield. Salinity can affect germination of seeds either by creating osmotic potential which prevents water uptake, or by toxic effects of ions on embryo viability. The plants that grow in saline soils had diverse ionic compositions and a range in concentrations of dissolved salts. Salinity was reported to impair seed germination, reduce nodule formation, retard plant development and reduce crop yield. These concentrations fluctuated because of changes in water source, drainage, evapotranspiration and solute availability **(Jamil*et al.*, 2006).** Salinity has negative relationship with germination, germination rate, root length, shoot length, fresh root weight and fresh shoot weight. High salinity affects plants in two main ways: high concentrations of salts in the soil disturb the capacity of roots to extract water, and high concentrations of salts within the plant itself can be toxic, resulting in an inhibition of many physiological and biochemical processes such as nutrient uptake and assimilation (**Hasegawa *et al.,* (2000); and R Munns & Tester, (2008**). Together, these effects reduce plant growth, development and survival. Although salinity stress mostly reduces the germination percentage and delay the onset of germination, its effects are modified by interaction with other environmental factors as temperature and light.

Material and Method

The effect of salt stress on seed germination of mustard *(Brassicajuncea.* var. goldi*)* was studies. Seeds of*Brassicajuncea*(var. goldi) were obtained from authentic seed source for germination.Many of 120 seeds were surface sterilized for 20 min in 20% sodium hypochlorite. In our experiment 12 petridishes (6cm in diameter) were taken with cotton and 10 seeds of mustard (var. Goldi) was put in each petridish. The sterilization procedure is avoid contamination by microorganisms during the germination process **(Ruiz-Carrasco *et al.,* 2011).** The quantity of sodium sulphateused to prepare different salinity leveli.e (0, 4Mm hos/cm, 8Mm hos/cm and 12Mm hos/cm) in order to make one litter solution. The salt was added to prepare different salinity level and than used in all petridishes except three petridishes of control. DDW was given in control set of experiment. Here in our research experiment mentioned only number of germination of seeds. Number of germination of seeds was determined every second of day since the beginning

of the experiment. Germination was scored for 15 days.

Results and Discussion

Seed germination is one of the most important phases in the life cycle of plants. The result revealed that the effect of salinity on germination traits of mustard(var. goldi)**.** Generally, the salt stress affected seeds germination of mustardcultivars. Here our experiment **(fig.a)** showed that the highest reduction (55.0%) of seedsgermination was observed at 12Mm hos/cm salt treatment as compared with untreated seeds (90.0%) of mustard**.** At the concentration of 4Mm hos/cm Na_2SO_4, seeds of mustard were germinated in high percentage (80.7%), there are not significant effect on seeds germination . In this study the moderate percentage (65.0%) of seeds of germinationshowed at 8Mm hos/cm Na_2SO_4 treatment. Species distribution and survival mainly depend on the seed ability to complete germination and the seedling ability to develop successfully under unfavorable conditions **(ZIVKOVIC *et al.,* 2007).** It is well known that salt inhibits soybeen seed germination and post germination growth, which eventually leads to decreases in yield **(Hamayun*et al.,* 2015).**Many study showed that salt treatment caused cellular oxidative stress **(Farhangi-Abriz andTorabian, 2017),** and cellular oxidative pressure is further associated with the activity of seed germination **(Ma*et al.,* 2017).**

Conclusion

In recapitulation, it is clear that salinity problem is increasing rapidly throughout the world. Our experiment were conducted to investigate the effects of different salt (sodium sulphate (Na_2SO_4) concentrations i.e (0, 4Mm hos/cm, 8Mm hos/cm and 12Mm hos/cm) on seeds germination of *Brassicajuncea*(var. goldi), along with non-treated plants at 15 days time period in viro condition. In this study, salt stress adversely affected the percentage of germination. Overall, it seems that salinity through enhancement of osmotic pressure leads reduction of water absorbance and disturbance in metabolic process. So, it is cause more delay in germination.

Acknowledgment
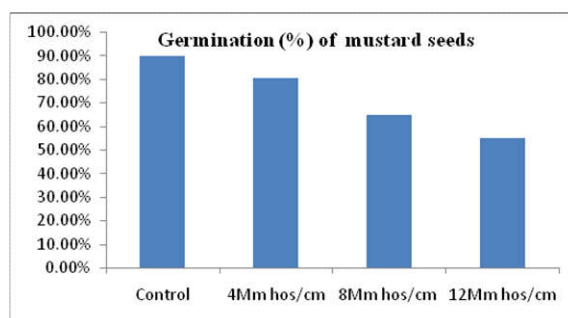
Fig:1. Depicts the effect of different concentrations (0, 4Mm hos/cm, 8Mm

hos/cm and 12Mm hos/cm) of salt (Na$_2$SO$_4$) on germination (%) of *Brassicajuncea* (var. goldi) at 15 days time period.(Thanks to the Dept. of Botany, Mohammad Alijauhar University, Rampur for providing authentic data)

Control

4Mm hos/cm

8 Mm hos/cm

12Mm hos/cm

Pictures show the effect of different concentrations (0, 4Mm hos/cm, 8Mm hos/cm and 12Mm hos/cm) of salt (Na$_2$SO$_4$) on germination of mustard (Brass*icajuncea*) var. goldi

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STUDY ON THE EFFECT OF NEWS ON STOCK PRICE BEHAVIOUR USING SYSTEM DYNAMICS

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Abstract
The economic development of a country greatly depends on its industrial and commerce activities. Many researchers, often, argue that economic growth of a nation is directly linked to the stock market developments. Stock markets, in modern economy, play vital role as an important source in providing the necessary capital for carrying out industrial and commerce activities. It provides finance to the organisations by raising funds, from individuals and institutions, through shares. It attracts foreign institutional investors into the economy. It also provides a platform for mutual fund managers for investment and hence, mitigates the risk of individual investors. Stock market is referred to as the barometer of the economy. The price behavior of a stock has been an area of interest to both academicians as well as investors. It is widely acclaimed by many researchers that news affects the behavior of stock price. Investors react to news in many ways. They take investment decisions and adopt various investment strategies such as "wait and watch", "stop loss", "profit booking", "averaging", and "buy today and sell tomorrow" leading to bearish or bullish behavior of the stock market. Individual investment decisions are studied from economic, behavioral, and demographic perspective. A questionnaire was designed to classify the information investors consider while making investment decision into must be, one dimensional, and delight. It was found that 14 attributes were relevant in Indian context. A questionnaire was designed and captured the information measured on 7-point Likert scale. KANO model was developed for overall BSE SENSEX 30 and also for 10 sectors separately. For BSE SENSEX 30 companies the result of technical analysis, financial advisers and analyst recommendations, past performance of firm"s stock, and condition of financial statements were found to be „must be" attributes. "Linear" attributes include expected stock split or capital increase, coverage in the press,

expected bonus share, stock marketability, information obtained from the internet, current economic indicators, affordable share price, expected corporate earnings, and rumours. "Delight" attributes include only insider information. Sector wise analysis was also carried out. The attributes are different for different sectors. Dataset of 18, 014 news announcements spread over 5 years was collected from BSE website. They were first categorized under eight headings. They were then classified as financial and non-financial. For each of the news item t - test was conduct to further. Classify them as good, bad, and indifferent. For all the 18, 014 announcements, the pre- and post- returns, pre- and post-rick of both scrip and market, volatility, trade volume ration were computed for news items and analyzed. Stock behavior for each news items was tabulated and discussed. An attempt was made to capture the stock price behavior using system dynamics model. It is assumed to be affected by four external factors namely export, GDP, US dollar exchange rate, and gold price. Though not a comprehensive model but, has captured sufficient dynamics for academic pursuit and understanding. The simulated values were compared with actual to develop sufficient confidence in the model. Further, how it can be used by investors for predictive purposes are also presented.

Keywords: *News, Stock Price, KANO model, System dynamics, Volatility Risk, Investor decision-making.*

Introduction

The factual outcome of the economic development of a country solely depends on its industrial and commercial activities. Many researchers [1, 2, 3] often, argue that economic growth of a nation is directly linked to the stock market developments. Stock markets, in modern economy, play vital role as an important source in providing the necessary capital for carrying out industrial and commerce activities [4, 5]. It provides finance to the organisations by raising funds, from individuals and institutions, through shares. It attracts foreign institutional investors into the economy. It also provides a platform for mutual fund managers for investment and hence, mitigates the risk of individual investors. The stock market is referred to as the barometer of the economy [6, 7].

The Gross Domestic Product (GDP) of India has been continuously increasing with slight fluctuations in its growth rate. GDP per capita has grown from INR 71, 609 in 2011-12 to INR 127, 456 in 2017-18 [8]. Gross savings was INR 30, 268.37 billion in 2011-12 and 45, 725.73 billion in 2016-17 [8]. The bank interest rates in savings bank account since 2011-12 has remained almost constant at 4% per annum while a 5 years deposit has earned 8.5% per annum and has decreased to 6.5% per annum

[8]. It is evident from the above statistics that the Indian saving habits have increased over the years. On the contrary, the banking deposit rates have been declining. The individual investors find Investments in stock market as attractive since on a long term investment of over 15 years, it yields an interest higher than banks. The risk aversive investors find another route into stock market through investments in mutual funds especially through systematic investment plans. The fund managers of these mutual funds through their expertise again invest wisely in share market to earn better returns for their clients. Because of the increasing US dollar to INR exchange rate and also due to higher earnings non-resident Indians (NRIs), foreign portfolio investors, and foreign institutional investors find Indian stock market attractive for investment.

The players participate in the trading of shares with an intention of realizing better returns. The demand for and the supply of shares determines the trading price [9]. It is governed by the activities of the firm. The activities are made known to the public through press releases, publications, and corporate announcements. The participants are always on the lookout for such news [10]. They being sensitive, react differently to different news items. This leads to volatility in the stock market. Many researchers [11, 12] have attempted to understand the effect of news on share price in developed countries. But, in developing countries such studies are sparse. Thus, in India, a developing an emerging economy, such studies are necessary to understand the behaviour of investors.

Indian Stock Market

Many trading houses are present in India. The prominent ones among them are Bombay Stock Exchange (BSE) and National Stock Exchange (NSE). BSE was established in 1875 at Mumbai. It is one of the oldest and one amongst the 10 largest stock exchanges in the world. More than 5000 companies are 3 enlisted on BSE [13]. The turnover at BSE from 2010-11 to 2018-19 is presented in Figure 1.1
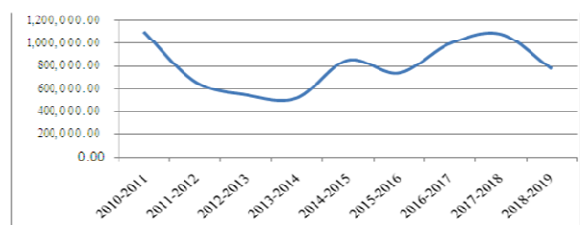

Figure 1.1: Annual Turnover in INR (Crores) at BSE from 2010-11 to 2018-19

Behaviour of Stocks and Investors to News

The price behaviour of a stock has been an area of interest to both academicians as well as investors. It is widely acclaimed by many researchers [14, 15] that news affects the behaviour of stock price. News can be defined as recently received piece of

noteworthy information about current events. It could be either through broadcast or published. This throws light on two aspects, one, it contains significant information and, the other, authenticity. Significant information can be derived from financial news such as earnings and dividends, or from non-financial news such as appointment or retirement of directors and chairman"s speech. Authenticity of the news refers to the source of dissemination of the information such as news announced by corporate houses, announcements on registered stock exchanges, and press releases.

It appears that [16] were the first to carry out empirical investigation on the link between news and stock price. Many others have subsequently studied the effect of news on stock price movement. Broadly, news is classified as financial such earning announcements and payouts, and non-financial such as meetings and events, launch of a new product. It was found that stock price reacts to both financial and non-financial news. With the advent of information technology and hence, the media, news travel very fast. There are enough evidences and studies to support the fact that news affect the stock price and volume traded across the trading centres. Exclusive television channels such as CNBC-TV 18, Times Money, and NDTV Profit which operate 24x7 have been actively involved in analysing the stock market continuously providing information to investors. On an average, it was found that, each of the BSE SENSEX 30 companies make 125 announcements per year.

Investors react to news in many ways. They take investment decisions and adopt various investment strategies such as „wait and watch ", „stop loss", „profit booking", „averaging", and „buy today and sell tomorrow" leading to bearish or bullish behaviour of the stock market. Individual investment decisions are studied from economic, behavioral, and demographic perspective. Nagy and Obenberger (1994) [17] found in USA that the factors influencing the investment process include:

neutral information such as press coverage; accounting information such as financial statements; self-image such firm status; classic such as expected dividend; social relevance such as local operations; advocate recommendations such as brokerage house and; personal needs such as financial needs. Jagongo and Mutswenje (2014) [18] conducted a study in NSE on the factors influencing investment decisions in India and found that firm"s position and performance, investment returns and economic conditions, diversification and loss minimization, third party opinion, the goodwill of the firm and accounting information, perception towards the firm, environmental factors, and firm"s feeling and risk minimization's govern the investment decisions.

Statement of the Problem

It is evident from the literature that stock market plays a vital role in the economy of a nation. Its contributions to industrial activities are immense. It is found that over INR 8 lakh crores of annual turnover takes place on BSE alone. Not only domestic individual investors but, domestic institutional investors, foreign individual and institutional investors, and foreign portfolio investors are increasing. It is also found that on an average each of the BSE SENSEX 30 companies make over 125 announcements in a year on BSE. The electronic media especially television and through internet, the news spreads thick and fast. The players of the stock market are sensitive and hence, react to various types of news. Lots of research on these has been carried in western countries and in India, such studies are sparse. Thus, it is intended to carry out a study on the behavior of stock price to various news items can be studied. The study entitled "A study on the effect of news on stock price behavior using System Dynamics" is undertaken.

Objectives of the Study

The researcher has identified the following objectives for the current study.

1. To analyse and classify the news related to internal environment of company,
2. To examine the effect of news on stock price movements and returns, and
3. To demonstrate effect of news using a System Dynamics.

Scope of the Study

The current study covers top 30 companies listed on BSE belonging to different sectors. The study analyses impact of corporate announcements on stock price movements. For this purpose the following corporate announcements are considered for the study: Earning announcements; Capital structure; Payouts; Corporate strategy and performance; Legal settlement and exchange; Corporate actions and management changes; Development and recognition; and Meetings and events.

The period of study is considered is 5 years staring from the 1st of April 2011 to 31st of March 2016.

Methodology

It is proposed to adopt the following methodology (see Figure 1.4) in carrying out the research:-
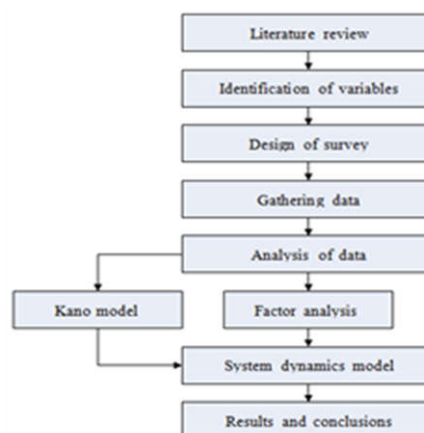
Figure 1.4: Methodology Adopted in the Research Work

Review of Literature
Introduction

Investment is the employment of funds in assets with the aim of earning income or capital appreciation. An investor is an individual, native or foreign national, or institutions either domestic or international who commit with their money to financial instruments with the expectation of financial gain. The investors sacrifice their present income in order to gain money over a period of time. The main criteria for investment are, generally, return, risk level, and liquidity of the investment. The stock return refers to the earning gained by an investor over a period of time in the form of profits or dividends [19, 20]. Literature highlights that investment decisions are greatly affected by announcements made by the companies.

Various types of news announcements are made BSE. They could be earning announcements, dividends, stock-splits, and so on. The investors react to news in many ways either by demonstrating interest in selling or holding their shares. Their behaviours in share market are termed for example as „stop loss‟, „profit booking‟, and „averaging‟. This leads to variation in share prices and are governed by risk and volatility in stock market. How do they react to various types of news is an area of interest to both academicians and market experts. This has been studied by many researchers abroad but, such studies are sparse in India. In the following sections the literature regarding growth of share market, news and its classification, investors‟ behaviour, and system dynamics are presented.

Financial and Non-Financial News

Neuhierl et al. (2013) [22], based on many previous studies, report that news can be classified into two categories namely financial and non-financial. Many studies [23, 24, 25] report that financial news on earning announcements, stock splits, dividend have significant impact on stock price. However, Boudoukh et al. (2012) [26] assert that the financial literature has failed to demonstrate a strong relationship between stock price and news. Neuhierl et al. (2013) [22] assert that non-financial news also strongly impact the stock price behaviour as that of financial news. They demonstrated that customer losses, management terminations, and product defects negatively affect the stock price. Further, news releases about new products, patent awards, unsuccessful ventures, legal settlements, successful research outcomes have positive impact on the stock price movement. Filip et al. (2012) [27] in their work on market behaviour in emerging economies reports that investors are sensitive to diverse non-financial news such as macro economic releases, environmental or societal changes etc. They found that investors in these markets react only after the news announcement.

Factors Affecting Investment Decisions

Ahmed (2017) [81] studied the Pakistan stock market to understand the factors influencing the investor decisions. He found that most influencing factors in order of importance were expected corporate earnings, dividends paid, stock marketability, Mak and Ip (2017) [82] found that investors from Chinese Mainland and significantly different from Hong Kong. The investment decisions are greatly influenced by investors" psychological, sociological and demographic factors are significant predictors of their investment behaviour in both the places.

Factors Affecting Investment Decisions: The KANO Way

Introduction

Stock market is important in an economy because of its role in facilitating between surplus fund unit (investors) and deficit fund unit (stock issuers) to trade [83]. Share market is a place where one can invest with an intention of making profit. Whether one realises profit or incurs loss depends on many things. Investor being a decision maker takes decision based on some information. Nagy and Obenberger (1994) [17] argue that investment decisions are studied from economic perspective only and thus, there is a need to study investment decisions from economic, behavioural, and demographic perspective. They carried out a study in USA and found that the factors influencing the investment process include: neutral information such as press coverage; accounting information such as financial statements; self-image such firm status; classic such as expected dividend; social relevance such as local operations; advocate recommendations such as brokerage house and; personal needs such as financial needs.

