

UNDERSTANDING LANGUAGE THROUGH LITERATURE AND VICE VERSA



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Head, Department of English

UNDERSTANDING LANGUAGE THROUGH
LITERATURE AND VICE VERSA



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PREFACE

Literature is the most effective tool to impart the language skill among the learners. Without literature whether critical or creative let the case be, language cannot flourish. Reading and understanding the prose piece may be easier than reading and understanding the poems, since reading of poems may include a scholarly effort of deciphering and interpreting the complex language devices like 'metaphor', simile', 'hyperbole' and all. That too reading a fiction becomes much easier than reading a raw philosophical prose piece, which is boring. Even when we are in the age of computer and technology, thanks to the tentacle spread of the technological devices, our students may go to their classroom without text books but with laptop and pen drive in the near future, stories still enthrall us. We are very much interested to listen to the stories than listening to the literary poems. As a result of which we still need time stories. But we cannot subsume those raw bed time stories as a material for the English classrooms, since it contains large amount of colloquial expressions much be weeded out and refined with their equivalents to make it as an authentic material for the English classroom. Fictions imperatively foster the language skills by intuitively introducing the syntactic and semantic features to the learners. Vocabulary can be enriched; grammar learnt can be enriched through literature, as the form of literature concretely gives as the form of literature concretely gives as many expels as possible for the abstract rules and regulations of the grammar

As a whole it is necessary to understand that literature should not be excluded from learning a language. A meaning presentation of any piece of literary genre in literature leads to the better development of language.

Prof. A. Meenaz Banu, M.A M.Phil, B.Ed

**Message from Principal,
Dr M. Renu, Islamiah Women's Arts & Science College,
Vaniyambadi**



I am delighted to note that PG and Research Department of English has conducted A Two Day International Conference on 'Understanding Language through Literature and Vice Versa' (ICULL – 2022). It is our privilege to have resource persons from 'Daffodil International University, Bangladesh.

Understanding Language through Literature and vice versa, I think is a highly effective way of knowing, learning and mastering any language.

Literary texts offer a rich source of linguistic input and can help learners to practice the four skills speaking, listening, reading and writing – in addition to exemplifying grammatical structures and present new vocabularies.

**Dr. M. Renu, Principal,
Islamiah Women's Arts & Science College,
Vaniyambadi.**

**Message from Secretary & Correspondent,
Islamiah Women's Arts & Science College,
Vaniyambadi**



I feel glad to note that PG and Research Department of English has conducted A Two Day International Conference on **'Understanding Language through Literature and Vice Versa' (ICULL - 2022) with 'Daffodil International University' - Bangladesh.**

Its my pleasure to welcome all the renowned international delegates as well as outstanding plenary speakers for gracing the occasion. I appreciate the convener and the organizing committee for such a marvelous initiation.

The conference aims at disseminating the knowledge on understanding of Language through Literature and vice versa. Well! I believe that Literature helps to develop the learner's linguistic performance because it arouses their zeal and keeps in them an ever-ready inclination to read. Moreover, it helps the learners to develop fluency and the ability to comprehend what is read.

Mr. C. Khaiser Ahmed, B.Sc
Secretary & Correspondent,
Islamiah Women's Arts & Science College,
Vaniyambadi.

EDITOR IN CHIEF



Prof. A. Meenaz Banu, M.A M.Phil, B.Ed an ardent professionalist in the field of teaching. She has successfully completed 20 years of service at Islamiah Women's Arts and Science College, Vaniyambadi and is still continuing her service. Her area of interest is Contemporary Indian Writing in English. She has participated in many national, and international workshops, seminars and conferences, as well as published articles in many reputed international journals. Apart from being Assistant Professor, she also serves as an American Access Teacher organized by the American government since 2009. She has done certification course through the University of Maryland, Baltimore Country and secured 96%. She became the Head of the English Department in 2009. she has been conducting various national, international seminars, workshops and conferences for the betterment of students and teachers.

A. Meenaz Banu, M.A M.Phil, B.Ed
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Islamiah Women's Arts & Science College,
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Oral Presentation

S.NO	FULL NAME WITH INITIAL	NAME OF THE INSTITUTION with Place	ARE YOU A	TITLE OF THE PAPER	MODE OF PRESENTATION	CATEGORY	TIMINGS
1	Dr Hema Malini	Marudhar Kesari Jain College for Women - Vaniyambadi	PRESENTER	Dalit elements in the movie Pariyaerun Perumal	OFFLINE MODE	FACULTY	11-00 AM
2	S. Fransta Darshana	Holy Cross College (Autonomous), Affiliated to Manonmaniam Sundaranar University ,Tirunelveli	PRESENTER	Envisioning of Anita Diamant's The Red Tent as a Mid rash	ONLINE MODE	RESEARCH SCHOLAR	11-00 AM
3	Yash Pal Singh	Director SITM	PRESENTER	Language a symbol of communication..needs no barreir	ONLINE MODE	FACULTY	11:05 AM
4	Gangeshwaran Raj	Madurai Kamaraj University, Madurai-625019	PRESENTER	Empowerment of women in Anita Desai's Cry, the peacock	ONLINE MODE	RESEARCH SCHOLAR	11:10 AM
5	G. Aarthi Devi	Thiruvalluvar University, Vellore	PRESENTER	Shrimati's journey of self -discovery: In gently falls the bakula by sudha murthy	OFF LINE MODE	RESEARCH SCHOLAR	11:15 AM
6	K.P. Mohammed Shafeer	Thiruvalluvar University, Vellore	PRESENTER	Postcolonial syncreticity of Indian middle class: a study	ONLINE MODE	RESEARCH SCHOLAR	11:20 AM

7	A. Sagunthala	Muthurangam Government Arts College (A)-632002	PRESENTER	Diasporic Sensibility in Jhumpa Lahiri's The Low Land	ONLINE MODE	RESEARCH SCHOLAR	11:25 AM
8	Dr. S. Jothi Basu	Vivekananda College	PRESENTER	English for specific purposes	ONLINE MODE	FACULTY	11:30 AM
9	Mr. Kaushalkumar H. Desai	Shri Govind Guru University, Godhra	PRESENTER	Graphic Novel: Renaissance for Illustration Art	ONLINE MODE	RESEARCH SCHOLAR	11:35 AM
10	Dr. Anuragsinh D. Puvar	Mahila Mahavidyalay, Vadodara	PRESENTER	Graphic Novel: Renaissance for Illustration Art	ONLINE MODE	FACULTY	11:40 AM
11	K.Shylaja	Muthurangam Government Arts College(A)	PARTICIPATOR	Nil	ONLINE MODE	FACULTY	11:45 AM
12	Dr. B. Akbar Aalam	Islamiah College (Autonomous) Vaniyambadi.	PRESENTER	Ordeals of Partition and Existence of Communal Harmony in Kushwant Singh's Train to Pakistan	ONLINE MODE	FACULTY	11:50 PM
13	M. Mythili Devi	Madurai Kamaraj University, Madurai	PRESENTER	Vikram Seth's novels as an Ideal Representation of Queer Community: An Appraisal	ONLINE MODE	RESEARCH SCHOLAR	11:55 PM