Research Instrument and Survey

Based on the studies of [11, 80, 75, 76, 77, 78, 79, 81, 82, 84] 20 variables (items) were identified for the study.

A pilot study was conducted in the states of Maharashtra, Gujarat, and Karnataka with a sample of 120. 18 questionnaires were found to be outliers. A total of 102 questionnaires were considered for analysis. It was found that the following 14 variables were relevant in the context of the current research in India; Past performance of firm"s stock; Expected bonus share; The result of technical analysis; Stock marketability; Expected corporate earnings; Condition of financial statements; Affordable share price; Information obtained from the internet; Insider information; Rumours; Expected stock split or capital increase; Coverage in the press; Current economic indicators; and Financial advisors and analysts recommendations.

Table 3.25: Sectors and Must Be Attributes

Sl. No.	Sectors	Must be
1	Automobile	The result of technical analysis Condition of financial statement Current economic indicators
2	Banking	Past performance of firm"s stock The result of technical analysis Expected corporate earnings Condition of financial statements Financial advisors and analyst"s recommendations
3	Energy	Past performance of firm"s stock' The result of technical analysis Stock marketability Condition of financial statements Affordable share price Financial advisors and analyst"s recommendations
4	Pharma	Financial advisors and analyst"s recommendations
5	Oil and Gas	Expected corporate earnings Condition of financial statements Financial advisors and analyst"s recommendations
6	FMCG	Past performance of firm"s stock The result of technical analysis Condition of financial statements Affordable share price Information obtained from the internet Financial advisors and analyst"s recommendations
7	IT	Past performance of firm"s stock The result of technical analysis Expected corporate earnings Condition of financial statements Coverage in the press Financial advisors and analyst"s recommendations
8	Manufacturing	Past performance of firm"s stock Affordable share price Information obtained from the internet
9	Infrastructure	Past performance of firm"s stock Condition of financial statements
10	Tele communication	Past performance of firm"s stock The result of technical analysis Expected corporate earnings Condition of financial statement Financial advisors and analyst"s recommendations

Table 3.26: Sectors and Linear Attributes

Sl. No	Sectors	Linear attributes
1	Automobile	Past performance of firm"s stock Expected bonus share Stock marketability Expected corporate earnings Affordable share price Information obtained from the internet Rumours Expected stock split or capital increase Coverage in the press Financial advisors and analyst"s recommendations
2	Banking	Stock marketability Expected bonus share Affordable share price Information obtained from the internet Rumours Expected stock split or capital increase Coverage in the press Insider information Current economic indicators
3	Energy	Expected bonus share Expected corporate earnings Information obtained from the internet Rumours Expected stock split or capital increase Coverage in the press Current economic indicators
4	Pharma	Past performance of firm"s stock Expected bonus share The result of technical analysis Stock marketability Expected corporate earnings Condition of financial statements Affordable share price Information obtained from the internet Rumours Expected stock split or capital increase Coverage in the press Current economic indicators
5	Oil and Gas	Past performance of firm"s stock Expected bonus share The result of technical analysis Stock marketability Affordable share price Information obtained from the internet Rumours Expected stock split or capital increase Coverage in the press

		Current economic indicators
6	FMCG	Expected bonus share Stock marketability Expected corporate earnings Rumours Expected stock split or capital increase Coverage in the press Insider information Current economic indicators
7	IT	Expected bonus share Stock marketability Affordable share price Information obtained from the internet Rumours Expected stock split or capital increase Current economic indicators
8	Manufacturing	Expected bonus share The result of technical analysis Stock marketability Expected corporate earnings Condition of financial statements Rumours Expected stock split or capital increase Coverage in the press Current economic indicators Insider information Financial advisors and analyst"s recommendations
9	Infrastructure	Expected bonus share The result of technical analysis Stock marketability Expected corporate earnings Affordable share price Information obtained from the internet Rumours Insider information Expected stock split or capital increase Coverage in the press Current economic indicators Financial advisors and analyst"s recommendations
10	Telecommunication	Expected bonus share Stock marketability Affordable share price Information obtained from the internet Expected stock split or capital increase Coverage in the press Current economic indicators

Table 3.27: Sectors and Delight Attributes

Sl. No.	Sectors	Delight
1	Automobile	Insider
2	Banking	--
3	Energy	Insider
4	Pharma	Insider
5	Oil and Gas	Insider
6	FMCG	--
7	IT	Insider
8	Manufacturing	--
9	Infrastructure	--
10	Telecommunication	Insider information

Summing-up

There are 14 pieces of information (attributes) relevant to investors in Indian context. An attempt has been made to classify them as „must be", „linear", and „delight" attributes. It was also found that the must be, linear, and delight attributes are sector specific. The overall and sector wise must be, linear, and delight attributes are found using KANO model and are presented.

Impact of News on Share Price: A Study of BSE SENSEX 30
Data Collection

The scope of the study was limited to BSE SENSEX 30 listed companies on the Bombay Stock Exchange. All 30 listed companies as on 01/07/2015 were selected and 5 years data from 1/4/2011 to 31/3/2016 was gathered from BSE website [85].

In order to examine whether the news has an impact on the stock price, five years data (1st April 2011 to 31st March 2016) was gathered from BSE website. The data include the stock price of 30 BSE SENSEX listed companies (the 30 companies that were listed during the study period on BSE SENSEX remained unchanged). In all there were 18,014 news items during the study period. These were initially classified into eight different heads that includes earning announcements, capital structure, corporate strategy and performance, payouts, developments and recognitions, legal settlement and exchange, corporate actions and management changes, meetings and events and later as financial and non-financial news.

One sample t-test was conducted and based on the t-test results the news is classified as
good" if after the news the stock price has increased over the reference value and is statistically significant. If the stock price has decreased then, it is considered as „bad" news. If there is a statistically insignificant difference between the reference value and the subsequent five days stock price, the news item is classified as „indifferent" news. The scrip return, risk and volatility are also computed pre - and post - announcement.

Recapitulation

From the analysis of 18,014 news items spread over 5 years, it can be said that news has always affected the scrip volume traded on BSE, Mumbai.

Non-financial news whether good, bad, or indifferent, has resulted in holding of the shares. Financial bad news has resulted in holding of the shares except earning announcements.

It is observed that the corporate actions and management changes good news has resulted in higher holding of the shares (trading volume is lesser by 35% post announcement). This could be for the fact that corporate actions and management changes are usually long term in nature. To notice the effect of changes and actions, investors need more time hence, may be holding the scrip. Corporate strategy and performance good news has resulted in higher volume of shares being sold (increase in sales volume by about 27%). When the performance is good, investors tend to sell shares to book profits. Amongst the bad news, corporate strategy and performance announcements have resulted in higher amount of shares holding behaviour (34%). This could be due to poor financial results may be Q-o-Q. Earning announcements are the actual financial performance of the company. When the results are poor, the investors tend to sell the scrip. Indifferent corporate actions and management changes have resulted in higher holding of shares (30%). The investors must be holding the shares in anticipation of better results from the actions. Indifferent meeting and event news has resulted in selling of shares (20%). Meeting and events when discuss about ESOP or FPO, the investors think that more share holders" means less EPS. Hence, they tend to sell more shares.

System Dynamics Modelling of Share Price
Introduction

This chapter focuses on developing a system dynamics model to capture the share price movement. Share price movement has been difficult to capture. Though plethora of literature prevails on the factors affecting the share price behaviour, four important factors namely GDP, export, US Dollar exchange rate, and gold price are considered.

The market experts or financial analysts generally use fundamental and technical analysis techniques for predicting the behaviour. In fundamental analysis, they look at past 5 years financial announcements with special focus on Q-o-Q results to forecast for the next quarter. In technical analysis, the experts study the past share price behaviour using charts and graphs generally adopting weighted moving averages (50, 100, or 200 days) or Bollinger bands

The investment in Indian stock market especially through BSE stock exchange has increased during the last two decades. Common public in India are eager to invest more through mutual funds in the form of systematic investment plans to earn more returns than the banks offer. These financial institutions have to invest in share market to get higher returns and

benefit the investors. Foreign institutional investors in India (FIIs) are showing lots of interest in investment in India. Foreign portfolio investors are keenly participating in trading due to higher returns compared to their native countries.

System dynamics as a methodology has the capability to capture complexity. It has been employed widely to understand the behaviour of a system. An attempt has been made to capture the share price behaviour and presented in this chapter.

Conclusion

The system dynamics model has been developed to capture the behaviour of the share price assuming four external factors namely GDP, country"s export, US Dollar exchange, and gold price. The validation of the model was carried out using ICICI Bank Limited share price during 1st April 2018 and 31st March 2019 comprising of 248 trading days at BSE Mumbai. The variance captured in the simulated values is sufficient to have confidence in the model.

Summary of Work Done and Conclusions
Summary of the Work Done

The present work is an attempt to recognise the effect of news on stock price behaviour and investor decision-making. The study was aimed to understand the price behaviour to various types of news announcements. In the process, news items that are internal to the company during five years period were collected, analysed, and classified into financial and non-financial. The news was also classified into eight headings and then, into good, bad, and indifferent. The effect of news is also analysed using System Dynamics model and the price behaviour was discussed.

Detailed literature review was carried out to identify the factors considered while investing by Indian investors" which are classified as accounting information, neutral information and advocate information. 14 pertinent variables were identified and the survey was conducted across India. The KANO model was developed using the dataset. KANO model revealed the factors considered by investors is not same across all the 10 sectors of BSE SENSEX 30.

Contributions to Knowledge

There are 14 pieces of information (attributes) relevant to investors in Indian context for investment decision-making. EPS, as a measure of past performance of a stock, acts as a satisfier to investors when it is consistently increasing during the last few years. Expected bonus share also act as a satisfier. Expected corporate earning is perceived as a must be attribute when the growth rate of earning per share is negative. Information obtained from the internet is perceived as a must be attribute when the trade or business is e-commerce intensive. Insider

information is perceived as a delight attribute in the research and development intensive industry. A rumour is perceived as delight attribute when the sector is dominated by a few players with intense competition.

Scope for Future Work

1) KANO model can developed for each of the companies to better understand the factors affecting the investment decision.
2) A comprehensive System Dynamics model considering other external factors and cause and effect relations can be developed.

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INNOVATIVE EDUCATION: A BLEND OF CONVENTIONAL EDUCATION, VALUE EDUCATION AND TECHNO-BASED EDUCATION: RETHINKING

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Abstract

Swami Vivekananda opines "Education is the manifestation of perfection already in man"[1]. Education is the course of action through which people acquire knowledge, skills, habits, values or attitudes. Education also helps people to get adjusted with changing environment. This form of education is more important because social changes today take place with increasing speed and affect the lives masses. The schools and Colleges should impart the quality of honesty, fair play, consideration for others, compassion, kindness, truthfulness and help to discriminate between right and wrong. The term education is derived from the Latin word "educere" which literally means to "bring up" and the idea of education is not merely to impart knowledge or give information to the child in some subjects but try to develop those habits and attitudes with which he/she may successfully face the challenges that occur in future life. The Latin author Varror says, "The midwife brings forth, the nurse brings up, the tutor trains and the master teaches".[2] The value education focuses on building moral values, imbibing cultural knowledge it helps in developing an understanding of social norms, functionality of society. It also helps in building peace, love, harmony and caring for others among the young generation. So we should make philosophy and ethics a compulsory subject in schools and colleges for the betterment of young minds and there by structuring to develop morally healthy society. This paper tries to evaluate a new pedagogy that is to be centered on learning to learn, learning to know, learning to do, learning to live together, and learning to be for value base insight.

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[1] Swami Vivekananda, *My Idea of Education*, Advaita Ashram, ISBN 978-81-7505-832-3 (e-book). Kolkata.

[2] Gisbert, P. S. J., *Fundamental of Sociology*, 3rd edition, Orient Longman pvt.ltd., ISBN: 81 250 0515 3, Kolkata.

Introduction

According to Swami Vivekananda, "Education is the manifestation of perfection already in man"[3]. Education is the course of action through which people acquire knowledge, skills, habits, values or attitudes. Education also helps people to get adjusted with changing environment. This form of education is more important because social changes today take place with increasing speed and affect the lives masses. The schools and Colleges should impart the quality of honesty, fair play, consideration for others, compassion, kindness, truthfulness and help to discriminate between right and wrong.

The term education is derived from the Latin word "educere" which literally means to "bring up" and the idea of education is not merely to impart knowledge or give information to the child in some subjects but try to develop those habits and attitudes with which he/she may successfully face the challenges that occur in future life. The Latin author Varror says, "The midwife brings forth, the nurse brings up, the tutor trains and the master teaches".[4] The value education focuses on building moral values, imbibing cultural knowledge it helps in developing an understanding of social norms, functionality of society. It also helps in building peace, love, harmony and caring for others among the young generation. So we should make philosophy and ethics a compulsory subject in schools and colleges for the betterment of young minds and there by structuring to develop morally healthy society.

If "the child is the father (mother) of the man (woman)" then the process of transformation starts with at childhood. In 'chalk-and-talk' system of education model the teacher talks endlessly and dictatorially and the student listens passively and submissively has discouraged questioning, discovery, experimentation and application, innovation and creativity in the school and college classrooms. The monotony, lack of involvement, low confidence and no self-belief, and an compulsive fear of failure are the unfortunate results of this unimaginative factory-based model of education. Today's education is a 100-metre race where there is lot of

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[3] Swami Vivekananda, *My Idea of Education*, Advaita Ashram, ISBN 978-81-7505-832-3 (e-book). Kolkata.

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competition for marks. If child gets highest marks then he is intelligent and can run this race effectively and be successful. Is education means getting highest marks and be successful or education is something else. This reminds me Albert Einstein who said, "Try not to become a man of success, but rather a man of value"[5]. In cut throat competitive education system is ruining the creativity, curiosity and insight among the children. Children are joining school as a question mark and most of the cases they leave school as a full stop. Do we really want such next generation or we want a child with full of values, insight, scientific temper which will help our nation to tread the path of progress and development?

Promoting creativity and innovations with values in our educational institutions should be a first step towards broadening and deepening the impact of innovations based on values in our society. Innovation is important to bring qualitative changes in education. These changes are needed to instill efficiency and improve the quality and equity of learning opportunities for teachers and students. Skills like critical thinking, creativity and imagination, can be fostered through appropriate teaching practices. Technology-based innovations in education system help to reshape the environments in

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[5] Pereira P. Arthur, *Achieve Success and Happiness*, Orient paperback, New Delhi.

schools, colleges and university. Privatization of education is not a remedy for techno based school or colleges. Which will extract money from parents? We need to set up public schools which are techno based and provide quality education to all the strata of society irrespective of the financial conditions. In fact we need to stop private education institutions and encourage public schools for better future. In fact, in today's pandemic situation which has affected countries economy, private schools are asking for the school fees paymets from parents and making them compulsory to pay off the school fees, government has given clear instruction that educational institutions will not force for the school fees and they can pay monthly or whatever is convenient to them. Can we say that these institutions are behaving morally? If they are not then what morality they will imbibe among students. Government need to think twice before giving permission for privatization of schools and colleges. If we compare children from similar backgrounds, private schools in many states are not better than government schools. So we need to bring changes in public school. Because child is not a customer if he/ she has a capacity to pay then only will get education. This will abolish the main intention of article 21 which states that right to free education to all children irrespective of caste, gender and economic condition and will not fulfill to meet the

millennium goal of free education for sustainable development.

The conventional teaching along with digital Change in India will provide alternative ways of learning for students with special needs students. New teaching-learning methodology need to be introduced and instilled to generate important shifts in thinking and behavior of student. This system needs to bring a change among a children to learn to ask "why?" and not just to say "yes". Children must be encouraged to be curious and ask innumerable whys and why nots. Can we recognize a child not only for the answers she or he gives in an exam but for the quality of questions that he or she asks? Teaching children to observe and explore new things: Children must be taught and encouraged to observe to look beyond the obvious. Shifting from passive learning to hands-on experiential learning and exploration is important. This will engage the child's senses of touch, feel, smell, sight and sound and will be effective in helping them to grasp, explain and retain difficult concepts. Shifting students from textbook-bound to hands-on is required.

In this era of easily accessible data, children are not given the chance or time to use their own minds and reason out but to passively accept what teacher is teaching. We need to introduce in school creative thinking based syllabus which will include model-making workshops, audio-visual presentations, role-playing activities,

quizzes and exploring the physical world with new innovative educational apps like Google Street View, H5P etc. which will help to deliver the message of classroom lessons in a more interesting and effective manner. Shifting students from fear to confidence is another requirement. Education should not be exam bound but child friendly where child want to come and learn with fun. By encouraging curiosity and creativity among children we can train them to become independent, thinking individuals who can discover and solve problems on their own. We should nurture their confidence and self-belief which is really essential part of education system in today's world. Peer teaching is a powerful tool to ignite and cultivate confidence among children. The good thing is that none of the above requirements are expensive and require huge investment in infrastructure of school and colleges. Much of the above mentioned desired shifts in thinking and behaviour can be achieved only through low-cost everyday materials. We can start value labs in school and college; where we will nurture and imbibe values in very playful and innovative manner. We are creative not because we have everything at our disposal but because we don't want to be monotonous. Indian education system needs to understand the importance of value education along with hands-on, experiential learning as a powerful method to encourage thinking and

creative expression. To bring about a new national education consciousness such ideas, values and methods, which are rooted in curiosity and creativity, need to scale, spread and infuse their magic across millions of classrooms and online classrooms. 'Education is not the learning of facts but the training of minds to think about things that cannot be learned from the text-book'[6]- Albert Einstein

Education must aim at the integral development of personality and that we need to have complete education for the complete human being. The concept of the integral development of personality demands for the harmonization of the rational, intellectual ethical, aesthetic and spiritual. The personality develops best when the educational atmosphere provides to every children a good deal of freedom; freedom in pursuing inner inclinations, freedom in regulating pace of progress, and freedom in determining directions of education. Therefore the education should be child centre which will put the child in the centre of the classroom but also in the centre of the society itself. This paper had tried to focus on the challenges present in front of India in education system. The greatest educationalists, who have played important roles in

fashioning education systems like Swami Vivekanada, Mahatma Gandhi, Rabindranath Tagore, Rousseau, Montessori, Pestalozzi, Bertrand Russell, Paulo Freire, and Piaget, says that education must be based on the psychology of the child-nature. The role of both parent and teacher lies in enabling the child to educate him/ her, to develop his/her own intellectual, moral, aesthetic and practical capacities while trading the path of education. A new pedagogy that is to be centered on learning to learn, learning to know, learning to do, learning to live together, and learning to be.

Conclusion

The 21st Century is accepted as the Digital era of the post-modern age, besides the age of cataclysmic change and creativity then we require a paradigm shift in the education system which will be based on six C's i.e. choice, collaboration, communication, critical thinking, creativity, care. The ICT technology needs to play an important role in conventional education models and need to join in hands with it; which will emphasis on developing human beings ethically, intellectually, creatively, aesthetically and spiritually. This will enable to create and innovate in the face of rapid change and complexity in educational platforms and we will nurture values among the children along with new techno based learning activity. Hence it is to be admitted the fact and admire the truth that, education should

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[6] Calaprice Alice and Lipscombe Trevor, 'Albert Einstein: A Biography', Green Wood Biographies Press, Westport Connecticut, London, 2005, ISSN 1540-4900.

encompass the overall development and not just mental base because "educating the mind without educating the heart is no education at all."- Aristotle[7]

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OBSERVANCE AND VIOLATION OF COOPERATIVE PRINCIPLE IN KARNAD'S TUGHLAQ

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Abstract

Pragmatics, the concept of dealing with things in a practical rather than theoretical way is a subfield of linguistics, the scientific study of language and its structures. It studies the ways in which context contributes the meaning. Pragmatics encompasses speech act theory, conversational implicatures; Cooperative Principle. Cooperative Principle is a concept of Pragmatics. Language is a social institution. Participants in linguistic exchange work on the basis of a tacit agreement that each should cooperate with the other. An important starting point for the analysis of dialogue can be Grice's (1975) cooperative principle and its four subsidiary maxims of quantity, quality, relation, and manner. Sometimes in drama these maxims are violated. In the play Tughlaq written by Girish Karnad some characters violate cooperative maxims. In the play when the characters converse with one another, they may or may not observe the maxims of quality, quantity relation, and manner. The present paper aims to analyse the violation and observance of cooperative principle in Tughlaq.

Keywords: *Pragmatics, maxims, cooperative principle, Tughlaq, Grice, violation, observance quality, manner.*

Introduction

The contemporary research in pragmatic analysis of cooperative principle has given rise to various possible indications of cooperative maxims in context. The present research article attempts to analyze cooperative principle in context of dramatic dialogue. In a dialogue it is expected that the participants should cooperate with the other. Whether one expresses agreement or disagreement, approval or disapproval, acceptance or rejection is of secondary importance, what is primary importance is that a communicator continuously contributes to the development of interaction. The playwright makes use of these maxims to show the various aspects of how the truth is twisted according to situations. But the readers are aware that though these maxims have been violated it doesn't hinder the understanding of the play. The violation of these maxims is necessary for making the plays interesting.

Cooperative Principle

In any conversation, if the participants are to achieve their goals jointly, they must agree implicitly on an orderly method to talk In order to communicate accurately and efficiently, speakers and listeners try to cooperate with one another. They cooperate for example, on the simple mechanics of speech. Speakers talk in audible voices, use languages they believe their listeners know and adhere to the phonology, syntax and semantics of these languages. Just as important, however, are the conventions. Speakers and listeners observe in what is said and how it is expressed.Put concisely speakers and listeners follow the cooperative principle.

In words ofH. P. Grice A basic underlying assumption we make when we speak to one another is that we are trying to co-operate with one another to constrict meaningful conversation. This assumption is known as The 'Cooperative Principle.' As Stated in H.P. Grice 'Logic and Conversation (1975).

'Make your conversation Contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged.'

He has proposed four important maxims of cooperative behavior i. e. cooperative principle can be elaborated in four sub principles these are called are MAXIMS: quantity, quality, manner and relation.

Maxim of Quantity

Make your contribution as informative as is necessary, but not more informative than is required.

Maxim of Quality

Make your contribution one, that is true. That is donot say anything you believe to be false and do not say for which you do not have adequate evidence.

Maxim of Manner

Be clear, try to avoid obscurity, ambiguity, wordiness and disorderliness in your language.

Maxim of Relation

Make your contribution relevant to the aims of the ongoing conversation.

Grice's maxims have an irredeemably moral, not to say, moralistic tone. However it is not our concern to discuss the moralistic nature of the maxims of cooperativeness.My concern is to see how characters in the play Tughlaq understudy observe or violate the maxims and why.

Karnad's Dramatic Style at a Glance

GirishKarnad is a versatile genius. He is a very good actor and has acted not only on the stage of the theatre but also a number of first rate movies.Karnad imparted real dramatic verse to the technique of Indian English drama. The greatness of his drama lies in his way of using language of common man. His plays are marked with the theatrical pauses, silence, imagery, witty dialogue, irony and menace. Mostof the times the characters in his plays fail to

communicate as normal human beings. That is why failure of communication is one of the striking qualities of his plays. So the present paper attempts to analyse the violation of cooperative maxims in context of dramatic dialogue in Tughlaq.

Violation of the Quantity Maxim

When people communicate with one another, they may or may not observe all these maxims. Some people are reserved and others are talkative. However, some are precise and concise in their talk; others aredisgressive and fond of pouring information that is not necessary. According to this maxim of quantity, the speaker should make his contribution as informative as is necessary. As far as this maxim is concerned,we do come across characters who flout it. One example of violation of this maxim occurs in the context of scene-I when an old man and the third man talk about Sheikh Imam-ud-din's personality.

OLD MAN : (eagerly): You've seen the Sheikh?

THIRDMAN: Why, ofcourse.Onlya week ago in Kanpur. What a man! What a voice! The audience was spellbound. And he said the sultan's guilty of killing his father And brother, he said. He said so many things too – about Islam and what's happening to it. It was the most inspiring speech I've ever heard.The audience went wild and burnt down half of Kanpur. Youthink he would talk like that if he wasn't sure ?

OLD MAN : They say he looks like the sultan.

THIRD MAN: No-not very much. People exaggerate, you know. But he has certain resemblance - some gestures, You know, some mannerism –(P.5) .

An old man asks the third man whether he has seen the sheikh. The fitting reply to this question would have been 'Why, of course.' But the third man provides information which is relevant, useful but unsolicited. Here third man glorifies Sheikh Imam-ud-din. He gives more information about the Sheikh. He indirectly enables us to draw the conclusion that Sheikh Imam-ud-din is the only man who is bold, courageous. He frankly tells the people of Kanpur that Muhammad Tughlaq is guilty of killing his father and brother.Here the third man violates the quantity maxim.

Another example of violation of quantity maxim is in scene V- whenShihab-ud-din joins in the group of Amirs and Sayyids against sultan. When Shihab-ud-din is introduced to an old man Sheikh Shams-ud-din.

SHIHAB: Sheikh Shamsu-ud-din ? Sir, what is a holyman likeyou doing in this company?

SHEIKH : Yes, you are right. I should shut myself up in

a mosqueand devote myself to Allah. I shouldn't get mixed in the treacherous games of politicians. I know and I had hopedmy life would be like that. But Allah is not only for me,Shihab-ud-din; He's for everyone who believe in him. While tyranny crushes the faithful into dust, how can Icontinueto hide in my hole? Haven't you heard what ishappening to the leaders of Islam today? Sheikh Haidariis in prison Sheikh Hood is in exil...(P.32)

Here Sheikh Shamsu-ud-din violates quantity maxim because his reply is more informative than it is required.

Violation of the Quality Maxim

The maxim quality requires that the speaker be truthful. Even if one wants to be truthful all the time, circumstances do not allow one to be so. People tell lies on different occasion and for different purposes. In this play Tughlaq tells Sheikh Imam-ud-din a lie. It is announced that Sheikh Imam-ud-din who is revered all over India as a saint will addressthe meeting. But no one has turned up to listen to the Sheikh. This is how the conversation between the Sheikh and Tughlaqin third scene take place.

IMAM-UD-DIN:(stunned) : Was this a trap ?

MUHAMMAD: No, I promise you.

IMAM-UD-DIN: But – you knew this would happen ?

MUHAMMAD: I didn't know. But I half expected it. I know my people... (P.22)

Muhammad Tughlaq tells lie because he organised a meeting of Sheikh Imam-ud-din to address his people and at the same time asked his soldiers to see to it that none dared to come to listen to him. He wanted to make use of him as an envoy.

Sometimes a lie comes in handy when a person is in a difficult situation or people use false statements to protect the image of people they are associated with, as we have another example of violation of quality maxim in scene VI. When Tughlaq stabs Shihab-ud-din, Najib is afraid of Shihab's father who is powerful man.

NAJIB: We must do something about Shihab-ud-din's father. He is powerful man and he won't like this.

IMAM-UD-DIN: (regaining control of himself): Don't worry about him. Make a public announcement that there was a rebellion in the palace and that the nobles of the court try to assassinate the the Sultan during prayer. Say that the Sultan was saved by Shihab – ud- din who

died a martyr's death defending him. The funeral will be held in Delhi and will be a grand affair. Invite his father to it and see that he is treated with the respect due to the father of a loyal nobleman. (P.43-44)

As far as the above example is concerned Tughlaq tells lie because he knows that Shihab-ud-din's father is powerful, if he comes to know that he has killed his son, he will revolt the throne. So MuhammadTughlaq violates the maxim of quality.

Violation of the Relation Maxim

As far as this maxim is concerned, it demands the communication partners make their contribution relevant. In scene first ' The Third man and the Young Man violate. When Muhammad Tughlaq decides to change the capital from Delhi to Daulatabad.

THIRD MAN: This is tyranny ! Sheer tyranny. Move The capital to Daulatabad ! Such things never happened in his father's days – may is soul rest in peace. Now he's got his father's throne. He isn't happy with that and –

YOUNG MAN: What do you mean?

THIRD MAN: What?

YOUNG MAN: What did you mean by that - when you said he had got his father's throne?

THIRD MAN: Don't try to threaten me, boy. The whole capital saw it.

YOUNG MAN: Saw what?

THIRD MAN: You know what.

YOUNG MAN: Were you there?

THIRD MAN: There were others – my friends – (P.4)

In the same scene we find another example of violation of maxim of relation when Aazam and Aziz speak each other.

AZIZ: What are you doing here?

AAZAM: I am where there is crowd. Look today's earnings. And you won't believe me if I tell you where they hide their money.

On surface level Aazam's response looks irrelevant. But the implication he has conveyed something more. Aazam expects Aziz to understand that he has satisfied the maxim of relation and he shows the money which he has got by picking pocket.

Violation of the Manner Maxim

This maxim demands that the conversational partners observe the principle of economy, clarity and processibility.Communication partner's message should avoid obscurity, wordiness, ambiguity and disorderliness. Let us take an example in eighth scene inDaulatabad where Muhammad Tughlaq and a young watchman of Nineteen who apologizesTughlaq for his impertinence.

MUHAMMAD: Don't apologize at every word. Ifyou stay here long

enough you'll anyway learn to ooze spittle before everyone. Be yourself at least until then. How old are you ?

YOUNG MAN: Nineteen, your Majesty.

MUHAMMAD: Nineteen, Nice age ! An Age, When you think you can clasp the whole world in your palm like a rare diamond. I was Twenty one when I came to Daulatabad First, and built this fort. I supervised the placing of every brick in it and I said to myself, one day I shall build my own history like this, brick by brick. One Night I was standing on the ramparts of the old fort here. There was a torch near me flapping its wild wings and scattering golden feathers on everything in sight. There was half built gate hear by trying to contain the sky within its cleft. Suddenly something happened - as though someone has cast spell. The torch, the gate, the fort and the sky – all melted and merged and flowed in my blood – stream with the darkness of the night. The moment shed its symbols, its

questionand answers, and stood naked and calm where the stars throbbed in my veins. I was the Earth, was the grass, was the smoke, was the sky. ....another twenty years and you will be as old me. I might be lying under those woods there. Do you think you 'll remember me then.? (*No answer)* Come, why are you silent ?

YOUNG MAN – (Scared) Your Majesty must forgive me, Your Majesty must forgive me, Your Majesty, But I don't understand what Your Majesty is Saying...... (P. 53-54).

In the above example Tughlaq violates the manner Maxim become his wordiness and obscurity the young watchman doesn't understand what he is saying.

Conclusion

The co- operative principle plays an important role in Discourse analysis, but we won't find the plays or novels where all these maxims are violated or observed. In Tughlaq also some of the characters have violated these maxims. Thus the analysis of the violation of the four maxims by different characters in Tughlaq brings to forefront certain behavioural patterns of Indian plays as well India Society in general.

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NEED FOR 21st CENTURY SKILLS EDUCATION FOR TEACHERS

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Abstract

The prestigious 21st Century Skills are predominantly required to compete in the global competitive workplace environment. The need for 21st Century skills is inevitable for the career prospects of students, and the pivotal role in developing their skill set resides with the teachers. This necessitates the teachers to hone their 21st Century skills for fostering the students' skill set. In this line, the paper focuses on integrating 21st Century skills in the teaching-learning process of the English language teachers with respect to skill-based activities. The paper also explores the significance of augmenting the teachers' skill set through trainings and orientation programmes. It will help teachers to develop their 21st Century skills and implement the skills in their classroom which in turn promote the skill set of students.
Keywords: *21st Century Skills, English language teachers, Workplace readiness.*

Introduction

The 21st Century Skills are psycho-social competence skills set necessary to thrive in the constantly changing global workplace. It is indispensable to ensure successful career in the information age. Four Cs of 21st Century skills say, Collaboration, Critical Thinking, Communication, and Collaboration are predominantly required to perpetuate in the workplace environment. In addition, students graduating in the 21st Century are expected to possess abilities to create new and innovative ideas, to think critically and solve problems in various perspectives, to work with diverse group of people from different social and cultural background and to possess 'learning to learn' attitude.

In spite of young minds of the 21st Century digital era being creative and productive, most of them are not able to apply it in appropriate situations due to the lack of skill-based education. Accordingly, there is a general perception of Indian education system that the students are not

receiving the requisite education that will prepare them for their workplace in the competitive 21st Century world. This lays a strong demand on the education system to integrate skill-based teaching by encouraging them to take initiatives on creating new ideas and working on innovative solutions. In this line, the onus lies with the teachers to instill requisite skill set in students and to hone them as independent learners.

Teachers play vital role in making the students perceive the subject knowledge as well as the knowledge pertaining to the context of real-life situations. So, the need for teachers to focus on life-long learning through the development of 21st Century skills has become indispensable. The lack of appropriate knowledge and skills among the technical students and the shortfall of teachers' training on the requisite skills set to be imparted to the students' community have resulted in this deplorable state of unemployment. So, teachers are expected to be the facilitators of this life-long learner-centered classroom, which advocates competency-based approach, acquisition of skills, values and attitudes, participatory learning methods and new modes of assessment.

The role of English language teachers in honing the language skills of the students is preponderant in this globalized era. The English teachers develop the language skills of the students by implementing skill-based activities in their classroom. Hence, incorporating 21st Century skills in the pedagogical approaches of the English teachers will be more effective in equipping the students' skills set. Further, the activities to enhance Critical Thinking skills involves researching different materials and solving problems in the language learning process. Similarly, Creativity can be practiced in terms of writing in the English Language classroom besides working on projects. Communication skill is a goal-oriented transaction involving meaningful conveyance of messages and fluent usage of language. It is closely associated with Collaboration, as communication extends to people from various cultures and diverse social background in the workplace environment. Hence, respecting and understanding the social and cultural values are essential in any workplace situation. In this regard, the paper analyses the different kind of skill-based activities pertaining to 21st Century skills that the English Language teachers can implement in their classroom activities. Further, the paper explores ways of empowering English teachers with the 21st Century Skills set to prepare their students for workplace.

Review of Literature
Lai, E. R. & Viering, M. (2012) have stated that the five skills of 21st Century education are Critical thinking, Collaboration, Creativity,

Motivation, and Metacognition. They have instigated that these skills enrich the learners' competence and in addition, have explained the inevitable role and necessity of these skills in the 21st Century education. Further, they have opined, "Once studied and incorporated into curriculum, instruction and assessment, these skills can help schools and teachers set up learning environments capable of developing the essential abilities need in the 21st Century" (as Cited in Fandino, Y. J., 2013). This ascertains the demand for 21st century skills in the present education system. Suto (2013) has reviewed different frameworks of 21st Century Skills proposed by the organizations like Assessment and Teaching 21st Century Skills (ATC21s) in 2005, Partnership for 21st Century Skills (P21) in 2013, Libson Council in 2007, International Society for Technology in Education (ISTE) in 2013, ETS Skills in 2013, and Confederation of British Industry (CBI) in 2007 and explored that developing 21st Century skills among young pupil is essential to succeed in the workplace. These studies have proved the efficacy of 21st Century skills in preparing the students for their workplace. Likewise, Paterson (2017) has stated, "a more systematic approach in recognising and demonstrating employability skills would help them in their transition from education to work".