14	B. Riyaz Ahmed	Islamiah College, Vaniyambadi	PARTICIPATOR	Participation only	OFF LINE MODE	RESEARCH SCHOLAR	12:00 PM
15	K. Pavithran K	Dlr Arts and Science College, Villapakkam	PARTICIPATOR	Technology and E learning	ONLINE MODE	RESEARCH SCHOLAR	12:05 PM
16	A. Naresh Kumar	C. Abdul Hakeem College (Autonomous), Melvisharam	PRESENTER	Modern drama as the massive pillars of realism with a catchy nature - J.M. synge	ONLINE MODE	RESEARCH SCHOLAR	12:10 PM
17	M. Reni	Islamiah Women's Arts and Science College, Vaniyambadi	PARTICIPATOR		OFF LINE MODE	RESEARCH SCHOLAR	12:15 PM
18	Abdur Rahman	Vellore Institute of Technology, Vellore	PRESENTER	Dictator Literature	ONLINE MODE	RESEARCH SCHOLAR	12:20 PM
19	P. Hoideiniang Zou	Vellore Institute of Technology, Vellore	PRESENTER	Dictator Literature	ONLINE MODE	RESEARCH SCHOLAR	12:25 PM
20	V.N. Aravamudhan	Thiruvalluvar University, Serkkadu, Vellore-632 115	PRESENTER	Subjugation of dalit women: Dalits demand liberation	ONLINE MODE	RESEARCH SCHOLAR	12:30 PM
21	C. Chandrasekaran	Thiruvalluvar university serkkadu vellore	PRESENTER	The black consiouseness a study of amiri baraka	ONLINE MODE	RESEARCH SCHOLAR	12:35 PM
22	L.. Dineshbabu	Thiruvalluvar university	PRESENTER	Issues of injustice and poverty of white tiger	ONLINE MODE	RESEARCH SCHOLAR	12:40 PM

23	M. Nisha	Tirupattur	PRESENTER	Magic realism in Amish Tripathi's novels - The Shiva Trilogy (The Immortals of Meluha, The Secret of the Nagas and the Oath of the Vayuputras)	ONLINE MODE	STUDENT	12:45 PM
24	K.K.Abithaa	Government Thirumagal Mills College, Gudiyattam	PRESENTER	The African American Women's Dreams seen from the perspective of Rose Maxson in Fences by August Wilson	ONLINE MODE	RESEARCH SCHOLAR	12:50 PM
25	J. Sasi Kumar	Thiruvalluvar University, Serkkadu, Vellore-632115	PRESENTER	Relevance of Womanism in Gender Studies.	ONLINE MODE	RESEARCH SCHOLAR	12:55 PM
26	Bharat Sevak Dr.V.Lakshmi	Sanskrit Ancient Yoga University	PRESENTER	Sage Bogar & Thirumoolar's Explanation - Kundalini The Supreme Power of Shakthi	ONLINE MODE	RESEARCH SCHOLAR	1:00 PM
27	P. Vanmathi	Sacred Heart Collegè (Autonomous), Tirupattur.	PRESENTER	Developing self-learning attitude for learning englisi among school children	OFF LINE MODE	RESEARCH SCHOLAR	1:05 PM
28	S. Sudha Devi	Thiruvalluvar University, Vellore.	PRESENTER	Impact of innovative process & modern methods in elt	OFF LINE MODE	RESEARCH SCHOLAR	1:10 PM

29	Dr. R. Padma Priya	Chellammal women's college, chennai	PRESENTER	A Critical Perspective on Bildungsroman on the novel The Better Man by Anita Nair	ONLINE MODE	FACULTY	1:15 PM
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"YouTube usage for Learning English Language"

Md. Mahfuz Azam Sajjad

Student, Department of English, Daffodil International University

Abstract

YouTube videos are utmost used for English language learning at the university level by learners in Bangladesh. Most Bangladeshi students completed their Higher Secondary level in Bengali medium. At the university level, they face the problem because their academic curriculum is designed in English. YouTube is one of the best mediums to help them cope up with the English language. The objective of this study is to look into the usage of YouTube for learning the English language. Quantitative and qualitative research methods are used in the study. Data were collected by questionnaires through Google forms. 35 university students responded through Google forms. Response from students are both from private and public universities. Six university students gave their opinion through Google forms and some students participated in Focus Group Discussion. Participants are from various departments like English, International Relations, Journalism, Political Science, History, Mathematics, etc. The result of the study shows that students at the university level use YouTube to enrich their listening and speaking skills. Majority of students agree that YouTube helps them to learn English.

Keywords: *YouTube, English Language, Listening, Speaking*

INTRODUCTION

In this world, there are more than 200 countries and more than 7000 languages. But English is the only international language that helps us to communicate with foreigners. English is the second language in many countries as well as Bangladesh. Everyone wants to learn English for better communication, to build a broad opportunity. Now, this modern era is like a global village. Everything we can get through technology. Internet was invented in 1969. After that, day by day everything is easier than before. In 2005, YouTube was invented and nowadays it is the biggest audio-visual platform where we can upload and watch any kind of video without any cost. Nowadays YouTube is more popular than any kind of video-sharing platform. It is easy to use for the user. In Bangladesh, most people from urban to rural, are familiar with YouTube. Particularly, university students use YouTube every day. They use YouTube on various kinds of basis.

YouTube is considered as web 2.0 where the viewers do not only upload videos, they can also provide feedback through asynchronous interaction to other video contents (Jones & Cuthrell, 2011). . In Bangladesh, the L2 learners use YouTube and other new media tools for enhancing their language skills (Hasan et al., 2016). University students learn the English language from YouTube because there they do not pay any extra money without data costs. There are huge numbers of videos which are related to language learning. Many foreign YouTubers upload their content in a very precise way that helps second language learners. YouTube is open all time. There is no restricted timetable to watch any videos. When students get the time they can enter YouTube and search for their interested video and watch it. YouTube has the option to

download video that helps students to watch when they are out offline. Students at the university level are use plenty of YouTube videos for enhancing their English language skills. YouTube is an audio-visual media that's why students observe speakers' verbal and non-verbal activity which helps to connect them properly with speakers' speech.

This paper will focus on how students get benefited from learning English on YouTube. The students who submitted their responses through Google form questionnaires, and focus group discussions are accustomed to using YouTube and are recently using it. This paper focuses on students centered learning, where students' suggestions, trepidation, and opinions will be taken into consideration while designing the result.

OBJECTIVE

The objective of this research article is to investigate one private university and five public university students' perspectives and attitudes towards the use of YouTube in learning English language. At the same time, this paper also aims at providing some suggestions regarding how to use YouTube successfully to learn the language.

LITERATURE REVIEW

YouTube is the biggest social media that students use for their personal development also. Students do not use YouTube only for entertainment but also use effective ways where they learn English language for academic purposes. Previous research shows that students invest lot of time in YouTube and other social media. Learning a language is important for every student for achieving their personal goal. Lot of YouTube channel provides lots of videos based on learning

English. Students watch English speeches and other motivational videos that are very helpful for them to understand the speakers' speeches and get entertainment. They achieve their self-esteem power by watching an English conversation or lecture. Students can identify their boundaries by watching a video.

According to Bonk (2009), YouTube is considered an attractive social medium that contributes to global education. YouTube is being increasingly used by instructors to teach the English language (Duffy 2008). It offers fun and fast access to instruction, culture-based videos, and languages from all over the world (Terantino 2011). In other words, the increasing demands of learning through YouTube can change the learning ecology positively (Kwan et al. 2008).

METHODOLOGY AND DATA COLLECTION PROCESS

This research applies a quantitative method or qualitative method. For this study, the responses of around 35 undergraduate students enrolled in various departments from one private university and five public universities. One private university is Daffodil International University and public universities are Dhaka University, Jagannath University, Jahangirnagar University, Dhaka College, and Eden Mohila College. All participants use YouTube frequently. They are familiar with YouTube and they know it helps them to improve language learning. First of all, make some questionnaires based on YouTube usage for learning English language. Questionnaires are made in Google forms and it is sent through messenger. That time follow the snowball method. Students respond to each and every question from their own perspective. They gave their answer in google forms where some options were given. Focus Group Discussions also applied to this

research. Students discuss their problems to learn English language and how they get benefitted from the use of YouTube. Their responses through questionnaires and Focus Group Discussions are analyzed to ascertain the students' opinions, understanding, and suggestions on YouTube usage for learning English language.

RESULT

1. How often do you use YouTube?
35 responses

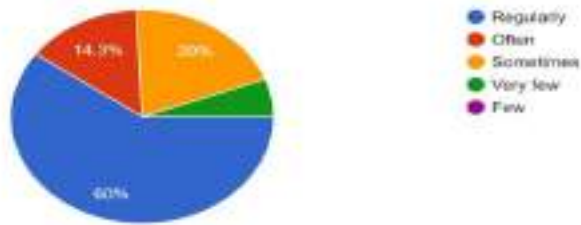


Figure 1. Students' usage of YouTube

The data also showed that most of the students use YouTube regularly (60%) and use sometimes (20%). Figure 1. result shows students are very much connected with YouTube that's why most of the students use YouTube regularly.

2. Do you get pleasure when you watch YouTube?
35 responses

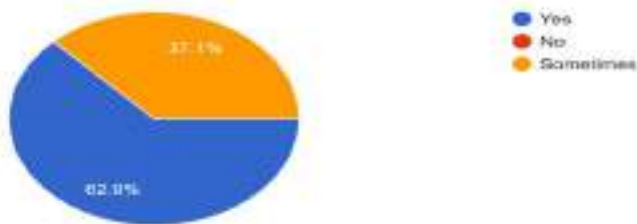


Figure 2. Students get pleasure

Figure 2. shows that students get (62%) pleasure most of the time and 37.1% pleasure gets sometimes. YouTube is not a boring platform to learn English language.

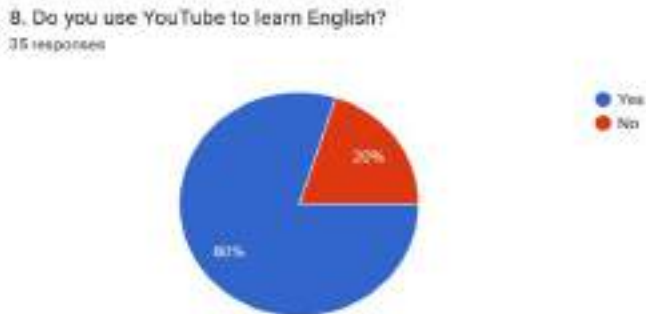


Figure 3. Use YouTube to learn English

Figure 3. shows that 80% of students use YouTube to learn English and 20% of students do not use YouTube to learn English.

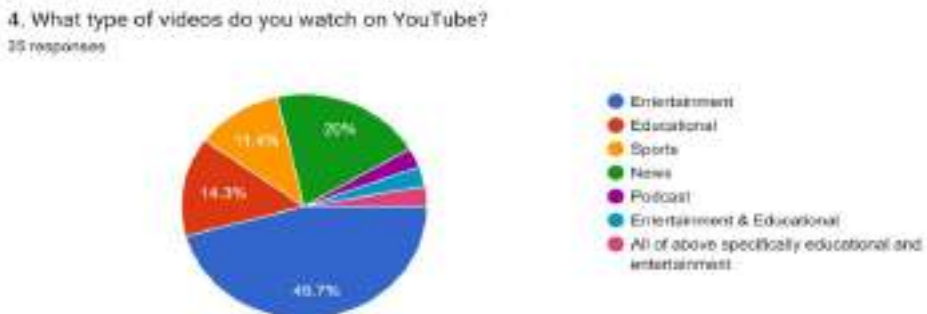


Figure 4. Types of videos

Based on figure 4. Students watch entertainment videos. 16 students (45.7%) used to watch entertainment videos, 07 students (20%) used to watch news channels, 05 students (14%) used to watch educational channels, 04 students (11.4%) used to watch sports channels and others students were used to watch the podcast, etc.

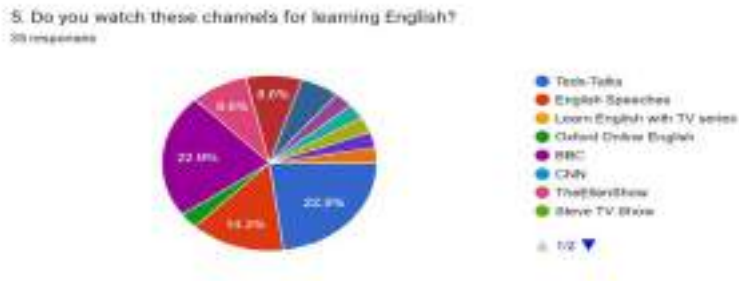


Figure 5. Channels for learning English

This chart shows that students watch most of the time both TEDx-Talks and BBC. Both channels are watched by 08 students (22.9%). English Speeches channel is watched by 05 students (14.3%).

The late-night show channel and The Ellen Show channel are both watched by 03 students (8.6%). The rest of the students are used to watching Trevor Noah's show, Steve Tv show, Oxford online English, etc.

Students also suggest some YouTube channel names like Learning English with English 7 levels, Learn English with EnglishClass101, IELTS Liz, A.J. Hoge, English Language Academy, Learning Literature With Purba, English Language Academy, Learn English with TV series, Accurate English, CBS Sports Golazo, English with Lucy, Lingua marina, Learn English with papa, Popcorn, etc.

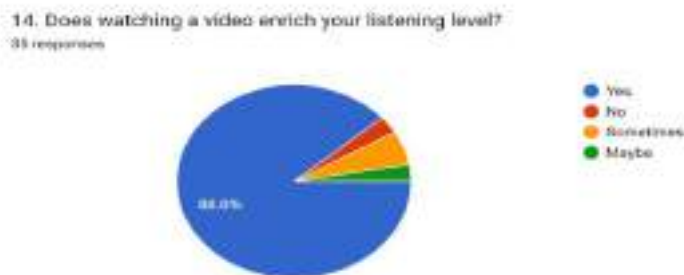


Figure 6. Video helps enrich students' listening level

Figure 6 shows that students are the most benefitted from watching YouTube videos, particularly in their listening level. In this chart, 31 students (88.8%) got enriched their listening skills through YouTube videos. Only one student cannot enrich his or her listening skills. Other students gave also a positive answer.