Further, Sural (2017) has studied the Turkey Teacher candidates' proficiency level of 21st Century Skills and has identified that 21st Century skills have gained paramount importance among the teachers. Besides, he has proclaimed, "Faculty education is poor in giving" the four Cs of 21st Century Skills. Rusdin (2018) has discussed the readiness of teachers to implement 21st Century learning and has suggested to offer a module for teachers to promote 21st Century skills of the students. Tuzlukova, Busaidi, Burns, and Bugon (2018) have explored the perceptions of 21st Century Skills among the Teachers in their teaching-learning process. They have suggested the Notional-functional approach and learning strategies instruction as effective approaches to teach Critical Thinking skills in the English language classroom. Gilroy (n.d.) has reported that Integrated Skills Projects (ISPs) are projects which combine the LSRW skills with 21st Century Skills like Collaboration, Communication, Critical Thinking and Problem-solving. ISPs proposes Project Based Learning approach and help students to develop their English Language along with associated skills. Moreover, Landon (2019) has asserted the significant gap in the teaching and learning process of four Cs among the 21st Century students.

Though these studies have approached the necessity of 21st Century Skills in different perspectives and have suggested to integrate the skills with the curriculum through different approaches and methods, scanty researches have been found on

implementing 21st Century skills in the English language classroom. Consequently, the present paper propounds to integrate 21st Century skills set with the teaching-learning process of the English classroom. The paper further explores the crucial need of teachers' professional development on the 21st Century skills at this juncture. This study can help teachers to overcome constrains in preparing the students to be work-ready and improving their career prospects.

Need for the Study
Recent studies on the teaching and learning process indicate that teachers' knowledge need to go beyond mere knowledge of content and classroom management. Shulman (1986) has affirmed that the teaching process is unique, as it requires teachers to "transform" their subject matter knowledge for the purpose of teaching. "Gudmundsdottir (1987 b) describes this transformation process as a continual restructuring of subject matter knowledge for the purpose of teaching" (as cited in Shulman, 1986) and Hr (1984) has discussed "teachers must maintain a fluid control or "flexible understanding" of their subject knowledge, i.e. be able to see a specific set of concepts from a variety of viewpoints and at a variety of levels, depending on the needs and abilities of the students" (as cited in Shulman, 1986). This is possible only when the professional development of teachers is a matter of continuous effort, for

teachers need knowledge as well as skills. Likewise, mastery comes only with adequate experience and professional support.

The teachers' profession has become complex and demanding in the 21st Century as they need to enhance the students' skill set to meet the challenges of their workplace. Darling-Hammond (2012) has noted that realization of student achievement requires teachers to have strong content knowledge, pedagogical knowledge and skills of how to teach others, understanding learners and their development; having general abilities for organizing, observing, explaining ideas, thinking diagnostically and having adaptive expertise for making judgement in the light of student needs in a given context. As agents of change, teachers can promote quality education and improved students' performance in higher education.

Urbani et al. (2017) have developed a model on 21st Century skill set of preservice teachers. They have stated the requisiteness of K-12 students to exhibit the 21st Century skills, which in turn necessitates the teachers "to understand how to develop, model and assess these skills". It proposes the teacher education programme to facilitate teachers in developing 21st Century competencies and implement them in their classroom teaching. Hence, training the teachers on the pedagogical methods of 21st Century skills would help them to improve the

capacity of the students to meet the requirements of 21st Century era.

Teaching 21st Century Skills

In teaching English language, teachers should involve students in different types of activities like role plays, projects, team tasks, presentations, etc. It develops the students' language proficiency with their skill set. The target of the teachers is to prepare their students to perform independently and work effectively with a diverse group of people in their future workplace. The students should be made capable of global interaction, adaptive, flexible, and creative nature in the workplace. Teachers can concentrate on activities in the classroom, integrating with their instructional methodology to prepare their students fulfill the demands of the workplace. In the ELT classroom, the four Cs play a major role. As a part of Creativity and Innovation skill, it is essential for the students to demonstrate the originality and inventiveness in their learning process. It becomes the responsibility of teachers to make their learners open and responsive to diverse perspectives of working environment. The activities like Group Discussions and Debates can enhance this tenet. Teachers can make the students work on new creative literary piece contributing to the development of innovation and creativity skill of the students. The logical reasoning on understanding the concepts and lessons in English is a process of developing Critical Thinking

skills. The teachers can connect the texts with appropriate real-life incidents to make the students think out of the box. The classroom environment should be prepared for an interactive session and the students should be asked to frame questions, analyze, and synthesize on the information provided on the content of the subject. The students should be equipped to answer the significant questions of their peers and also make them find better solutions for the problem-solving tasks.

Communication plays an inevitable role in any workplace. Teachers of English Language are expected to improve the communication level of the students. The articulation of thoughts and ideas has to be effective in both speaking and writing. The teachers have to adapt different techniques to improve the language proficiency of the students integrating the component of grammar teaching too, as the students have to work with diverse teams with good communication skills and error free content to sustain in their career in this globalized work environment. Hence, the teachers need to develop the socializing capability of an individual learner with a group, in order to achieve the common goal. The teachers should share the responsibility of collaborative group task among each member of the group. It is also expected from them to demonstrate flexibility and willingness to help others. The teachers can monitor the students' group task and facilitate

them to develop these skills in the classroom environment. Teachers should provide opportunities for the students to develop their knowledge and skills simultaneously. Project-based teaching, problem-based teaching, Skill-based teaching and Task-based teaching are some of the methodologies related to the integration of skills into the teaching-learning process. In the English language classroom, the teacher can provide activities based on speaking and listening skills as group tasks on logical reasoning, decision-making, analytical thinking. Teachers can apply the Higher Order Thinking skills in evaluating the knowledge of the students and also make them work on the skills deficit. In this regard, English teachers can develop 21st Century skills of the students through their effective skill-based teaching-learning process.

Teaching Development

Teachers should embed teaching and assessment of 21st Century skills in their pedagogy to prepare the students for their workplace needs. This necessitates teachers to be exposed to the pedagogical strategies and prepare themselves to develop 21st Century skills of their students to meet the global needs of present education system. The integration of 21st Century skills in the classroom requires the teachers to be capacitated with these skills through training programmes and workshops.

The teachers can be trained on the 21st Century Skills through In-service training programmes, Orientation programmes, and Faculty Development Programmes conducted specifically on the theme of 21st Century skill set. Herald, s. et al. (n.d.) have discussed Conceptual Learning Experience (CRE) programme for supporting the students to develop deep-learning and innovation skills. The programme has concentrated on Project and Problem based learning techniques that can be implemented in the classroom. It develops the capacity to "design transformation and innovative solution for a problem, multi-model learning experience across disciplines, their capacity to communicate effectively and all as a means to acquire the new skills in-demand today" (Herald et. al, n.d.). There are also models for integrating 21st Century Skills in the curriculum like Assessment and Teaching of 21st Century Skills (ATC21s), and Programme for International Student Assessment (PISA). For the effective integration of skills in the curriculum, the quality of teachers and teacher education should be given more emphasis in the information era. The professional needs of teachers are disregarded in the present scenario, which are inimical to the progress of the educational system. Therefore, training programmes, Faculty Development Programmes, Orientation courses and Workshops on the tenets of 21st Century Skills for the teachers has to be part of their academic

schedule, as such interventions will possibly equip them to impart and prepare their students to meet the demands of the 21st Century global workplace environment.

Conclusion

One the basis of the above facts and truth, the English language teachers in colleges and universities need to be imparted with the instructional methodologies and pedagogical tools pertaining to 21st Century skills education, as it encompasses the lifelong learning skills in students' career prospects. The training on 21st Century Skills will equip the teachers in demonstrating the requisite skill set in the classroom and prepare the students to be work ready and meet the requirements in the world of work. Thus, the paper has discussed the need for 21st Century Skills for the English Language teachers to improve the skill set of the students. The suggested skill-based activities in the paper will help to integrate the 21st Century Skills in the English language classroom situation. In addition, the paper has stated the significance of training programme for the teachers' professional development on the 21st Century Skill set. In this line, fostering 21st Century skill set of the teachers would invigorate them to integrate the skill set in their teaching methodologies. Eventually this would facilitate the students' beneficiaries in developing their 21st Century skills and meet their workplace requirements.

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STIGMA, ATROCITIES AND HUMAN RIGHTS VIOLATION AGAINST THE TRANSGENDER COMMUNITY IN SOUTH INDIA: A CASE STUDY BASED ON THE NEWS PAPER REPORTS DURING 2018-2020

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Abstract

Marginalization, lexically, keeping off to minor/least importance, is a process in which one group or community is suppressed or unable to access the main stream of the society. Very transparently, according to the Cambridge English dictionary, to marginalize means 'to treat someone or something as if they are not important'. The meaning of the word portrays how inhuman the marginalization process is. The marginalized people are usually subjugated by several traumas, which create in them enormous psychological problems. Any kind of marginalization whether based on gender, caste or ethnicity is therefore, an evil practice and against the law. This paper titled as "Stigma, Atrocities and Human Rights Violation against the Transgender Community in India: A case Study Based on the News Paper Reports during 2018-2020" explores a few incidents of violation happening against the transgender community which describe how they are still considered as marginalized.

Keywords: *Transgender, Stigma, Discrimination, News Reports, Fundamental Rights*

Introduction

"Human action can be modified to some extent; but human nature can not be changed"

–Abraham Lincoln.

Transgender communities are victims of social stigma and it deepens the gravity of discrimination towards the transgender. From their childhood onwards, they experience several kinds of psychological and physical cruelties. Many of them are victims of sexual exploitation by their own relatives or neighbors. The traumatic and negative experiences they undergo make them feel insecure and generate in them a pessimistic attitude towards life. In schools, play grounds and even at home their identity is questioned and people mock at them by calling harsh words. , Overcoming these distressful situations is not easy for them especially at a tender age. In majority of cases, they discontinue their studies and run away to other towns to escape from the harsh realities of life. But they are tormented in the new places too. The viewpoint of the majority of the society is constructed by the stereotyped conceptions about the transgender people. The transgender people are often depicted in movies as those who seek after sexual pleasure. However, at present some movies are coming with the casting of transgender artists. If they walk in the daytime, people gaze at them; if they walk at night then they are addressed as sex workers. Their right to equality and right to freedom are violated.

In 2018 'Mumbai Mirror' News paper published a news which reported an incident that took place in Hyderabad where a transgender was killed and another transgender person and a youth were brutally beaten by the locals who thought that they came for lifting children. The aggressive locals even attacked the police who came for rescuing the transgender people. As per the reports the two transgender people were walking in the street with another friend. Immediately the locals came and questioned them by accusing them as child lifters and later the same people cruelly attacked them.

On 4th December 2018 (Published in 'The Hindu Newspaper') a transgender cop named R. Nazriya attempted to commit suicide. The reason was that her senior police officers misbehaved to her, and teased her for her sexual identity. Even though she had worked hard and secured a job in the Police department, she was still humiliated by her seniors. More than her efficiency, her gender mattered for them. In workplace too she was denied equality. It shows the typical attitude of the majority towards the transgender people.

On 16th February 2019 there was a shocking news published in the 'The New Indian Express' news paper. It was about the murder of a transgender priest named 'Rajathi' in Tuticorin district of Tamil Nadu. The body of Rajathi was found beheaded. The transgender persons and their lives are

extremely insecure and each and every second they are facing life threatening situations. For them, life is never easy and they never taste the sweetness of the fundamental rights.

Shalu, a transgender woman from Mysore was killed in Kozhikode, Kerala on 1st April 2019 (Published in 'The New Indian Express' on April 1, 2019.). The body was found in Kozhikode KSRTC bus stand. Shalu, a native of Mysore was trying to live her life even in the midst of all the sufferings. Yet, she did not succeed in that. The final bed for her was in a bus depot. It was really a heartbreaking moment. Her body was cremated in Kozhikode by her friends. They pointed out that even after the death of Shalu the family of Shalu was not ready to bring her back to the native home. Instead, they wanted to cremate the body in Kozhikode itself.

On March 21, 2020, 'The New Indian Express' reported an incident which took place in Bengaluru where a transgender named Viji was viciously killed by two men. After the brutal murder they dumped her body in an isolated place in Bengaluru and the police arrested the culprits immediately.

Conclusion

The above explained facts are very limited for clarification to exemplify the data required to the subjective title and the mentioned incidents are only a few sample which were randomly identified and picked up from the innumerable incidents of such kind that happen in various parts of our country. In each of the above incidents the murderers were ruthlessly treating the bodies of the transgender people. A transgender has all the rights as other human beings have. Unfortunately, they are denied these human rights and a peaceful living is still far away from them. So a fundamental change in the attitude of the society towards LGBT is essential. But, these changes or advancements should not be peripheral. Many public and private agencies are now bringing new policies for providing opportunities to the transgender people and bringing them to the main stream of the society. Let all the individuals stand with such initiatives to make a radical change in approach towards the transgender community.

"It must be remembered that the Word of God is not only divine but human'
–The Gospel.

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PORTRAYAL OF SATYAVATHI IN KAVITA KANE'S
THE FISHER QUEEN'S DYNASTY

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Abstract

Kavita Kane is a writer of retelling, in Indian Literature, mythology had a special place. So many writers social explore various issues in their writing, but Kavita Kane picturized the collective unconsciousness of people. Myth deals with several aspects of human nature and natural phenomena. This article explores the myth in Kavita Kane's The Fisher Queen's Dynasty (2017). Kavita Kane's novels portrayal brings the forefront the marginal characters of Indian Mythology, like Satyavathi, Ahalya etc. In this novel the character Satyavathi played crucial role and how she shaping the plot and the subsequent turn of the events and incidents in the novel. How she becomes the queen of Hastinapur, and she gives the brief account of the journey of Satyavathi from being mere fisherwomen to queen of Hastinapur.

Keywords*: Mythology, Marginal characters.*

Introduction

In Indian writing in English divided by two phase, oneis pre-independence phase and other one is Post-independence phase. In pre-independence phase was occupied by R.K. Narayan, Raja Rao and Mulk Raj Anand. They represents in their writing various part of society. R.K.Narayan portrayed middle class society of India, Raja Rao portrayed aristocratic society of Indian family and Mulk Raj Anand wrote about the lay people life of India that's why he hailed as Indian Dickens. After particular years roles by women writers, but their writing have a different perspective from those three. Women writing in English shared their personal feelings and oppression, familial stress. But, Amit Chaudhri, Amitav Ghosh and PreetiShenoy they are portrayed the post-colonial consciousness in writings.

Here, Kavita Kane played essential role for retelling. She wrote based only on Indian mythology, but she is known for her novel *Karna's Wife: The outcast queen.* So she is known as author of retelling, and her famous works are, *Karna's Wife; The Outcast Queen, Sita's*

Sister, Menaka's Choice, Lanka's Princess, The Fishers Queen's Dynasty and*Ahalya's Awakening.* Here, we are noticed one thing, every novel had significant in its title of the novel. In her each and every novel female characters played the significant role and how they reshaped the society and how they faced the familial issues. But this article explores how Sathyavathi becomes a potential character and how she builds the dynasty of Hastinapur. According to the myth, who is a penetrating character, born as fisherwoman Kali, who sculptures herself to become a queen Satyavathi. She might be the reason behind the Kurshetra war.

Satyavathi is a sensational character, beginning of the novel, Bhishm(prologue), he lay still on his bed of arrows, he had think about what are the mistakes he had done. He remembers the Flashback of Past.

"*Satyavathi,*

My father's wife, the queen mother, he sighed. He had a terrible longing to die. And a burning desire to live. Not for the sake of living, but to be given a chance to undo what he had done: rather, what he and Satyavathi had irrevocably done. But she was long gone, leaving him to his wasted life, and, to face the consequences" (2).

He keeps the promise of Devarat, and Bhishm whose entire life revolves around fisher queen. In the bed of arrows, he remembers his half-brother Chitrakand and Vichitravirya, and three daughters of Kasi. In this article shows women who take decisions, direct the course of events and decide the fate of men and their generation to follow, and who wielded power in more than men. In *The Fisher Queen's Dynasty*Satyavathi displayed that the truly powerful to not cling to power. She had born as a princess yet abandoned at birth, raised as a fisher woman. She has her own battles to fight. She did everything for Kuru dynasty's continuation while the arrival of three grandchildren Pandu, Dhristrastra and Vithura. They rose with greed and contempt, which is important reason of Kurushetra war. This novel is not an imaginative creativity but what is in mythological reference and with simple narration. Her character portrayed as power politics role of women. Born if a woman, what are the humiliations faced from their birth, her humiliation makes herself be strong and powerful dynast maker.

She had been raised as a bold lineage of Kuru dynasty. She is an opportunist who never misses her catch. She embarks the life of a queen while her very own people disdain her. She endures all the rebuffing and makes the people of the palace and kingdom to dance her tunes. She well plays politics to keep the throne occupies by her children and grandchildren. Throughout the book, she will love for her confidence and hated for her ruthlessness. This article shows she is the enriching person of

Kuru dynasty of and at the same time she is disaster of Kuru dynasty. Finally, she could see her life clearly, "They will destroy each other: the sons of Dhritrstra and the sons of Pandu. It will be annihilation; the seeds of decay have been planted, the harvest will be grew some. Do you want to live to see the destruction of your grandsons.... the heirs of Hastinapur" (317).

She finally conversed about strength of her grandchildrenPandu, Dhritshtra and Vithura. She knew very Dhritrastra not a fittest for kingdom because of her blindness but the fate of kingdom is in the hands of Dhritrastra. Pandu and his wife Kunti and Matri lived in the life of forest. Soon he was died, again Kunti comes to Hastinapur. Now Satyavathi becomes the great grandmother of one hundred six grandchildren. She heard the laghing sound of her grandchildren in the kingdom. She selected the attempts of self-preservation, she want lead the life of Sadhu, Ambika and Ambalika also accompanied with her.

Conclusion

In summing-up, Satyavathi struggles a lot in life to prove herself as the rightful queen of Hastinapur and uses her power to strengthen her kingdom. She also proves her political skills and her power in politics skills and her potential power in politics through the decisions that she made for treatment of her kingdom. Satyavathi, had to meet so many difficult situation and humiliation in his life but she thought every abnormal situation create her strong and stubborn. That's why it is called FISHER QUEEN'S DYNASTY, not Shantanu's kingdom, which literarily satisfies...