DISCUSSION OF RESULTS

Students love to use YouTube for learning the English language because they can use the subtitle in a video if they think they cannot understand the speech. This subtitle system is a very good tool for understanding the language of the video. Most of the students claim that they cannot understand the pronunciation of words. That's why they cannot understand the meaning of the full sentence. Some students proclaim that in videos they find some new vocabulary whose word meaning is unknown to them. Subtitle helps them to write accurate word spelling. This technique is very helpful to learn new vocabulary.

When we learn the first language, that means our mother tongue that time first of all we start listening to our parent's speech, and our family member's speech. We cannot understand anything. But day by day through listening we can achieve the language. We can understand other speech and we can speak. In Focus Group Discussion students tell things. They mentioned that if they listen to any English speaker, it helps them to enrich their listening skills and also speaking skills. On YouTube, they not only listen but also watch the body language of the speaker which is more helpful for enriching their listening and speaking skills. YouTube has the option to write a comment or opinion. Students can write anything in the comment section if they want to express their feelings about the video. If anyone wants to develop any language, they

should acquire the four skills listening, speaking, reading, and writing. This research paper analyse students' feedback and find that by using YouTube students acquire listening and speaking skills better than reading and writing skills.

First-year university students survive to understand the English lecture in the classroom. English as a second language is not easy to capture the whole lecture at the very beginning. First-year students should be familiar with English lectures and YouTube is the best option to be familiar with English lectures. English department students take more advantage of YouTube than other department students. Basically, English department students can watch their text-related videos on YouTube which help them to get a clear concept of the text and enrich their fluency in the language.

In other departments, students also use YouTube for learning the English Language. They do not find enough linkage to their course like English department students. Departments of Mathematics, Bangla, and History students realize they should acquire English language proficiency for their personal development. Though they are good at English, they want to give more focus for acquire listening and speaking skills. Students of the International Relations and Journalism departments are very aware of their English language proficiency. They are reading several types of news and watch the international media that's why their English proficiency is so good. YouTube helps them to connect with International media Like BBC, CNN, Aljazeera, etc. In focus group discussion their way of talking was quite good and they also talked about some English literature.

Fourth-year students are more active on YouTube. They recommend their juniors to watch YouTube videos because they know it helps to enrich listening and speaking skills. But some of the final year students think YouTube is not the only one or the best platform to learn English language.

Five Public universities and one Private university student data are collected. Analysis of their data and opinions, this research shows that private university students use You Tube more than public universities. Because, in the covid-19 pandemic, private university continue their academic activities whereas public universities did not.

SUGGESTIONS

English as a foreign language we must need to learn English for our personal benefit. In this modern era, people are connected with the whole world. Students are the future of a nation. As Bangladeshi students to build a good career inside the country or outside the country we must have acquired English language proficiency. YouTube is the best media for learning English proficiency besides books, newspapers, and journals. Audio-visual media is more effective to learn a new language. YouTube is an audio-visual media that is more powerful to get students' attention. Students also can create YouTube accounts where they can share their learning outcomes. It will give them confidence and creates connections with other learners.

CONCLUSION

From the responses of the students, it is evident it is clear that students think YouTube can enhance their English language by watching videos especially listening and speaking. They find course

linkage on YouTube videos which helps to get a clear idea about their text. YouTube videos work as a tool for motivation, and an amusing and fascinating method of learning for Tertiary-level English language learners in Bangladesh. English language learners are capable to improve pronunciation, intonation, speech delivery, grammatical skills, and listening skills, and executing personal language problems through YouTube. Learning through YouTube videos area unit context-free, stress-free, and not time-bound. they learn in any place outside the classroom and the learning hour is chosen by themselves.

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Subaltern and Marxism in the Poems of Sukanta Bhattacharya and William Blake: A Comparative Study

Md. Rokanuzzaman

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Abstract

Sukanta Bhattacharya and William Blake, though belong to completely different times and regions, show common nature of resistance on behalf of the subaltern. Both of them show, in their poetry, how much they feel for the working class and the down-trodden. Though died in the early age, Bhattacharya cut through the world of literature heavily with his voice of empathy for the poor and dissent against the capitalist rule. He raised a strong voice through his poetic works and political movements against traditional oppressions that prevailed in the region. Born and brought up in a dire poverty, Bhattacharya was a self-motivated Marxist by heart. On the other hand, William Blake is frequently called a Marxist before Marxism. Though he had created his verses nearly half a century before Carl Marx's theory appeared, Blake, because of the Marxist nature of many of his poems, can indubitably be termed as a Marxist. Being born to a hosier and working as an engraver, Blake himself belonged to the working class and he felt for the working class. Thus, thriving in totally different periods and ambiances, these two poets have similarities of thoughts in many points. This paper aims at exploring the themes of subaltern and Marxism in few poems of Sukanta Bhattacharya and William Blake, with a comparative analysis. It is a qualitative research. The poems of the said poets are read in textual analysis method using the

archives and online resources. Pertinent research articles have been reviewed to explore into what the scholars of this field are thinking. Observations found have been presented in empirical method.

Keywords: *Marxism, Subaltern, Bhattacharya, Blake*

The down-trodden class has not appeared very frequently in world poetry; rather the most discussed pieces of poems are probably based on love, heroism, beauty or death. Very few poets chose the issues of the working class as their theme of poetry. Sukanta Bhattacharya and William Blake are two names in the arena of poetry on subaltern. In Indian sub-continent, where the down-trodden class has been marked as the subaltern by the school of Subaltern Studies, Bhattacharya chose sorrows of the subaltern as his major theme. Peasants and laborers of Bengal are at the core of Bhattacharya's poems. His feelings for the subaltern resemble those of William Blake, who felt equally for the working class of England. Like Bhattacharya, some of Blake's poems present subaltern issues and Marxism ideology.

Subaltern:

With dictionary meaning "any officer in the British army who is lower in rank than a captain" the term "subaltern" was first used in another sense by Antonio Gramsci, an Italian Marxist who was imprisoned by Mussolini's police from 1926 until his death at age 46. He used this as a code-word for any class of people, especially of the working class who were subjected to the hegemony of a powerful class.

Since his writings were always censored by the authority, he was to use the term to continue writing notebooks on politics, history and philosophy. Later it started to be widely used as a term for the down-trodden especially in the Indian sub-continent. Concerns for the subaltern gave rise to an area of studies called Subaltern Studies in the region.