"We purify ourselves by suffering"
–Dr.S.Radhakrishnan

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SURREALISTIC ADVENT IN A VOYAGE TO ARCTURUS

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Abstract

In literature, surrealism is an artistic effort to bond unruffled reality and resourcefulness. Surrealists hunt for the inconsistencies and cataleptic minds by making unreal or inexplicable stories full of coincidences. Using surrealist imagery, ideas, or poetic techniques, writers attempt to stretch the boundaries, free the mind, and make readers think. The war brought horrors as chemical warfare and the deliberate bombing of civilian population centers; the sheer scale of the war was unprecedented, and it left an entire generation deeply traumatized. This technique helped readers to make new connections and expand the reader's reality. Surrealism uses phantasmagorias and allegories to coerce the reader to ponder deeper and reveal intuitive meaning.Life became topsy-turvy after two world wars. Literature and art faced the dilemma of presenting this topsy-turvy state of mind in words or colors. The artists and writers of that time tried to resolve this situation by presenting strange and shocking images in their writings and paintings. Creativity is that spectacular dimensions to clasp reciprocally distinct certainties and draws a trigger from their coincidence. The fortnightly and the assortment both disclosed their aloofness for word meanings given to substances and engrossed, the poetic undercurrents present. A voyage to Arcturus is an entirely different kind of fantasy, also sophisticated, written for an adult audience, also filled with the wondrous and the bizarre, but without a battle, sorcerer, or elf in sight. In the meantime the landing begins with a passage on a space capsule to another planet, one possibly will try to call this knowledge fiction. Still, the chronicle is far too bizarre and supernatural for that sticky tag to rub contentedly. A surrealist fantasy drawing to some extent, it has always been known as a complex and difficult book, though recent critics maintain that a reader who approaches it with sympathy will find the experience both profound and astonishing. The exertion with such apparitions is

that, like imaginings, they can be extremely momentous and eloquent without being consciously understood.

Keywords: contradiction, bizarre, juxtapositions, traumatized, Surrealism, unprecedented, disdain, sorcerer, etc.

Introduction

Surrealism can be well-defined as an inventive endeavor to conduit together authenticity and the resourcefulness. Surrealists pursue to incredulous the inconsistencies of the sentient and cataleptic minds by strange stories full of appositions. Founded by Andre Breton (1896-1966), surrealism began as an artistic movement in Paris in the 1920s and lasted until the 1940s.

Breton forced this program with his periodical of *The Manifesto of Surrealism,* as a way of rebellious against the way painting was unwritten at the time. Surrealist wanted to break free from the constraints posed on art and to do so in the extreme, yet positive way. Although the movement the above mentioned may have ended, surrealism still survives in much of today's nonfiction. Using surrealist imagery, ideas, or poetics techniques, writers attempt to stretch the boundaries, free the mind, and make readers think.

Surrealism emerged as a direct response to World War I. In that terrible war, people all over Europe experienced the devastation of industrialized warfare for the first time brave soldiers charged headlong into machine-gun fire and were cut down in their masses like cows in a slaughter house.

Surrealism is destined of shocking and strange. It is meant to push the envelope in a way that forces people of their comfortable ideas, so much so that it has even been known to cause riots. While the idea of surrealism is complex, surrealist literature does have common characteristic. Surrealist literature will have contrasting images or ideas. This technique is used to help readers make new connections and expend the reader's reality or rather the reader's idea of what reality is. They pull from Freudian ideas of free association as a way to sheer readers away from societal influence and open up the individual's mind.

Although the dream may be a very strange phenomenon and an inexplicable Mystery, much more inexplicable is that the mystery and aspect our minds. Confer on certain objects and aspects of life. (Giorgio de Chirico 10)

Surrealism will use images and metaphors to form the readers to think deeper and reveal subconscious meaning. As an alternative of depend on plot, surrealism playwrights as an alternative concentration on the letterings, discovery, and metaphors to potency bibliophiles to dig into their cataleptic and scrutinize what they discover. Surrealism also uses poetic

styles to make dreamlike and fantastic stories that always defy logic. Rather than incorporate prosaic structure like linear plots and structural settings, surrealism uses poetic techniques, like leaps in thinking (free association), abstract ideas, and nonlinear timelines.

The first Surrealist work, according to leader Breton, was *Les Camps Magnetiques (1919), Literature* contained automatist works and accounts of dreams. The magazine and therefore the portfolio both showed their disdain for literal meanings given to things and focused rather on the undertones, the poetic undercurrents present. Not only did they give emphasis to the poetic undercurrents, but also to the connotations and the overtime which exist in ambiguous relationships to the visual images.

Thus such rudiments as hodge-podge were familiarized, ascending partly from an superlative as shown in Pierre Reverdy's poetry. And as in Magritte's circumstance, the very commencement of paroxysmal amalgamation became an apparatus for disclosure in and of itself. Surrealism was to be always in flux to be more modern than modern, and so there should be a rapid shuffling of the philosophy as new challenges arose. Examples of surrealist literature are David Lindsay's *A Voyage to Arcturus*(1920), Artaud's*Le Pese-Nerfs* (1926), Aragon's *Irene's Cunt*(1927), Peret's*Death to the pigs* (1929), Crevel's *Mr. Knife Miss Fork* (1931), SadeghHedayat's*the Blind Owl* (1937),

and Breton's *Sur la route de San Romano* (1948).

A Voyage to Arcturus is an entirely different kind of fantasy, also sophisticated, written for an adult audience, also filled with the wondrous and the bizarre, but without a battle, sorcerer or elf in sight. Like *Lord of the Rings*, *A Voyage to Arcturus* is profoundly disturbed with intricate moral issues such as the struggle between good and evil, but on a much more subtle level. The struggle doesn't turn on how good can defeat evil, but on what good and evil are and how one can distinguish them. Lindsay's enthralling book, the assortment of metaphysics and surreal dream-quest, stands as one of the great originals.

A surrealist fantasy drawing to some extent, it has always been known as a complex and difficult book. However recent critics maintain that a reader who approaches it with sympathy will find the experience both profound and astonishing. The critic quoted above, J.B. Pick, suggests elsewhere that the leader should not so much search for the meaning of the book as "hear drumbeats" (142). *A Voyage to Arcturus,* though unsuccessful during Lindsay's lifetime, is now recognized as an important work both in Scottish literature and in the fantasy genre.

After Maskull's is transported by mysterious means to the planet Torrance, he finds that a strange new sense organ has grown on his forehead. He rouses upon a immense bare,

prostrated once more by incontrollable enormity. He discovers that he has sprouted additional sensory organs: a third-eye –like "fleshy protuberance, the size of a small plum" (37) on his forehead, and a "knob on each side of his neck" (37); while, "from the region of his heart, a tentacle had budded" (37). He is on Torrance. Maskull's voyage begins with surrealism combined with science and ends up with a mystery.

There are plenty of their metaphors embedded within the text, as Maskull wanders the land, growing and losing new appendages, finding his very thoughts and the way he views life to shift and change in a fashion similar to how scenes and people melt and flow in some dreams. Oneway, but certainly not the only way, to read *A Voyage to Arcturus* is as both a dream and a narrative that uses dream imagery to explore questions of what it means to be human, the nature of reality, and how mutable views of what constitutes "good" and "evil" just might be.

The ultimate reality that Lindsay tries to encompass is to be found far beyond Nature, which he equates with the surrealist world of individuality. It must be added, while mysticism, in the strict sense of the word, denies all possibility of explaining Divinity, Lindsay goes further, offering solutions. He does not confine himself to depicting a relationship between man and transcendent reality but goes on to try to analyze this reality. This work is representative of the ideal transcendent

world. *A Voyage to Arcturus* makes for stimulating instance study in the transformation between representation and metaphor. The surreal details of Torrance and some weirdly creative ideas made the book popular.

The surrealistic genre has a fascinating history because there are several points where the entire field could have gone in a sharply different direction. The work is the product of an uneasy soul. The author's mind is elusive and the story paradoxical. This is a spiritual journey that encounters the age-old problems of the mystic's tale. It attempts to penetrate the illusions and trappings of human consciousness and to reveal the metaphysical relationship between the One and the Man. Because Lindsay is writing about inter knowledge the springs from the very centre of his vision, he transcends the usual perceptions of psychology and language; the book is necessarily written in allegorical, sometimes paradoxical language.

Bloom chooses *Arcturus* as his experimental subject of developing the theory of literary fantasy. He expresses about fantasy fiction that it should be the theory of offer boundless possibilities of pleasure, in daydreams, it instead ends up locked in personal nightmares and anxiety. In his own words;Pre-methane freedom or striving for freedom implicates quested, writer. And reader more deeply within the bondage of Narcissus, and a form that. Promises under-determination takes on

both the strength and therefore the Nightmare quality of over-determination (Agon 219)

At the top of Arcturus, Nightspore finds himself alone on the tower of Muspel. He has cast off his "ego-self" because Maskull was a self built on the values of Crystalman's, is the innermost self, stripped of every conceivable illusion.

The idea that there is an unperceived or hidden spiritual world behind or beyond the world we can perceive, and how our usual ways of seeing the world keep us from this higher understanding, pervades the novel with Gnosticism. The eventual value embodied by Muspel is, in supernatural terms, an alternative reality, which denotes that naught in this world viewpoint much unplanned of having any value by its principles. The imagined of *Arcturus,* then befits a routine for Lindsay to explore this. Painstaking by the *Irish times* as one of the most dazzling of untainted Ornamental ever verified this incredible story travel around the beauty and nature of a distant world, where wild individuals crowd the fantastic setting, and unreasonable tortures dominate victims with their bizarre mental powers.

Conclusion

In recapitulation, it is to be admitted that the ingenuity is that capacity to clench reciprocally distinctive veracities and enticement a spark from their coincidence. While the reveries are a very eccentric occurrence and a bizarre clandestine, far more unfathomable is the secret and aspect our minds confer on objects and aspects of life. "You are the dreamer of impossible dreams." (126). But beyond the interesting quality of the narrative, there is in *A Voyage to Arcturus* a deliberate and detailed exposition of a specific philosophical system or attitude that is far more essential and more ascetic than romantic. The following chapter is about idealistic fantasy.

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M.G.VASSANJI'S PROTOGANIST UNREALISTIC EXPECTATIONS IN SELECT NOVELS - A STUDY

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Abstract

This paper factually delve out to study the immigrant's experience of how they encounter problems. M.G.Vasssanji's novels present the many protagonists whose portrayals are the example of unrealistic expectations. Thus his writings are associated with the history, inhospitality, functions of landscape, cultural baggage, imperialism, and multiple identities on the condition of immigrants in the postcolonial era. In Canadian literature, the main concern is developing and recovering an appropriate identifying relationship between self and place that it conducts the process of subjectivity. The purpose of this study is to attempt to throw light on immigrant' experience which the protagonist of M.G.Vassanji's novels. And also, it paves the way to expose unrealistic expectations his characters. Then his writings prove the protagonist's impossible hope in the alien (new) land.
Keywords: *Postcolonial; Culture; Canada; Immigrant; History; Identity; M.G.Vassanji*

Introduction

Homi Bhabha quotes's in "*Nation and Narration*" that, The Locality of national culture is neither unified in relation to itself, nor must it be seen simply as 'other' in relation to what is outside or beyond it. The boundary is Janus-faced and the problem of outside/inside must always itself be a process of hybridity, incorporating new 'people' in relation to the body politic... (Bhabha 11).

M.G. Vassanji in Canadian scenario, his novels visualizes with acknowledging the fluidity of cultural identity and mutual influence of cultural identity on another the aspects of the notion of separate cultural groups. It attempts to analyze the feature of a cultural phenomenon and a brief sketch of immigrant postcolonial experience in Canada.

M.G.Vassanji's literary career launched with the publication of *The Gunny Sack*. It was his first attempt at fiction. Vassanji was awarded the Common Wealth Writers prize in the African region. People from South Asia in the late 19th century to East Africa and then from Africa to North America in the 1960s and 1970s immigration, we find the most of his novels. *The Gunny Sack* is an absorbing novel that focuses on the problematic union of East Africa and South Asia. The protagonist, Salim Juma, is the narrator of the story.

Salim Juma and his great grandfather Dhanji Govinji take part in the quest for new homes and identity. Salim's life is the victim of unrealistic expectations. His expedition for new homes and identity and future to be assumed form the past is, also a moral responsibility towards the posterity and, in added to the necessity for self-knowledge and survival on the part of Diasporas' self. The protagonist explores the past, constructs genealogies and, traces the complex formation of the sites of subjectivity through ruptures dispersal and mutations.

The sack contains all kinds of everyday objects that trigger memories and stories, which are narrated partly by Kala and partly by sack (memory), which represents the collective memory of the community. The migration of an Indian society from Africa to America has portrayed in the novel. It consists of narration, which all connected with memory and history.

An interview with Gene Carey, Vassanji said, "Once I came to the United States I had a fear of losing my link with Tanzania. Then I feared going back because if I went back I feared losing the new world one had discovered". (Roy 42) Vassanji's statements make it clear that he is being caught between the homes there and here. His characters like, Salim come out because of his basic experience of multi-location home. Their lives that unfold a saga of self-survival are never being mapped onto the history of the nation through countless dispersion, losses, separation, and ruptures.

Vassanji's second novel, *No New Land,* is a miserable story of the immigrant experience. It brings about a rich portrait of a transplanted community. It has been illustrated the fate of the Asian Africans in Canada. It moves in a flashback of incidents and events. Nurdin Lalani is the protagonist of the novel, is a double immigrant. Here Vassanji renders voice to a Canadian immigrant experience. He illustrates the fate of the Shamsi community in Toronto, where Nurdin Lalani emigrates with his family.

The novel describes the painful process of adapting the undergone by a family of immigrants. They have got to adapt themselves to a new and changing environment in a distant land. By extension, the message goes beyond the changes experienced by migration to all kinds of changes in the society, human-made or nature induced. Geographically, climatically, and ecologically the environment everywhere is changing and changing so rapidly that the skill of quick adaptability is being put to the biggest test.

The protaganist of *No New Land* feel that new identity has imposed on them due to displacement. This imposition is very dangerous for them. Challenges are their original identity element. Vassanji examines the question of culture. Since Canada has a multicultural nation, preserving one's own culture becomes a fundamental

issue. Nurdin's father, Hazi Lalani's death and his business sunk, someone whispered the word Canada. Nurdin Lalani is the predominant man to portray unrealistic expectations. The situation of Nurdin in the plane (while traveling Canada) becomes an objective correlative, and also it forecasts the predicaments he has to suffer in Canada. His dreams are shattered while travelling in the plane (magical light and the word 'The bastards' to Canada. Throughout the novel, Nurdin tries to prepare an identity for himself. He is fixated with the negative feeling that he has now lost his identity due to the displacement from Africa to Canada. When one is unemployed, one struggles, for one's livelihood. During this struggle life becomes too hard to live. Nurdin's dream and his existence become question marks. Another misfortune is, Nurdin is being charged with sexually assaulting a white woman. Then he is released. But it remains a dilemma. His existence becomes difficult, and so to get rid of this problem of life, he likes to live in a world of dreams and illusion.

Then, *The Book of Secrets,* Vassanji's third novel, is a different piece of work. It is a novel of the in-between. It investigates the border between the self and the other, between giving voice and remaining silent, between the center and periphery as well between the pure and the hybrid. It appears as a story of displacement, physical and emotional; one's search for identity, and a promised land. It is part fiction- part memory, a history of the people who left Indian shores in quest of a dream for Eastern Africa.

It is a different story of the diary of Albert Corbin, a junior British colonial administrator, who has many years in various East African colonies. The colonial history of Kenya and Tanzania presents with as the backdrop of the novel. Vassanji tells a rich tale complete with historical dates and vivid descriptions of Asian the African experience in East Africa in 1913 to 1988. Struggle for identity is one of the important features of diaspora. M.G.Vassanji always sets about to establish the quest for identity through his works.*The Book of Secrets* is a beautiful example of his fictional efforts to resolve the mystery of identity. The past of Nurmohamed Pipa makes the toughness of diasporic origins clear. It is central to Vassanji's fictional world. His early life is prepared with a strong base for moving tales. This tale develops as a tragic tale of a man whose major sin was to be born a native of racially alien ancestry in East Africa.

The character Pipa is being the victim of unrealistic expectations. Underlying every action, thought, and dreams in the life of Pipa, there seem to be ever-rising hurdles, to be surmounted, making it impossible to him ever to achieve the measure of comfort and security which he seeks. Here Vasssanji clearly states that the journey was undertaken by a migrant or a migrant community in search of

identity, belonging, security, and home in a foreign location is being marred by challenges, doubts, and never-ending feeling of despair.

In *The Book of Secrets* Nurmohamed Pipa can be seen conflicting for home. He feels compelled to run away from spaces that stand in the way of his yield for domestic life. It is why Pius Fernandes expresses his view:

Pipa was home now, yet lived in fear. He was a marked man, known both to the agents of Maynard and the allies of Germans; any of them could call on him as they had done in Kikongo. (200)

Likewise, the novel ends, with all strength, youth, and vigor spent on a null and void journey; Pipa succumbs to the pressure of his diasporic identity as an Asian African in East Africa and dies. For Pius Fernandes; the narrator, the past is an aesthetic necessity; it has enthusiastic sacral heuristic value.

Vassanji's another excellent tale of the immigrant experience *Amriika*. It explores the state of living in exile. In this novel, Vassanji uses the same material but with a new twist. It engages the backdrop of three tumultuous decades in American history, a period of antiwar protests, radicalized politics, sexual openness, and spiritual quest. Ramji, the protagonist of the novel, seems to be modeled so closely on M.G.Vassanji himself. The plot of this novel is very straightforward. Indian origin boy, a second-generation African, Ramji is a native Gujarati Muslim.

Being an immigrant, he endures from an identity crisis. He remains a wavering character. He is full of contradictions- religious, ethnic, and personal. Maintaining a strategy, Vassanji's narrative is coldly detached. Ramji remains a stranger even after three hundred pages. Just as he remains a stranger to America, never really belonging, yet he is never feeling the need to leave. In this novel, Ramji is a real victim of unrealistic expectations. The story of Ramji reflects that the journey was undertaken by a migrant or a migrant community in search of identity, belonging and security is wontedly shattered by doubts, challenges, and the never-ending feeling of despair.

The novel has a repetitive duel movement. It is a duel in that it combines two plot lines. One, seemingly the dominant one, is personal; the other is political. It is repetitive in that Ramji goes through similar experiences, both politically and personally, and personally, in both parts of the novel. The first part ends with two terminal events, the first of which is political, while the second person.

Ramji is being involved in a bomb-blast for which a radical dropout that he has known is responsible. Though he suspects that Lucy-Anne is guilty, Ramji shelters his friends in his room. Luckily someone else tattles on her, and Ramji gets off scot-free. The woman in question curses him before

she goes to jail, assuming that it is Ramji who has betrayed her.

Decades later in a changed America, having just left a marriage and suburban existence, an older Ramji, ardently in love, finds himself drawn into a set of circumstances which hold terrifying reminders of the past and its unanswered questioned. Ramji's personal journey, his failure in his relationships, his alienation and suffering are all moving. His story ends with a bittersweet and shocking episode. Vassanji's protagonist goes.

Through every rite of American passage possible, from losing his virginity to an older woman, facing racial discrimination, to dabbling in Eastern mysticism.

As Ramji gradually grows apart from his community of foreign students, he finds himself pulled by the confused current of his times and swept into a world of fast-changing sexual mores, and values, of peace marches, religious cults and protest intimidation that marked the wild United States of the 1970s. Through the eyes of this University student, an immigrant in Boston, Vassanji shows us the picture of the nation. In such impression Ramji is anxious with negative feelings. He feels that he has entirely lost his identity due to disarticulation from Africa to America. In the ambience of unfamiliarity, his existence has become a question.

Ramji feels that he does not have a proper space to live in. He realizes that he is treated as an outsider. At every moment he suffers from injustice and inequalities. Gradually, therefore, Ramji needs a space for existence. This is the reason that Ramji goes to California in search of that space. But this search offers him his downfall.

Next novel, *The In-Between World of Vikram Lall* is an interesting and relevant account of the Indian diaspora. It deals with a compelling story of Vikram Lall, a third generation Kenyan Asian. This story sets in East Africa. It shows the ambiguous situation and the strange position of Indians of Kenya who are neither indigenous Africa nor European colonizers. Many of them cannot find a familiar refuge on the Indian subcontinent nor in the colonial home country. They are alienated from their African homelands regardless of their emotional attachment and legal status.

The major thing that stands out in the book is people who are the in-between. The feeling of belonging and not belonging is being very central to the book. In his various interviews, M.G. Vassanji articulates time and again that when he lived in Tanzania, he belonged and did not belong because he had come from Kenya. In short, this novel deals with exile, memory, alienation, longing for home, in-between status of immigrants, and search for identity. Here Vassanji demonstrates how the individual is caught in the conflicting demands of race and nation.

This novel is a profound and careful examination of the protagonist Vikram

Lall's explore for his place in the world and at the same time, it deals with rootless of those who have no permanent national identity. In independent Kenya, he wants to shelter his individuality as a civil servant but the officers, and politicians cut him out. On the basis of his talent and carefulness he becomes a successful fixer to ensure his place and his family's in Kenya. But he is entangled in a corruption scandal and thus his identity suffers from danger.

The novel deals with Vikram's luminal situation. He is a migrant in Canada, a everlastingly offshore Indian and a native of Africa. His in- between worlds is that of the Asian African in colonial and postcolonial Africa. He belongs to Indian community of Kenya, which is socially and politically sandwiched between the white and the Black. Before Kenyan independence, the British used the Kenyan Indians to suppress the Africans. Anyway, things were not rosy in Kenya after this independence leaving the Indians in the middle again. Though the Africans, drunk on this new state of British, but also upon Kenyan Indians and trying to seize their properties and business through sheer pressure.

Psychology is disturbed with the study of mental processes and behaviour, both conscious and unconscious. A psychological approach to studying postcolonial cultures often establishes a way of reading, which is attentive to the psychological effects of colonizing and decolonization on formerly colonized and, frequently, colonizing peoples. Such effects may include, for example, inferiority or addiction complex, the related internalization of racism, the disturbing legacies of colonization and the slave trade, and so on.

Thus a fascinating mix of contents flows in M.G. Vassanji, the first writer to win the prestigious Giller Prize twice. He is looming high on the arc of Indian diaspora writers. To conclude, Salim Juma in *The Gunny Sack* negotiates communal and individual identities, the life of the continent genealogies and traces the complex formations of the sites of subjectivity through ruptures, dispersal and mutations. Nurdin in *No New Land* feels that several individuals have shaped his existence. He cannot exist on his own. The dominance of his father in his early life gives birth to a feeling that he has no individual identity. And thus being able to formulate his own voice, Nurdin thinks that he has no space.

Vassanji's another protagonist Pipa in *The Book of Secrets* memory negotiates the colonial and postcolonial history of East Africa to underscore its contradictions and contingencies. Throughout the novel, the history of the struggle of imperial powers of Europe like Germany and England over colonies in Africa, the World Wars, their impact on the Indian diaspora in the African East Coast, and finally the decolonization of Kenya, Tanzania, Uganda, Zanzibar and other nations constitute the troublesome destiny of

the people. They are forced to migrate and de-migrate to the place both imaginary and real.

Conclusion

Finaly Ramji, in *Amriika* the story springs from the same memory. Vassanji's engagement with the past is praiseworthy. Unlike the archives, where the past is being already digested as the raw material for history writing, the past here is a past memory. For him it is an aesthetic necessity, and it has great sacral value. And *In-between the World of Vikram Lall* Vic agonises over whether go back to Kenya and deal with the consequences of his past actions. Joseph's astonishing decision to go back to Kenya, as the political situation once again flares up, finally persuades Vic to undertake the trip he ponders throughout the novel. Although he intends to secure Joseph's release, he decides to return to Kenya from his safe place in Canada and also to pay his debt to Kenya, and to settle anew in the place he calls home. Yet again, he is placed in an in-between position, expected to take the blame for the actions of senior ministers whose skin color exempts them from guilt and responsibility. The head has changed, but the body of politics is the same. Vikram concludes that to the Africans, he would always be the Asian, the Shylock; he would never escape that suspicion, that stigma. Thus Vassanji's protagonists are the longing for existence, but they hide in unrealistic expectations.

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நெடுந்தொகை காட்டும் சங்ககால விழாக்கள் ஒரு பார்வை

முனைவர் பீ. பெரியசாமி

தமிழ்த்துறைத்தலைவர்

டி. எல். ஆர். கலை மற்றும் அறிவியல் கல்லூரி

விளாப்பாக்கம்

முன்னுரை

சங்ககால மக்கள் வாழ்வியல் என்பது இயற்கையோடு இணைந்ததாக இருந்தது என்பதை நாம் அனைவரும் அறிவோம். அவ்வாறான வாழ்வியலில் விழாக்கள் எவ்வாறு கொண்டாடப்பட்டன; எந்தெந்த காலங்களில் கொண்டாடப்பட்டன; எதற்கெல்லாம் கொண்டாடப்பட்டன என்பதை அகநானூற்று பாடல்களின்வழி ஆய்வதே இக்கட்டுரையின் நோக்கமாகும்.

விழாக்கள்

சங்ககாலத்தில் குயவர்கள் விழாக்களில் முக்கியப் பங்கு வகித்தனர் என்பதை,

"மணிக்குரல் நொச்சித் தெரியல் சூடி

புலிக்களளர் கைப்பார் முது குயவன்

இடுபலி நுவலும் அகன்றலைமன்றத்து

விழவுத் தலைக்கொண்ட பழவிறல் மூதூர்"

(நற்றிணை, பா.எ., 293)

என்று தெரிவிக்கிறது. இக்குயவர்கள் இன்றும் சிறுகோயில்களில் பூசாரிகளாகச் செயல்படும் நிலை உள்ளது. இதனைப் பண்டைய மரபின் தாக்கம் எனக் கருதலாம். விழாவை அறிவிப்பவராக குயவர் இருந்ததையும் நற்றிணை உணர்த்துகிறது.

கார்த்திகைத் திருவிழா

சங்கால இறைவழிபாட்டு விழா என்று கூறுகையில் குறிப்பிடத்தகுந்தது கார்த்திகைத் திருவிழாவாகும். குன்றிருக்கும் இடமெல்லாம் குமரன் இருக்கும் இடம் என்ற வரிக்கு ஏற்ப குறிஞ்சி மலையில் வீற்றிருக்கும் தமிழ்க் கடவுளாம் முருகனுக்கு முக்கியமான விழாவாகும் என்று புராணங்கள் கூறுகின்றன. ஆறு கார்த்திகைப் பெண்களால் வளர்க்கப்பட்டு பின் விண்மீன்களாய் பேறு பெற்று, தாய் பார்வதி ஆறுமுகமாக விளங்கிய முருகனை தம் அன்பால் அணைத்து ஒரு முகமாகிய சிறப்புகளை பற்றி கச்சியப்ப வள்ளலின் கந்தபுராணம் பகரும் செய்திகளாகும். இந்தக் கார்த்திகைத் திருநாளைப் பற்றிச் சிறப்புச் செய்யும் பொருட்டும், அழகு பெற்றமை பொருட்டும் அகநானூறுப் பாடலொன்று குறிப்பிடுகின்றது.

மழைகால் நீங்கி மாக விசும்பின்

குறுமுயல் மறுநிறம் கிளரமதி நிறைந்து

அறுமின் சேரும் அகலிருள் நடுநாள்

மறுகு விளக்குறுத்து மாலை தூக்கிப்

பழவிறல் மூதூர்ப் பலருடன் துவன்றிய

விழவுடன் அயர　　　　　(அகம் – 141)

கார்த்திகை மாதத்தில் கார்த்திகை விளக்கீடு என்ற முருகனுடைய விழாவாகத் தமிழர்களால் கொண்டாடப்பட்டு வரும் ஒளி வழிபாட்டுத் திருவிழா கார்த்திகை விளக்கீடு என்பதாகும். இந்தத் திருவிழாவின் போது அதிக எண்ணிக்கையில் வரிசை வரிசையாக வீடுகள் மற்றும் வீதிகளில் விளக்கு ஏற்றி வைத்து

வழிபாடு செய்வது வழக்கம் என்று இந்த அகநானூற்றுப் பாடல் வழி அறியமுடிகிறது.

உள்ளிவிழா

கொங்கர்கள் உள்ளிவிழாக் கொண்டாடினர் இவர்கள் தங்களின் இடுப்பைச் சுற்றிலும் மணியைக் கட்டிக் கொண்டு அவர்கள் ஆடிப்பாடிக் கொண்டாடும் விழா "உள்ளி விழா" என்று பெயர் பெறும். இதனை,

அம்பணை விளைத்த தேக்கட்டேறல்
வண்டுபடு கண்ணியர் மகிழும் சீறார்
எவன்கொல் வாழிதோழி கொங்கர்
மணியரை யாத்து மறுகின் ஆகும்
உள்ளிவழாவின் அன்ன
அலரா கின்றது பலர் வாய்ப் பட்டே

(அகம். 368)

பூந்தொடை விழா

இவ்விழா வீரர்களின் கலைப் பயிற்சித் தொடக்க விழாவாகும். இவ்விழாவினை சிறப்பிக்க மாலைகளால் இடத்தை அழகுறுத்தி, அந்த வீரனையும் அழகுபடுத்தி, வில்லில் நாணேற்றி அம்பினைக் குறிபார்த்து எய்யும் முா பூந்தொடை விழா எனப்பட்டது. இதனைச் சிறப்பிக்கும் வகையில் அனைத்து பாடல் வரிகள் அகநானூறு 187ம் பாடல் பின்வரும் வரிகளில் விளக்குகிறது. பாடல் வருமாறு,

பார்கழல் பொலிந்த வன்கண்மழவர்
பூந்தொடை விழவின் தலைநாள் அன்ன
தருமணல் ஞெமிரிய திருநகர் முற்றம்

(அகம். 187)

கோடியர் விழா

இவ்விழா ஒருவகை கலைவிழா ஆகும். இதில் ஆகும் "கலைஞர்கள் கோடியர்" என்று அழைப்பர் விறலியர் மயில் போன்று அசைந்தாடியும் கூத்தர்கள் முழவினை முழக்கிக்

கொண்டு பின்னே செல்வர். இவ்வகைப்பட்ட விழாவிற்கு

கோடியர் விழவு கொள்ளூமூதூர் விளலிபின்றை
முழவர் போல   **(அகம். 352)**

என்னும் உவமை மூலம் விளங்கக் காணலாம்.

வெறியாட்டு விழா

பண்டை நாளில் பெருவழக்காக மக்களிடையே இருந்தது வெறியாட்டு விழாவாகும். இந்த விழா முருகனுக்காக எடுக்கப்படும் விழா. இதில் வேலன் கையில் வேலேந்தி ஆட, பின் ஆட்டுக் கிடாயைப் பலி கொடுத்து குருதியைச் சிந்துவர் என்பது வெறியாட்டு விழா எனப்படும். இவ்விழாவினைப் பற்றிய முழுவரமும் திருமுருகாற்றுப் படையில் இடம் பெறுகின்றது.

காஞ்சிபுரம் சமய விழாக்கள் பெருகிய நகரமாக விளங்கிற்று சமயப்பிரிவினைச் சேர்ந்த பலர் தத்தம் சமயக் கடவுளரை வணங்க விழா எடுத்தனர் என்பதனைப் பலர் தொழ விழவு மேம்பட்ட பழவிரல் மூதூர் என்னும் பெரும்பாணாற்றுப் பகுதியில் அறியலாம். விழா நடத்தும் பொழுது அதற்கெனக் கொடிகள் பல ஏற்றப்பட்டதைப் பின்வரும் மதுரைக் காஞ்சிப் பாடல் 366 விளக்கும். சாறு அயர்ந்தெடுக்க உருவப் பல்கொடி சங்ககால விழாக்களின் போது இன்னிசைக் கருவிகள் முழங்கு ஆடலும் பாடலும் நிகழ்வதுண்டு. இதனை,

வெறியாடு மகளிரோடு செறியத் தாஅயக்
குழவதிர முரசியம்ப
விழவயரு வியலா....... (பட் . 155-158)

என்ற பாடல் வழி உணரலாம். இவ்விழாவைப் பற்றிய முழுவிவரம் திருமுருகாற்றுப்படையில் இடம் பெறுகிறது. ஊர்தோறும் இவ்விழாவினைக் கொண்டாடினர்; என்பதனை,

"சிறுதினை மலரொடு சிரைஇ மறியறுத்து
வாரணக் கொடியோடு வயிற்பட நிறீஇ
ஊரூர்; கொண்ட சீர்;கெழு விழவினும்"

(திருமுருகு. 218-220)

என்னும் திருமுருகாற்றுப்படைப் பகுதியால் அறியலாம். விழா நடத்தும்பொழுது அதற்கெனக் கொடிகள் பல ஏற்றப்பட்டதுண்டு.

"சாறு அயர்ந்தெடுத்த உருவப் பல்கொடி"

(மதுரைக்காஞ்சி .366)

வெறியாட்டின் போதும் பிற விழாக்களின் போதும் இன்னிசைக் கருவிகள் முழங்க ஆடலும் பாடலும் நிகழ்வது வழக்கமாக இருந்தது. காலம் நள்ளிரவு, வேலன் என்ற தன் பூசாரி மீது முருகன் ஆவியுருவில் குறி சொல்வான் என்று மக்கள் நம்பினர். இதனை,

"களம்நன் கிழைத்துக் கண்ணிசூட்டி
வளநகர; சிலம்பப் பாடி பலிகொடுத்து
உருவச் செந்தினை குருதியோடு தூஉய்
முருகாற்றுப் படுத்த உருகெழு நடுநாள்"

(அகம். 22)

என்று அகநானூறு கூறுகிறது.

நீர் விழா

இக்காலத்தில் மார்கழி நோன்பும், தை மாதம் முதல் நாள் அன்று பொங்கல் விழாவும் மிகச் சிறப்பாகத் தமிழர்களால் கொண்டாடப்படுகின்றன. இவற்றினுடைய பழைய வடிவம் தைந்நீராடல் எனும் திருவிழாவாக இருந்திருக்கக்கூடும் எனச் சான்றுகள் கூறுகின்றன. முற்காலத்தில் மன்னர்களும், இவ்விழாவில் கலந்து கொண்டனர் என்பதற்கு அகநானூறுப் பாடல்கள் சான்றாக அமைகின்றன. (அகம்-232, 376)

ஞாயிறு திங்கள்

ஞாயிற்றினை வழிபடும் வழக்கம் பழந்தமிழ் மரபாகும். ஞாயிற்றினை பழந்தமிழர்கள் தெய்வமாகவே நினைத்து வணங்கினர். இதனை அகநானூறு சான்று பகர்கின்றது.

பகல்செய் பல்கதிர்ப் பருதியஞ் செல்வன்
அகல்வாய் வானத் தாழி போழ்ந்தென
நீரற வறந்த நிரம்பா நீளிடை

(அகம்.229)

என்ற வரிகள் ஞாயிறானது பருதியஞ் செல்வன் என்று சொல்லப்பட்டு வணங்கப்பட்டுள்ளதை அறிய முடிகின்றது.