Marxism and the Subaltern:

Marxism, a theory by 19th century German philosopher Karl Marx and Friedrich Engels, is better known as Materialism that illustrates class relations and social conflict. In this theory matter is considered to be the primary element of human civilization, whereas ideas, thought, and consciousness are secondary. The theory tells, human society needs to produce and reproduce its daily necessary materials for its existence and people have to build up definite social relations called "relations of production", which cannot be arbitrary or randomly chosen, but instead are determined by the development of the existing forces of production such as the instruments, tools, technology, land, raw materials, and human abilities. In the society human beings do not do the same work, there are divides instead and people occupy social positions on the basis of class differences. Marx identified society's relations of production as the "economic base" of society, upon which political institutions, laws, customs, culture, ideas, ways of thinking, morality etc., that constitute "superstructure", develop. These two forces are not rivals, rather they are complementary. According to Marx, every type of states is a powerful

institution of the ruling class that exploits the working class and imposes preferred relations of production on society. The theory suggests, when a given relation of production does not work, reforms take place through a revolution. (Marx & Engels, 1888, p.31). The subaltern, in reality, belongs to the relation of production as the working class. They are part of the “base” of the economy and contribute to the production by physical labor, but are exploited by the capitalist bourgeoisie.

Marxism and Subaltern in Blake:

The theme of exploitation, a major element of Marxist theory, dominates Blake’s poems. He can be called a Marxist before Marxism. In *Manifesto of Communism* Marx and Engels identified workers to be slaves of the bourgeoisie and attacked socialine qualities (Marx & Engels, 1888, p.44). Blake found slavery as an obstacle to liberty of humanity before Marx did. In his poem *London* we have the impoverished chimney-sweeper: “How the Chimney-sweepers cry/
Every Blackening Church appals/
And the hapless Soldiers sigh/
Runs in blood down Palace walls” (Blake, 1789, p.55).The Chimney-sweepers are the “proletarians” sighing against the power. They live miserable lives and work hard to keep the “Blackening Church” and the city of London clean for the bourgeoisie, which denied their social status.

In *The Chimney Sweeper* the impoverished child says:“When my mother died I was very young,/ And my father sold me while yet my tongue,/ Could scarcely cry weep weep weep weep./ So your chimneys I sweep & in soot I sweep.” (Blake, 1789, p.20).Blake attacks the

bourgeoisie that forces the children into labor and reduces them to mere machines for chimney-cleaning. It reminds us of Elizabeth Barrett Browning's poem *The Cry of the Children* against child labor that says: "They are weeping bitterly !/They are weeping in the playtime of the others,/ In the country of the free." (Browning 1843). In *Holy Thursday*, Blake attacks the Church, questioning their action of reducing a child to a miserable labor: "Is this a Holy thing to see,/ In a rich and fruitful land, / Babes reduced to misery,....?" (Blake 1789, p.18). Marxism also questioned religion which "is the opium of the people" (Selsam 1963, p.224).

Sukanta Bhattacharya's Poems of Marxism and the Subaltern:

The subaltern came time and again in Bhattacharya's poems as peasants, laborers, servants and in many other forms. Marxist elements that recur most frequently in Bhattacharya's poems are of peasants, hunger and revolution. In the poem *FosolerDak: 1351*[Call for Crops: 1351] a desperate peasant is asking for his sickle so that he can grow crops and fight against the famine. He says his previous sickle was burned by the fire of hunger and he needs a new and blazing one that is sharpened by awareness and shall always blaze like an aggressive love for the country (Bhattacharya, 2008, p.52).

This sickle symbolizes peasants' rights to get due returns of services provided to the upper class of the society. Marx's declaration that the economic base and the superstructure are not rivals, but are complementary to each other, has been justified when the peasant expects, capitalist will come forward at the time his need.

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Bhattacharya's concern for the peasant community reminds us of Mahmoud Darwish's poem *Identity card* wherein Arab peasants are deprived of their land and their children starve. Now they are afraid that even their rocks will be snatched by the grabbers..

The Arab peasant says:

Write down:

I am an Arab

Robbed of my ancestors' vineyards

And of the land cultivated

By me and all my children.

Nothing is left for us and my grandchildren

Except these rocks...

Will your government take them too, as reported? (Darwish, 1964)

Peasants are promising to build the ultimate grave for the demon called hunger by growing crops in *Krishoker Gaan* [Song of Peasant]. He says, he shall grow crops by furrowing the bosom of this barren land, and that is a strong feeling of his as he as capable arms. (Bhattacharya, 2008, p.53). P. B. Shelley has the same empathy for the peasants in the poem *Song to the Men of England*. Shelley says: "Men of England, wherefore plough/ For the lords who lay ye low?/ Wherefore weave with toil and care/ The rich robes your tyrants wear?" (Shelley, 1839). Here Shelly sympathizes with the farmers of England as they are oppressed by the ruler and robbed off their painstaking harvest. Thus Shelly is also a Marxist before Marxism to some extent.

In *RabindranatherProti*[To Rabindranath] Bhattacharya himself is a miserable subaltern who introduces himself as a poet of the famine.

He farther says:

Every night I have a nightmare; I see a clear image of death.

I spend my spring time waiting in the food queue,

Alert-sirens wail in my sleepless nights,

I feel thrilled for nothing when I bleed

I wonder as my hands are enchained. (Bhattacharya, 2008, p.13)

During World War II Kolkata was a city of poverty and hunger. Bhattacharya's days were bad days and his nights were full of nightmares. He says, he feels thrilled at blood-shed and he wonders when his hands are enchained. His *Hey Mohajibon* [O Great Life] is a bunch of words of a frustrated subaltern who started feeling that poetry will not bring salvation. He says: O Great life, no more this poetry, now come to harsh and vicious prose,/Let the jingle of slavery fade out/
Strike the rough hammer of prose!(Bhattacharya, 2008, p-56). At the very time when toughness is required, Bhattacharya refutes the softness of poetry like Afro-American poet AmiriBaraka does in his poem *Black Art*, which is a picture of the world that is adverse for the black people. He wants poetry to be bold and abusive to save black people's rights: "We want "poems that kill."/ Assassin poems, Poems that shoot/
Guns." (Baraka, 1966). Marxism drummed-up the elimination of the bourgeoisie class through the cancelation of private property, and their power (Marx & Engels, 1888, p.235). Bhattacharya promotes the same idea through words of agitation. In *Hey Mohajibon* the word "হানো!" [strike] presents a daunting boldness and a daring

rebellion against capitalism. His resistance is same as that of another Bengali poet Kazi Nazrul Islam who is known as the Rebel Poet. In *Karar Oi Louhokopat* [That Iron Gate of Prison] and *Ogropothik* [Pioneer] Bengalis, abused by the British colonizers, are agitating for their rights. This thoughts also remind us of Whitman's poem *Pioneers! O Pioneers* where Whitman wants the soldiers to be prepared with armors to fight and save the mother land. The poem says: "Have you your pistols? have you your sharp-edged axes?/ Pioneers! O pioneers!" (Whitman.1865). *Hey Mohajibon* farther reads,

Poetry, I allow you a leave today,

In the land of hunger, life does not follow rhymes:

And the full moon looks like an oven-hot chapati. (Bhattacharya, 2008, p.56).