அணங்கு

இயற்கையின் கூறுகள் மற்றும் செயல்களின் அச்சமூட்டும் பண்புகளுக்கும் புதிரான செயல்களுக்கும், காரணம் கண்டுபிடிக்க இயலாத மனித மனத்தின் கற்பனை படைப்பே அணங்காகிறது என்கிறார். க.காந்தி, இவ்வாறு சொல்லப்பட்ட அணங்கானது அச்சத்தை விளைவிக்கக்கூடிய வருந்தும் பண்பின் அடிப்படையில் அமைந்த உருவமற்ற மற்றும் உருவுடைய கூறுகளின் சக்திகளைக் குறிக்கக்கூடிய ஒன்றாகக் காட்டப்பட்டுள்ளது. மேலும் இவ்வணங்கு என்ற சொலிலற்கு தெய்வம், தெய்வமகன், வருந்திக்கொள்ளும் தெய்வமகள் என்ற தமிழ் லெக்சிகள் சான்று பகிர்கின்றது. பழந்தமிழ் இலக்கியங்களில் அணங்கு என்ற சொல் வருத்தம், தெய்வம் ஆகிய இரு பொருட்களிலேயே மிகுதியான பயிற்சி பெற்று வந்துள்ளது. தெய்வம் ஆகிய இருபொருட்களிலேயே மிகுதியான பயிற்சி பெற்று வந்துள்ளது. தெய்வம் எனப் பயின்று வந்துள்ள இடங்களில் இலக்கிய உரையாசிரியர்கள் வீற்றுத்தெய்வம் எனப் பொருள் உரைத்துச் சென்றுள்ளனர். வீற்றை தெய்வம் என்பது பொருளிலோ, இடத்திலோ உறையும் இடங்களாக மலை, நீர்நிலைகள், காடு, காவன்மரம், மூன்றில், ஊர், போர்க்களம் ஆகியவற்றைக் காட்டுவது கொண்டு விளக்கலாம்.

அணங்குடை நெடுவரை உச்சியின் இழி தரும்
கணங்கொள் அருவிக் கான்கெழு நாடன்
                                    (அகம்.22)

என்ற சான்று பாடல்வரிகளில் மலை உச்சியில்
அணங்கு உறைந்திருப்பதை அறிய முடிகின்றது.
இவை மட்டுமின்றி நீர் நிரைகளிலும், காட்டிலும்,
நகர் உறைத்திருப்பதை அகநானூற்று வரிகள்
கொண்டறியலாம்.

அணங்குடை முந்நீர் பரந்த செறுவீ
அணங்குதிறம் பெயர்ந்த வெண்கல் அமிழ்தம்
குடபுல மருங்கிட னுயம்மார் புள்ளோர்த்துப்
படையமைத் தெழுந்த பெருஞ்....
                                    (அகம்.206)

எனச் சுட்டுகின்றது. அகநானூறு மேலும்
அணங்கானது காட்டிலும், நகரிலும்
உறைந்திருந்தமையினை அகநானூறு
தெரிவிக்கின்றது.

        அணங்கினைப் பரவுதல் அக்கால மக்களின்
வழக்கம். மேலும் அதன் பாதிப்பிலிருந்து
தம்மைப் பாதுகாத்துக் கொள்ள காப்புநூல்
கட்டுதலை மக்கள் வழக்கினைக்
கொண்டிருந்ததனை அகநானூறு சுட்டுகின்றது.

தலைமுடி சான்ற தான் தழை யுடைய
அலமர லாயமொடு யாங்கிணும் படாஅல்
முப்புடை முதுபதி தாக்கணங் குடைய
காப்பும் பூண்டிசிற் கடையும் போகலை
பேதை யல்லை மேதையங் குறுமகள்
                                    (அகம். 71)

என்ற வரிகளில் அறியலாம். மேலும் கடலில்
தெய்வம் உறையும் என்பது அக்கால மக்களின்
நம்பிக்கையாகும். அக்கடல் தெய்வத்தை
நெய்தல் நில மக்கள் தங்கள் தொழிலில்
இடையூறு ஏற்படாதவாறு பாதுகாக்கும்படி
வேண்டித் தொழுது மின்னோட்டம் செல்வர்
என்பது அகநானூறு 240 வது பாடல் தரும்
செய்தியாகும்.

திரைச்சுர முழந்த திண்டமில் விளக்கிற்
பண்மீன் கூட்ட மென்மையாகக் காட்டிய

எந்தையுஞ் செல்லுமா ரிரவே யந்தில்
அணங்குடைப் பனித்துறை கைதொழு தேத்தி
யாயு மாயமோ டயரு.   (அகம்.240)

வெற்றிவிழா

        சேரன், சோழன், திதியன், எழினி,
எருமையூரன், இளங்கோ வேண்மான்,
இயல்தேர்ப் பொருநன் என்னும் எழுவரையும்
போரில் தலையாலங்கானத்து செருவென்ற
நெடுஞ்செழியன் வெற்றிக் கொண்டான். அந்த
வெற்றி விழாவிலே திளைக்கும் போர் வீர்களின்
ஆரவாரத்தினைக் காட்டிலும் தலைவனுடைய
பரத்தமையால்   ஊரலர்
பெரியதாயிருந்தது.

கொய்சுவற் புரவிக் கொடித்தேர்ச் செழியன்
....
வென்றிகொள் வீரர்ஆர்ப் பினும் பெரிதே
                                    (அகம்.316)

தலைமகள், பரத்தையிற் பிரிந்து வந்த
தலைமகனுக்குப் புலந்து சொல்லியதாக
அமைந்துள்ளது. நெடுஞ்செழியன்,
தலையாலங்கானம் என்னும் ஊரின் அகன்ற
இடமெல்லாம், பகை வீரர்களைக் குருதியில்
செந்நிறம் அடையுமாறு போர்புரிந்தான்.
மேற்கூறிய எழுவரது நல்ல ஆற்றல்களும் அறவே
சாய்ந்து ஒழியுமாறு செய்தான். ஒருநாள் பகல்
வேளைக்குள்ளேயே அவர்களது முரசுகளுடன்.
வெண் காற்றுக் குடைகளையும் அவன்
கைப்பற்றினான். தன் புகழ் பற்றிய பேச்சு
எங்கும் பரவுமாறு அவர்தம் படைகளைக்
கொன்று வற்றிக்கொண்ட மன்னன் அவன்.
வெற்றி விழாவிலே போர்வீரர்களின்
ஆரவாரங்கள் பெரியதாயிற்று.

பூந்தொடை விழா

        பூந்தொடை விழா என்று குறிப்பிடப்படும்
விழா, படைக்கலம் பயின்ற இளைய வீரரை

அரங்கேற்றும் விழா ஆகும். சினந்தெழுந்தோரது செம்மையான போர் முனையை அழித்த கடுஞ்செலவினை உடைய குதிரைகளையும் நீண்ட கழலால் பொலிவுற்ற கால்களையும் தறுகண்மையினையும் உடையவர் மழவர்கள். அவர்கள் கொண்டாடும் பூந்தொடை விழாவின் தலைநாளைப் போலக் கொணர்ந்து இட்ட மணல் பரந்துள்ள அழகிய நம் மணையின் முற்றம் அதனால் தனிமையற்று தன் அழகு கெடுமோ? என்பதைக் கீழுள்ளவாறு குறிப்பிடுகிறார்.

தெம்முனை சிதைத்த கரும்பரிப் புரவி
....

புலம்புறும் கொல்லோ தோழி சேண்ஒங்கு
(அகம்.187)

பிரிவு உணர்த்திய தோழிக்குத் தலைமகன் சொல்லியது. தலைமகன் பிரிவின்கண் தலைமைகட்குத் தோழி சொல்லியதும் பொருள் கொள்ளலாம் திருநகர் முற்றம் புலம்புறும் என்றது தலைவன் பிரிவை நான் ஆற்றியிருப்பேன் என்று தலைவி தோழிக்குக் கூறியதாக அமைந்துள்ளது.

புதுநீர் விழா

தலைவன் புதுநீர் விழாவிலே பரத்தையுடன் நீர் விளையாடலிலே திளைத்ததென்று ஊடல் கொண்டிருந்த தலைவி அவன் வீட்டிற்கு வரவும் அவனுடைய உறவை மறுத்து கீழே உள்ளவாறு கூறுகின்றாள்.

நெடுநீர்ப் பொய்கைத் தாணையொடு புணரும்
....

தொய்யா அழுந்தூர் ஆர்ப்பினும் பெரிதே
(அகம். 246)

பூக்கள் நிறைந்த கூந்தலானாளான நின்னால் விரும்பப்பட்ட பரத்தையுடனே, பூந்தாதுகள் மலிந்த குளிர்ந்த காஞ்சிமரச் சோலை சூழ்ந்த அகன்ற ஆற்றினிடத்தே நேற்று நீயும் புனல் விளையாடினாய் என்று பலரும் சொல்வார்கள். அதனால் எழுந்த வழிச்சொற்களின் ஆரவாரம்

கரிகால்வளவன் வெண்ணிவாயில் என்னுமிடத்தில் போரிட்டபோது எழுந்த ஆரவாரத்தினை விடப் பெரியதாயிருக்கின்றது என்று தோழி தலைமகனுக்கு கூறித் தலைமயனுக்கு வாயில் மறுத்துள்ளது போல் அமைந்துள்ளது.

பெருஞ்சோற்று விழா

நீடூர்த் தலைவனாகிய எவ்வி என்பவனின் போர் திறமை, உறத்தூரிலே எழுந்த வெற்றிவிழா பற்றிய செய்தியாகும். தன் காதல் மனைவியைப் பிரிந்த பரத்தை ஒருத்தியுடன் கூடியின்புற்று வந்த தலைவன் மறுநாள் தன் தலைவியையும் வந்த அணுக, அவள் அவனுக்கு இணங்காது மறுத்து கூறுவது.

வாய்வாள் எவ்வி ஏவன் மேவார்
....

செறுமிகு பேளயொடு உற்ற சூளே
(அகம்.266)

தலைவியின் உள்ளத்திலே தலைவன் பரத்தையரோடு புதுப்புனல் ஆடினாள் என்ற வருத்தமே மிகுதியாக இருப்பினும் அதனை அவள் கூறவில்லை. நின் செயலால் எழுந்த ஊரலர் பெரிது எப் பழிச்சொற்களுக்கு வருந்தியது போல அமைந்துள்ளது. மேலும், உழவர்களின் இசைக்கு அஞ்சிப் பறந்த மயிலானது அணங்கினையுடைய மலையகத்தே அழகாகச் சென்று தங்கும் என்பது, தலைவனும் ஊரிலே எழுந்த பழிச்சொற்களுக்கு அஞ்சியவனாகக் கட்டப்பாடுடைய மனைக்குத் தங்குவதற்காக வந்தான் என்றும் அமைந்துள்ளது.

நீருக்குத் தலைவனான எவ்வி என்பவன் எதிரிகளை முழுவதுமாக அழித்தான். அரிமணவாயில் உறத்தூர் ஆகிய அவ்விடங்களிலே அந்த வெற்றிக் கொண்டாட்டத்திலே அவன் அளித்த தன்னோடு

கூடிய பெருஞ்சோற்று விழாவிலே பகற்பொழுதிலே எழுந்த ஆரவாரத்தைப் போல நின்செயலால் ஊர் முழுவதும் எழுந்த அலரும் பெரிதும் ஆரவாரத்தை உடையது.

கூத்தர் விழா

அதியமான் நெடுமான் அஞ்சியின் புகழினை ப்பாடுகின்ற பாடல், கூடிய வேகத்தை உடைய குதிரைகள் பூண்ட நெடிய தேரினை உடையவன் அஞ்சி. அவனுடைய தொன்மையான புகழை நிலைநிறுத்தியவனாக, புகழ் சான்ற பாண்மகனானவன் வல்லிசைகளை வரையறுத்த இனிமை மிக்க இசை நூலின் கண் எண்ணுமுறையெல்லாம் வழுவாது நிலைநிறுத்தி இயற்றிய புதுப்புதுத்திறன்களைக் காட்டியவனும், எம் காதலன், எதுவை நாளினும் எமக்கு இனியவனாகவு உள்ளான்,

முடவுமுதிர் பலவின் குடம்மருள்
பெரும்பழம்
....
வதுவை நாளினம் இனியனாள் எமக்கே

(அகம்.352)

முடவன் பலாப்பழத்தைத் தழுவி கொண்டதாக அருவி ஒலி இசையாகி ஆடும் மயிலினைக் கொண்ட பாறை, விறலி பின்னே நிற்கின்ற முடிவு இயம்புவோனைப் போலத் தோன்றம். இன்துணைப் பயிர்தல் அதன் காதற் பெருக்கினை உணர்த்துவதாம். தலைவனும் தலைவியும் பேரன்பும் பெருங்காத்தும் உடையவன் என்பதனை உணர்த்துவதாம் தோழிக்குத் தலைவன் சொல்வது போலவும் அமைந்துள்ளது.

கொங்கரின் உள்ளிவிழா

கொங்கர் என்றது கொங்கு நாட்டினரான மக்களைக் குறிப்பது. உள்ளிவிழாவில் அரையிலே மணியினைக் கட்டியவராக ஆரவாரத்துடன் தெருக்களில் ஆடி மகிழ்வர்.

ஒண்தொடி மகளிர்க்கு வாசல் ஆக

....

அலர்ஆ கின்றது பலர்வாய்ப் பட்டே

(அகம். 368)

முடிவுரை

கடைச்சங்க காலத்துத் தொகுக்கப்பெற்ற அகநானூறு பழந்தமிழரின் அகவொழுக்க நினைவுகளோடு மட்டுமே அமையாமல் அவர்களது பெருமையும், மறமும், ஒழுக்கமும், வளமையும், பழமையும் மற்றும் பற்பல விழாக்கள் இதில் பொதிந்து கிடக்கின்றன. வெற்றிவிழா பங்குனிவிழா, கார்த்திகை விழா ஆகியவற்றை நாம் இன்றும் கொண்டாடி வருகின்றோம் என்பதையும்விழாக்கள் சங்ககால மக்களின் வாழ்வியலில் இரண்டற கலந்த நிகழ்வாகவே இருந்துள்ளது என்பதையும் அறிய இயலுகிறது.

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சங்க இலக்கியத்தில் ஊழ்வினை

க. முருகேஸ்வரன்
பகுதி நேர முனைவர்பட்ட ஆய்வாளர்
ஸ்ரீ வாசவி கல்லூரி, ஈரோடு

முனைவர். மு. துளசிமணி
இணை பேராசிரியை
ஸ்ரீ வாசவி கல்லூரி, ஈரோடு

வாழ்க்கை நெறிகள்

மனித சமூகம் தோன்றியது முதற்கொண்டே அச்சமூகத்தின் வளர்ச்சியை உள்ளடக்கிய வழிமுறைகள் அல்லது நெறிமுறைகள் தோன்றி வளர்ந்து வருகின்றன.பொதுவாக இவற்றை "வாழ்க்கை நெறிகள் "என்கிறோம். இவ்வாழ்க்கை நெறிகள் மனித சமூகத்தின் அனுபவங்களிலிருந்து தோன்றியனவே தவிர வேறு அல்ல. பழக்கவழக்கங்களாகவும், நம்பிக்கைகளாகவும் உருப்பெற்ற அனுபவங்கள் மனித மனங்களில் ஆழப் பதிந்தன. நிகழ்வனவற்றிற்கான காரணங்களைத் தேடிய அவன், புரியாத நிலையில் ஏற்படுத்திக் கொண்டதே வினைகோட்பாடு என்பார் அறிஞர் பெருமக்கள். அந்த வினைக்கோட்பாட்டின் ஒரு பகுதியே ஊழ்வினை என்பதாகும். இன்றும் எளிய மக்களால் "ஊழி வினை" என்று கூறப்படும் ஊழ்வினை சங்க இலக்கியங்களில் பேசப்படும் விதத்தை ஆராயலாம்.

நம்பிக்கையும், ஊழ்வினையும்

ஊழ்வினை எனும் நம்பிக்கைக் கோட்பாடு ஆதிமனிதனிடமிருந்தே தொடங்குகின்றது. அதுபற்றி முனைவர் க.காந்தி கூறும் போது "தீமைகளிலிருந்து தங்களைப் பாதுகாத்துக் கொள்ளவும் நன்மைகளை அவாவுவதும் மனத்தின் இயல்பு என்ற நிலையில் மனிதமனம் சில கற்பிதங்களை ஏற்படுத்திக் கொண்டு தங்களது செயலில் முனைந்து செயலாற்றுகின்றது.தங்களது செயலில் வெற்றி கிடைத்தால் நன்மையாகவும், தோல்வி ஏற்பட்டால் தீமையாகவும் கருதி நிமித்தங்களையும், நிமித்த கூறுகளையும் கற்பித்து நம்பிக்கைகளை உருவாக்கிக் கொள்கின்றது"[1] என்பார். ஊழ்வினை போன்ற நமிக்கைகள் மக்களால் உருவாக்கப்படுகின்றன. அவை வழக்கில் மிகுதியாகவும் இலக்கியங்ககளில் குறைந்தும் காணப்படும்.

கோட்பாட்டின் அடிப்படை

சங்ககால இனக்குழு சமூகத்திலிருந்து, அரச உருவாக்கம் நிகழ்ந்த கால கட்டத்தில் பாடப்பட்டனவே சங்க இலக்கியப் பாடல்கள். அவை அரசனைப் போற்றி (குறுநில மன்னர், பேரரசர்) அவனால் பெறும் சிறப்புகளை எடுத்து கூறுகின்றன.மக்கள் அரசனுக்குக் கட்டுப்பட்டு நடக்க பல ஒழுக்கங்கள் உருவாக்கப்பட்டன. போர், திரை, இறை, வரி, ஊழ்வினை என அவை நிரல்படுத்தப்பட்டன. அதிகாரத்தில் மன்னன் அமர, எளிய மக்கள் உழைக்க மட்டுமே விதிக்கப்பட்டனர். அவர்களுக்கு சிந்திக்காமல் இருக்க ஊழ்வினை போன்ற அறங்கள் ஊட்டப்பட்டன. இதை ராஜ் கௌதமன் கூறும் போது "உடல் உழைப்பு அக்கால ஓரப்பகுதி மக்களுக்கு உயிர்வாழ உணவைத் தந்தது. உடைமைப் பெருக்கத்திற்கு வழிவகுக்கவில்லை. ஆள்வினை உரிமை பூண்டவர்களாக இவர்கள் இல்லை.அதற்கு இவர்கள் அருகதையற்றவர்கள்.

உடைமையற இவர்கள் இன்பத்திற்கு ஆசைப்படத்தான் முடியுமே தவிர துய்க்க, அனுபவிக்க முடியாது"2 என்பார்.