Bhattacharya's protagonist is utterly hungry and the world around has lost its rhythms. In a state of compelling hunger the full moon is no longer an element of poetry to him, rather it looks like a piece of bread popularly known as 'roti' in the region. He needs a 'roti' right at the moment to satisfy his hunger, not a poem. Hunger is such an irresistible feeling that always evokes insanity and helplessness of the subaltern, as we see in Jayanta Mahapatra's poem *Hunger*. Here a father, who is an impoverished fisherman, invites a stranger in his hut to have sex with her daughter in return of money. The protagonist of the poem says: "I heard him say: my daughter, she's just turned fifteen Feel her./ I'll be back soon; your bus leaves at nine." (Mahapatra 1976). Peruvian Marxist poet César Vallejo, who wrote much on Spanish Civil war about miseries of the subaltern, and the miseries of the

impoverished class, marked hunger as a serious hindrance to human liberty. In *La cena miserabile* [The Wretched Supper] he speaks of the child who is hungry and cannot sleep in an empty stomach. The protagonist says: We are all shown seated at a table, waiting, waiting, with the bitterness of a child who wakes up at midnight crying from hunger ... (Vallejo, 1997). Also hunger and hardship of the subaltern touch Mahmoud Darwish, as we find in *Identity Card*. The protagonist says: "I eat the flesh of my usurper./ Beware...beware...of my hunger,/ And of my anger." (Darwish, 1964). The theme of hunger of the subaltern recurs in a number of Bhattacharya's poems.

Bhattacharya introduces himself as a nomad and one who lives on the street and builds his hut under trees in the poem *Thikana* [Address]. He says anybody will find his address in the path of sunrise or in Indonesia, Yugoslavia, Russia and China. In the same poem he hopes of the time when there will be no sufferings inflicted by capitalism (Bhattacharya, 2008, p.25). His nature of rebellion and resistance is depicted many other poems.

In the poem *Bodhon* [Inspiration] he speaks of a land that is dark and deadly. It is his loved land, but is cursed. The poem says: Here gathers darkness beyond visibility of the mass,/ This sky, horizon, field and a green soil of dream,/ Here death has built his den; (Bhattacharya, 2008, p.45). The land is gloomy due to the aggression of the capitalist quarter. The protagonist takes oath to take revenge on the capitalist hoarder and wishes to burry them in the corn field (Bhattacharya, 2008, p.46). In the same poem Bhattacharya attacks the religious quarter. He

complains, the dome and the palace joined their hands to deprive the down-trodden.

Bhattacharya's subalterns took many symbolic shapes. In the poem *Runner* the runner has a nocturnal duty to deliver the baggage of letters and parcels to the destination before the sun rises, no matter what. He is more afraid of the sun-rise than of robbers on his way. The bourgeoisie bought his nights at a low price. (Bhattacharya, 2008, p-49). The rooster in *Ekti Moroger Kahini* [Story of a Rooster] tried hard to enter the palace in search of food and ultimately entered the palace as a delicious dish on the white table cloth of the dining table (Bhattacharya, 2008, p.10). Though the match-stick in the poem *The Match-stick*, is merely the stick of a match and is always exploited by humans, but is capable of burning the exploiters into ashes any time (Bhattacharya, 2008, p.31). It symbolizes the sense of revenge that the subaltern always cherishes. In *Cigarette* the cigarette complains that the smokers burn them for fun. It urges for letting live (Bhattacharya, 31). In *Sipahi Bidroho* [The Rebellion of the Soldiers] the soldiers are poor and illiterate and they realized the pains of bondage. They are ready to sacrifice their lives for the sake of freedom of the country. (Bhattacharya, 2008, p.154). In *Prarathi* [Aspirant] the naked boy at the street-side and the band of other children represent the subaltern, who utterly suffers in the shivering winter. The poor Children say:

O sun, you know,
How much we lack worm clothes!
And how we live our nights
Burning straws,

And covering the ears with small pieces of clothes!
(Bhattacharya, 2008, p.19).

Children, helplessly winter-stricken, take oaths to surely become fire-balls one day if the sun saves them by lending some hit today. The cruel winter, probably, symbolizes the capitalism, and the sun Communism.

Comparison of Blake and Bhattacharya

Both the poets empathize with the working class and protest the impoverished condition of a certain portion of the society that can be considered as the 'economic base' as declared by Carl Marx and as the subaltern identified by the school of Subaltern Studies. Both of them attack religions and the capitalist society for jointly being the cause of sufferings of the marginalized. Bhattacharya was a revolutionary who frequently used the terms "সংগ্রাম" [struggle], "মুক্তি" [freedom], "বিদ্রোহ" [rebellion] etc. whereas Blake sharply pin-pointed the problem, if not revolted so bluntly. Both the poets are against the superstructure and caught them red-handed exploiting the marginalized. Blake's working class may not be termed as the subaltern in true sense as they belong to the colonizers, but Bhattacharya's protagonists belong to the region the term 'subaltern' is meant for. Both of them found children victimized by the bourgeoisie.

Bhattacharya and Blake are from different times, cultures and ambiances, and their poems demonstrate that uniqueness. Blake was enlightened by thoughts similar to Marxism much before Marxism came into being and Bhattacharya much later. Bhattacharya lived in a bitterly impoverished condition and that is reflected in his poems. Primarily an

engraver and then a seminal figure in poetry of the Romantic Age, Blake felt for the down-trodden without any first-hand experience of their condition. This author as a reader and admirer of creations of both the poems, found identical thoughts in them regarding the marginalized. To this author, both Sukanta Bhattacharya and William Blake are Marxists and subaltern-friendly.

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We don't know properly what we think or our demand

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Abstract

Humans perform most of their actions based on their thoughts. The first object of this study is about the ability to understand the truth of human thoughts. The second object of the study is the way in which people can identify their own thoughts on any subject. To find out these two things, I asked 100 people some questions and researched the feelings and reactions of 6 people, which is discussed in this paper. I identified 5 holes through this research. I believe that through these 5 holes people think that they are understanding their thoughts. I've asked 30 people about their wishes and they realized by fulfilling those wishes they didn't think they originally did. So this paper means that man does not understand what he is thinking. Most of what it perceives has been proven false.

Introduction

The main use of language is to transfer thoughts from one mind to other, expressing ourselves. The bits of linguistic information that enter in a person's mind, from another cause people to gain access to a new thought with profound effects of his world knowledge, inferencing a subsequent behavior. Language neither creates nor distorts conceptual life. [dubious – discuss] [citation needed]

People always have an effect of their thoughts on their life. Although the thoughts are independent, people use them rarely. Many

linguists say that language does not match thought but that fact alone does not solve the problem. Man considers his own mind as an independent entity of truth, which is even more concerning since there are several steps between what I think and what I perceive. People are unaware of the steps that cause all the thoughts and feelings they have. If this stay unclear, people will be physically mistaken for the creation of their own dopamine.

Some studies show that people are able to only use 5-6 percent of their brain. People don't know which knowledge they are missing. The boundaries of what one is thinking should be stuck in such scenario since a person not knowing what is happening in the subconscious mind should not know how to function or utter next but I find that is not the case. The full picture of a plan or action is in our brain as Ill as some collaborative pictures. In these pictures I have explained two parts- one that is action and the other their original feeling. Analyzing, the experiment I obtained the result that action of the original thought did not match the feelings of the person.

I conducted a survey on 100 people. The reason for taking 100 people here is that I had already done a Q&A session on 100 families. Thus, this time I have only specified 100 people to observe clearly. Among them I have mentioned about 6 people, with the involvement of both genders.

Past discussion

Thought comes first, while language is an expression. There are certain limitations among language the study of how language

influences thought has a long history in a variety of fields. There are two bodies of thought forming around this debate.

I. Sapir-Whorf Hypothesis

The strong form of Sapir-Whorf Hypothesis proposes that language determines thought; therefore, they are identical in nature. This argument in fact implies that thought is impossible without language. Language is a carrier of thought, just like water is to water waves. Without water acting as a medium, water waves cannot possibly exist. The strong points of Sapir-Whorf's Hypothesis are linguistic determinism that it argues that without language there is and can be no thought while the point of Sapir-Whorf's Hypothesis is linguistic relativity that supports the idea that there are some influences from language on thought.

LOTH theory

LOTH believes that public language is inessential to private thought (though the possibility remains that private thought when infused with inessential language diverges in predilection, emphasis, tone, or subsequent recollection).

LOTH theory discussion:

LOTH theories address the debate of whether thought is possible without language which is related to the question of whether language evolved for thought. These ideas are difficult to study because it proves challenging to parse the effects of culture versus thought versus

language in all academic fields. And humans cannot express all that they think.

De Saussure's Linguistic Theories:

Ferdinand de Saussure conceptualized language as a system of differences. Each element of a language, according to de Saussure, is defined by its difference from other elements within the same language. For example, the primary manner of recognizing the letter "A" is through recognizing its differences from all the other letters in the same alphabet. Language, according to de Saussure, is a system of signs, and each sign, then, can be understood as a combination of a form (which is the "signifier") and a particular meaning (which is the "signified"). The relationship which occurs between the signified and the signifier, then, is based upon an agreed-on convention, rather than some sort of natural resemblance. For example, I am writing this piece on de Saussure's theories of linguistics on what is called a "computer," but which might as easily have been called a "car." It is only because of an agreed upon convention of language that I call this object a "computer." You understand just what I mean when I offer the word "computer" to you. A language, then, according to de Saussure can be best understood as a system of signs that organizes the world and renders it comprehensible to us. Different languages, however, divide the world in different ways. Literary theorists have taken a particular interest in de Saussure's notions and theories of language. Recent linguistically-focused literary theorists have identified a difference between what is termed "poetics" and "hermeneutics." The study of "poetics" offers a conception of how meaning is generated. "Hermeneutics," however, takes

the opposite approach and explores questions of what a text means and different meanings which can be applied to it. The study of poetics and linguistics can be understood as being similar, though they are in fact quite different: the meaning of a piece of poetry written in a particular language would be far more relative and open to interpretation than a simple declarative statement written in the same language. In that respect, modern literary theory is far more similar to the practice of hermeneutics, for literary theory seems not to understand the function of literature but, instead, understands what a literary text means or suggests. Literary theorists, interpreting through the lens of linguistics, tend to examine the experience of reading the literature and interpreting the various systems of signs which are presented throughout it.

Limitations of De Saussure's Linguistic Theories:

He did not make it clear in his formula the main secret of the creation of thought. Although I can understand an object as a feature, the name has no original meaning. It is not clear whether I am giving the name of an object as I think or if it is coming from somewhere else. I can call a "computer" a "car", but this change did not happen, but that was not explained whether there was any similarity between this stability and the purpose of naming people. He could not fully comprehend humanity or thought and understanding and its reality.

My discussion on those previous discussion:

Most of this theory discusses meaning and I want to highlight our ability to understand the correct form of our thinking. The man

thinks through the five holes that he has realized his thoughts correctly. But basically, the expression that people think they understand through the five holes of my description is also subject to the root of clear false human thought. Even if it is proved that the analysis of a person is in line with the original thought in Catalan, that analyzing must be a five-hole theory and that too is a lie. But in this case, as I see in the mirror the false reflection which is inverted and false, it will be the same. In other words, even if the scenes match, there will be no chance to get the truth in any way.

There is no such thing as meaning. Even on the basis of our own identity I indicate the name of something that has no real base. My point is I don't understand what I think. And the idea that I understand through five-hole theory. But that is never true. I never understand what I think. But of course, our thoughts do exist. And it has considerable value in our lifestyle. It sometimes becomes like a mirror through the Five Hole Theory. Yet its reflection is not true. That is clearly understood in the reaction of the thinking person. It's like calculating with some invisible value and ensuring your comfort based on the surrounding value. Basically, its real basis is not true.

Mythodology:

I have chosen two processes, experiment and observation, to prove my theory. I had to prove that people don't fully understand what they are thinking. But one-half of it almost always catches up with the opposite truth in front of us. On the other hand, I need to further prove that according to my hypothesis, people understand the description of all thoughts through the five gates.

To prove this point, 100 calm and healthy people I've asked about their future plans. Through this, observations I've carried out on 6 people who are very thoughtful class for 5 consecutive years. In one day almost every action, thought and feeling at the end of their work has been noted.

Result:

To prove my theory, 100 people have been asked about their future plans. About 80% of people plan through their five gates. And in the next step, 6 people I've observed for several years. Five years into their work start plan and their satisfaction are taken note of. It was seen that 4 of them I've satisfied with the action in mind but they I've not satisfied with the actual execution of the action and the reaction they portrayed can be different and not to their own liking or initial intention. In other words, it seems that they could have matched human thinking with their results in some other way. The other two I've satisfied with their thoughts but could not be satisfied with the action. In other words, although he was satisfied with the reaction. As in while one side may satisfy a person the connected result might not and vice versa.

My discussion

The first thing I need to understand is that there is a solid boundary to human thinking that I subconsciously forget when I start talking about mentalism. I can never think of ourselves as omniscient even though it's just about me. The whole thought does not come from any natural attraction or demand. This thought consciousness was

originally supposed to be or I think it is based on the formed needs. But this thought cannot always control the consciousness at all. In some cases, it is said that our thinking loses its focus on demand. Basically, there is no real stability of thought. The consequences of this are also questionable for this reason. What I mean by thought is never under our control. However, it is not my intention to call research on mentalism unnecessary for the thought that it is involuntary. There are many things in the world over which I am not aware of any control or the right action to take, yet I observe it and it is reasonable to talk about it and give some information even if the set is wrong. But no information on the subject of mentalism is acceptable. If I think that I have understood our mental health on the basis of any theory, it will also be a combination of truth and falsehood. Mentalism is the study of human thought. If you want to take control of this brain by applying any kind of pressure or meditation, it will be a sick job and those on whom this experiment will be done will either get sick or get sick. But even then, the matter will come to a standstill again at a temporary and unknown level. One thing about our brain is that it loves brightness and loves to follow. It is completely unreasonable to say that this is a mistake of human nature. The signal that man is attracted to this novelty or beauty comes from the brain and all human brains are one in this regard. But if I call it the stream of fixed thinking, I will also combine it with truth and falsehood. Although there is nothing wrong with the theory, the truth is not completely here. Human thinking consciousness changes and transmits in an unimaginable style. When there is an infection, it can be called a change in the form of mentalism.