சங்க இலக்கியங்களில் கூறப்படும் ஊழ்வினைக் கோட்பாட்டை கீழ்க்கண்ட தலைப்புகளில் ஆராயலாம்.
ஆவை

1. சங்க கால மக்களின் கடவுள் நம்பிக்கை.
2. தொல்காப்பியத்தில் ஊழ்,பால்.
3. எட்டுத்தொகை,பத்துப்பாட்டில் ஊழ்வினை

சங்ககால மக்களின் கடவுள் நம்பிக்கை
இயற்கை நெறிக்காலம் என்று சொல்லப்படுகின்ற சங்க காலத்திலே கடவுள் வழிபாடு இருந்துள்ளது.பல்வேறு வகையான கடவுளர்களைச் சங்ககால மக்கள் வணங்கினர்.

"தெய்வம் சுட்டிய பெயர்நிலைக் கிளவி" என்று கூறும் தொல்காப்பியச்சொல்லதிகரச் சூத்திரம் தெய்வங்களின் பெயர்களைக் குறிக்கும் சொற்கள் பற்றித் தனியாகப் பேசுகின்றது.பல தெய்வங்களின் பெயர்கள் வழக்கிலிருந்தை அடிப்படையாகக் கொண்டே மேற்கண்ட சூத்திரம் எழுதப்பட்டுள்ளது.

"தெய்வம் உணாவே...................................."3 என்ற நூற்பாவும் இதற்குச் சான்றாக விளங்குகிறது.
நால்வகை நிலங்களுக்கு உரிய தெய்வங்களின் பெயர்களைத் தொல்காப்பியம் அகத்திணை இயல் கூறுகிறது. மாயோன், சேயோன், வேந்தன், வருணன் ஆகிய தெய்வங்களின் பெயர்களைக் குறிப்பிடும் வகையில்,

"மாயோன் மேய காடுறை உலகமும்,
சேயோன் மேய மைவரை உலகமும்,
வேந்தன் மேய தீம்புனல் உலகமும்,
வருணன் மேய பெருமணல் உலகமும்,
முல்லை, குறிஞ்சி, மருதம், நெய்தல், எனச்
சொல்லிய முறையான் சொல்லவும் படுமே."4
என்ற நூற்பா காணப்படுகின்றது.

மேலும் "கொற்றவை "என்னும் பெண் தெய்வ வழிபாடு இருந்ததை,

"மறம் கடை சுட்டிய துடிநிலை சிறந்த கொற்றவை நிலையும் அத்திணைப் புறனே "5 என்ற நூற்பாவின் வழி அறிய முடிகிறது.
சூரியன், சந்திரன், தீ, போன்ற இயற்கைகளையும் தெய்வமாக வழிபட்டமைக்குச் சான்றாக,

"கொடிநிலை, கந்தழி, வள்ளி என்ற வடுநீங்கு சிறப்பின் முதலான மூன்றும் கடவுள் வாழ்த்தொடு கண்ணிய வருமே,"6 என்ற நூற்பாவும்,
சிவபெருமான், பலதேவன், திருமால், முருகன் என்ற நான்கு கடவுளரைக் குறிப்பிடும் வகையில் புறநானூற்றில்7 ஒரு பாடலும் காணப்படுகின்றது.
புலால் உணவையும், மதுவையும் கடவுளர்க்குப் படைத்து, வணங்கியதாகப் பத்துப்பாட்டு கூறுகிறது. குறுந்தொகை, நற்றிணை
அகநானூறு, பத்துப்பாட்டுப் போன்ற நூல்களில் முருகனுக்காகத் தமிழ் மக்கள் உயிர்ப்பலியிட்டு வணங்கியதை விளக்கு வகையில் பாடல்கள் காணப்படுகின்றன.
மழை இல்லாவிட்டால் தெய்வத்தை வேண்டி விழா எடுக்கும் பழக்கம் இருந்ததைப் புறநானூற்றுப் பாடல் ஒன்று விளக்குகின்றது. இதனை,

மலை வான் கொள்கென உயர்பல தூஉய்
மாரி ஆன்று,மழை மேக்கு உயர்க என
கடவுள் பேணிய குறவர் மாக்கள்
பயல்கண் மாறிய உவகையர்."8
என்ற பாடலால் அறியப்படுகிறது.

நெய்தல் நிலத்துப் பரதவர்கள் தமக்கு மீன்தொழில் சிறக்க வேண்டுமெனக் கருதிச் சுறாமீனின் கொம்பினை நட்டுக் கடல் தெய்வமான வருணனை வழிபட்ட கருத்தையும் காண முடிகின்றது.
இதனை,

"வெண் கூதாளத்துத் தண் பூங்கோதையர்
சினைச்சுரவின் கோடு நட்டு
மனைச் சேர்த்திய வல்லணங்கினான்
மடற்றாழை மலர் மலைந்தும்"9
என்ற பாடல் விளக்குகின்றது.

பெண்கள் தம்கணவர் போரில்
வெற்றிபெற்றுத் திரும்பவேண்டும் என்று
கடவுளை வழிபட்டதாகவும், மணமாகாத
பெண்கள் திருமணம் இனிதே நிறைவேற
இல்லுறை கடவுளை வழிபட்டனர் என்றும்
அறிய முடிகிறது. சங்ககால மக்களிடம் கடவுள்
நம்பிக்கை இருந்ததை நிறுவும் வகையில்
"தமிழில் எப்போதும் இலக்கியங்கள்
பிறந்தனவோ அப்பொழுதே தமிழர்கள் கடவுள்
நம்பிக்கை உள்ளவர்கள் ஆயினர்"10 எனும்
கருத்து அமைத்துள்ளது.

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6. மேலது பொருளதிகாரம் புறத்திணையியல் நூ.எண்:27
7. புறநானூறு பாடல் பக்கம் எண்:56
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EXPLORING SCHOOL ETHOS AND CULTURE - AN ACTION RESEARCH

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Abstract

The word school culture and ethos appear to be used as a similar and interchangeably. This action research explores the educative importance of ethos from a broadly research and quantitative perspective. It is argued that, for a range of reasons, the notion of ethos in the context of education needs to be brought into clearer focus. Researcher tried to focus on all possible aspects to cover in this research through graphs. An analysis is offered of the concept of ethos, with particular reference to the context of classrooms and schools. The educative importance of ethos is explored, with reference to a range of difficulties and challenges

Keywords: *ethos, culture, values, discipline, responsibility etc.*

Objective

To explore school ethos and culture in schools of Delhi.

Introduction

School Ethos are generally values and moral supported by school that help in child's development as whole in terms of physical, academic, emotional and spiritual. We will observe the following parameters that are following in our school in Delhi.

1. Ambitions
2. Confidence
3. Creativity
4. Motivation
5. Respect & Responsibility
6. Equality and Justice
7. Determination
8. Love and care

In Ambition, we want to see in the child that what they want to achieve for themselves and others. How child shows courageous for their convictions and is confident to take risk for the right cause. Does the child respect oneself and other? How much is the child aware about their responsibilities. As they come from different backgrounds this is important for the child to know about rights and responsibilities. How can the child overcome obstacles and succeed. The love care the child expresses toward their environment, facilities and other. We will assess them by interviewing them, using another tool as questionnaire and Rotter's scale and also observe and reflect upon the given responses.
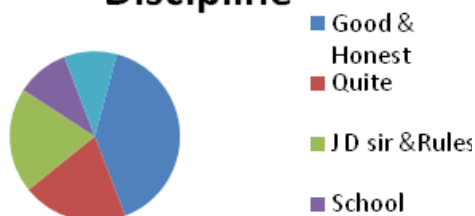
Tools Used

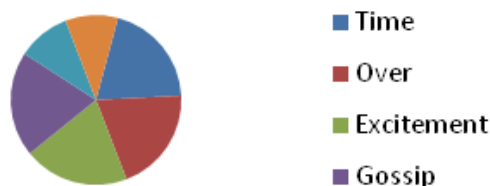- Interview
- Questionnaires
- Rotter's Scale

Conclusion from rotter scale

we have asked 20 spontaneous questions from the students related to school ethos and as per their quick response, made graph
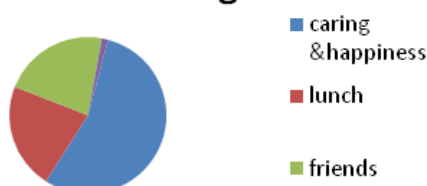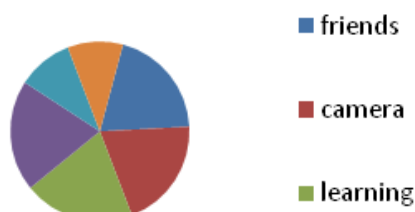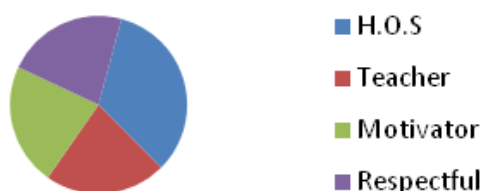
principal

- H.O.S
- Teacher
- Motivator
- Respectful

Discipline

- Good & Honest
- Quite
- J D sir &Rules
- School

mindfulness

- listening

school

- well maintained
- friends

Period Bell

- Time
- Over
- Excitement
- Gossip

sharing

- caring &happiness
- lunch
- friends

teachers

- name of the teachers
- friendly, respectful
- for students

class room

- friends
- camera
- learning

Lunch
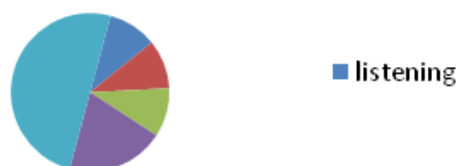
- Play, happiness
- in a row
- tiffin, hunger
- life
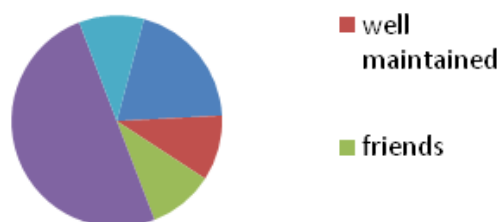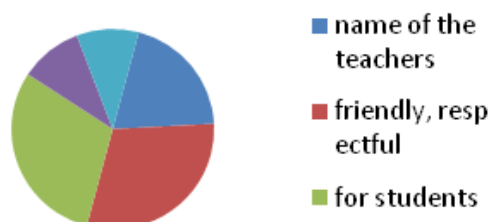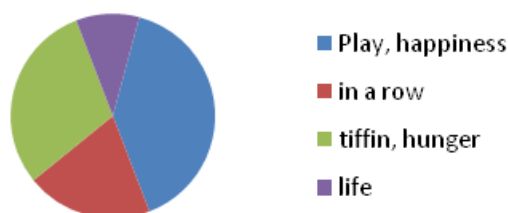
Laboratory

- never been there
- decorative

PARENT TEACHER MEATING

- Punishment,Tension, Scolding
- Urget meeting

Lunch

- Play, happiness
- in a row
- tiffin, hunger
- life
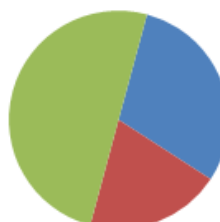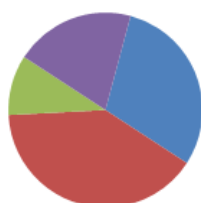
Assembly
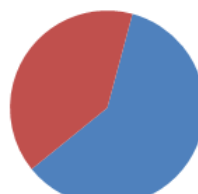
- Fun
- Prayer
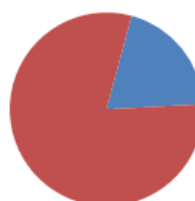
Laboratory

- never been there
- decorative

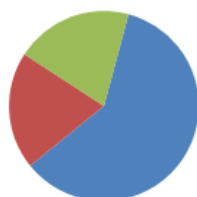## Sports

- J.D. Sir
- Name of sport
- Fun

punctuality

- myself
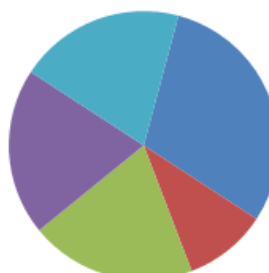- time
- happiness

Bulliten Board
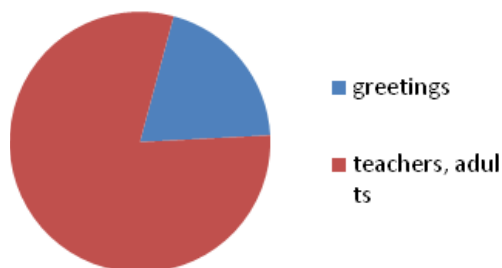

- notice
- beautiful, creative

MID DAY MEAL

- Tasty
- Food
- Not provided

Morning Prayer
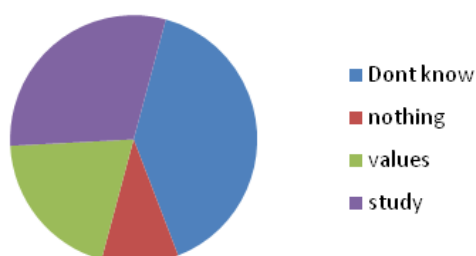

- time waste
- rest
- assembley

Respect

- greetings
- teachers, adults

Ethos

- Dont know
- nothing
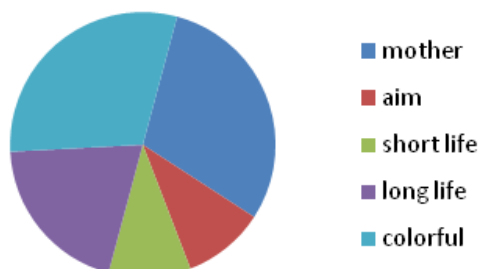- values
- study

Life

- mother
- aim
- short life
- long life
- colorful

After conducting Rotter's Scale test we came to a conclusion that the answers obtained from the students reflect values, culture, ethics, respect towards elders, honesty, love and care towards their school, its teachers, fellow students and the helping staff.

Students show utmost respect towards elders which is justified by their behaviour towards everyone in the school.

Analysis of helping staff members-

1. 100% of the helping staff members are working since school has inaugurated which shows their determination and attachment towards the school.
2. The working hour of helping staff members is 8 hours but they do extra duty of 2 to 3 hours per day, so here school needs to show justified behaviour towards them.
3. 90% of the working members are satisfied with their work but sometimes faces problems in their duties, so this survey shows that the level of confidence has increased that has helped them to be aware of their rights and responsibilities .
4. 100% of helping staff members like and adore students, teachers, and environment of school, indicating love and respect towards the school.
5. 100% of the students show love and care and give respect to all helping staff members.
6. 100% of the teachers give respect and show equal and justified behaviour to all helping staff.
7. 99% of the colleagues show unity togetherness, love, care and respectful behaviour towards each other.
8. Every helping staff member is ambitious and gives their 100% contribution to school and tries to do their duty perfectly and on time.

9. 90%of the helping staff members want holidays and leisure time as a change in school as they are over burdened with the work so they need time for their families to show their love and care towards them.

10. School has empowered 99% of the helping staff members financially, has groomed and changed their personality, made them punctual, has taught them doing their work perfectly and has increased their knowledge change their behaviour in a positive manner, and built confidence, creativity and motivation among them.

Questionnair Evaluation of Teachers

1. 80% 2017, when school starts where as 20% recently joined school.

2. 100 % of teachers feel good, satisfied and proud to be the part of Government School, Delhi which shows their love and respect towards working in organization.

3. 90 % of teachers responded that they have excellent relationship with their colleagues, which depict that each and every staff member shows love, care and responsible behaviour towards each other and respect each other in every manner whether it is opinion or work.

4. 75% teachers responded that they have respectful relationship with students and 25% responded that they have friendly and frank relationship with a student which shows that school teachers and students share respectful, responsible and caring relations with each other. Also it shows that GOVERNMENT SCHOOL did not follow any corporal punishment rule they were more concerned about mental , emotional and social wellbeing of child

5. 100% of teacher responded that in GOVERNMENT SCHOOL they didn't feel any kind of biasness and discrimination.

6. 90% of teacher responded that their motivation to come to school is to instil values and creativity among their students as well as give them subject knowledge which makes them satisfied

7. No one wants any change in school according to them their school is best in each and every ethos

8. 75% of teachers responded that Government School helps them to become more responsible punctual and open minded person, more over it also given them time for their hobbies which make them happy and enthusiastic person.

9. 100% of teacher responded that Government School is helping them in completing their aim and providing them with excellent creative students with disciplined and motivational environment

which makes them determine and helps to complete their aim.

10. 50% of teacher responded that Morning Prayer help them to enhance their spirituality whereas other 50% responded that happiness classroom, motivational lecture with their colleague and students help them to enhance their spirituality.

Reflection

- After conducting this we came to understand that for an organization to function properly it is very important that it has some ethos to follow.
- Government School follows a set pattern of rules and regulations which promote creativity, incorporate moral values, support friendly student -teacher relationship, and also provide a good working environment to make their teachers and student confident, more efficient.
- In Government Schools Morning Prayer and lectures between teachers help them to enhance their spirituality and moral values.
- Government School helps them to become more responsible and punctual as well as an open minded person.
- Government School lacks a smooth and convenient working schedule as many of staff members and students are overloaded with work burden they

are not able to spend some quality time with their family.

APPENDIX
ROTTER's SCALE

Name:_____ **Class:**_____
Age:_____ **Gender:**_____

Instruction

- Write the first a word comes in your mind after reading following words.
- Your answer will be confidential

Questions	Answers
Discipline	
Period Bell	
Sharing	
Classroom	
Mindfulness	
Principal	
Teachers	
Punctuality	
School	
Lunch	
Lab	
Mid-day Meal	
PTM	
Assembly	
Sports	
Bulletin Boards	
Morning Prayer	
Respect	
Life	
Ethos	

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3. https://www.ibo.org/contentassets/b53fa69a03d643b1a739d30543ca8d65/darlenefishermadrid.pdf
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