But the relationship of demand with this change is very low. But the presence of demand is a matter of direct change. However, the problem is that it is unreasonable to explain this process. Because human thoughts cannot be touched. By no means do I want to convey that I recommend for the mother to be inactive. But in the real world it is real. This is the wonder of mentalism. If rainwater were to fall from the sky to the ground in the form of rocks or other heavy objects, what would be the value of wondering what the rain would taste like? I can give many examples like this.

The whole point is that change is not a problem or evolution. The problem is the scope of our knowledge. I will never be able to understand our minds clearly. And as far as I can understand, it is distorted and changeable. So, my doctrine is to give importance to man without giving importance to mentalism.

My hypothesis

I think I am first divided into five parts in terms of understanding what I am thinking. Although it is not final, it can happen from person to person. I refer to these five divisions as the "Five Hole Theory." Two of these parts I will be able to clearly describe or know about its reaction. I would like to refer to the other three parts as "dumb holes". Each of the three holes has 10 divisions. And they have innumerable forms. On the other hand, the two holes I know have no sub-sector but innumerable forms exist. Let's talk about five sectors:

1. Demand
2. Imitation
3. Central thought

4. Nearest need

5. Distance thought

1. Need:

A large part of the human mind wants to say or think about this need. Demand is one of the most important parts of our daily lives, trying to understand or analyze those thoughts. Although the direct relationship between the need for thought and the real need is false, I do not see a way to not give demand in the name of this part.

2. Imitation:

All kinds of human intelligence, starting from all kinds of plans, are enhanced through this imitation and acting. Most of the main bases or fields in which people can capture their thoughts are centered on this performance. Even when one thinks, one can understand that imitation very quickly. However, it takes a lot of time for people to understand some difficult imitations. In some cases, do not understand.

3. Central dam:

The position of the center is not clear in my hypothesis either. But the thinking that is central and when I try to understand it can change in an instant. And in most cases I can understand this thought at least twice.

4. Nearest need:

This thought is very close to need. But it never completely matches the thought. And this position does not get a voice in any way

even if it gains shape. But from the other two dumb locations it is much more advanced clarity.

5. Distance thought:

This location is quite far from the center and the demand. There is very little to understand this position. Nothing can be understood without just a hint of existence.

Research statement:

This statement is based on deep observation on human thinking. Language does not match what a person thinks when he realizes it. I have analyzed more deeply and realized that when people think about something, they are not able to understand the root and the subject. That is, people do not understand what he is thinking. What he thinks is "thought" is basically a response to their "thought". People can understand this response through five main means. Which I have referred to as my hypothesis. My research has shown that the whole point of human descriptions is not true. Thought "Understanding the subject is completely beyond human comprehension.

Conclusion:

Humans have limitations. It's a bit like the sky and the sea. The right edge of the sky is not possible for such people. On the other hand, even though people do not understand everything deep in the sea, they have been able to go to the bottom. Human activity is somewhat like the depth of the sea and the thought is like the depth of the sky. Therefore,

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it is not advisable to do any work on a subject which is not known in any way.

In the end, it proves that people never fully understand what people think. Rather, half of it is like the opposite truth of a mirror. And part of the whole thought becomes the given five gates. And its expression is always false. Therefore, in the real life of human beings, the work based on this thought of the mind will come to an end.

Justification of Lady Macbeth as a Subversive Gender Role of Women in Society

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Abstract

The time of Shakespeare was ruled by Queen Elizabeth when the society was fully patriarchal. The common role of women was that they were subordinate and property to their husband and father. They were expected to be wives or mothers and only attend to fulfill the needs of their child and husband. They had no scope to speak of outside, of the home and they were supposed to be polite, humble, subordinate, who will never revolt against male dominated society, who did not have any strength, intelligence or any other quality which a man possessed in him. But the Macbeth(1606) of William Shakespeare shows through his female character Lady Macbeth that woman can go against the common gender role which society has listed for them. They have strength, intelligence, power and even evil power to do anything. Women also have a subversive power in them. And when we look at present society, we can see that a huge number of women still playing the same common gender role of women and still few are going against this role. Researcher want to prove it and also want to find out is this subversion of gender role of woman like Lady Macbeth justified by the women of the Society.

Keywords—*Lady Macbeth, Justification, Subversive, Gender Role, Common, Women, Victorian Society*

I. INTRODUCTION

The Elizabethan period is the time in the Tudor period of the story of England, (1558-1603) at the reign of Queen Elizabeth (I). Elizabethan era is well founded in English and British historical perception, long before the accession of the present Queen Elizabeth (II), and it remains only applied to the time of the prior Queen of this name. The 16th century, Victorian era after the monarch that governed for 45 years called the Golden age, which it definitely was, but not for it's women. Because Victorian era was clearly patriarchal society i.e. male were treated as a king and female their inferiors. The Victorians had very clean expectations of men and women, and normally men were expected to be the earning member and women to be housewives and mothers. In Victorian times women were associated to their fathers or brothers (if their father died), and after that to their husbands. Female could not own wealth of their own. It is one of the important reasons Queen Elizabeth never got married. Shakespeare portrays women in different ways in his plays, both strong and weak female characters are shown in his plays where audience can see the image of the concept and treatment of women in Elizabethan time. Shakespeare's writing shows the treatment of the women during 16th century. Woman has been treated differently. He has used both strong and weak female characters to present the real situation. Some of the characters of Shakespeare, we find as stereotype of Elizabethan era. For example, the character a reflection of submissive women by Hermitage in *A Midsummer's Night*

Dream, a representation of women as a victim of male dominance in Hamlet, Ophelia and stereotypical nature of Miranda as a servant in the Tempest.

2. Literature Review

There is a difference between common gender roles in every society where gender is directly associated with sex. According to Mijoga (1999),

“Thus for, it has been demonstrated that gender differentiation was created.” (Mijoga H.B.P. 1999)

There are assigned different roles to men and women which are marked by society. As William Liston (1989) said, “Traditional definitions depict men as “valorous, firm, commanding” while women must be “soft, maternal, nourishing, a help meet to her husband” in (Vega F.D.) (Gender Bending in Shakespeare’s Macbeth) Victorian women were considered as subservient to men, weak, & dependent on their male relatives. According to Das, “The Elizabethan era was a time when women were portrayed to be weaker than men”.(Das P. 2012)

The roles of women in Victorian society were incredibly restrictive. According to Beribechi and Zekri, “In Elizabethan era and in hierarchy of sexes, men were masculine, hardworking, strong and they had authority over women; However, women in that period were important only for their duties as housewives”. (Beribechi F.Z and Zekri K.B 2018/2019)

Female Could not inherit their father’s titles even in victorian society . Beribechi and Zekri have also said,

“The young women in Elizabethan era were powerless against their father’s decision, especially in marriage and their private lives”, as in that patriarchal society, men were dominant to the women. (Beribechi F.Z. and Zekri K.B. 2018- 2019).

According to Vega, “One of his most salient exponents of the exploration of gender roles is his play Macbeth. In it, there are many instances of gender bending: Situation in which male characters are depicted as feminine and female ones are portrayed as manly” (Vega F.D.)

As Garber (2005) states, she displays from the starting, “rigidity, resolution and the rejection of a restricted notion of a woman’s place.” In Gender bending in Shakespeare’s Macbeth. (Vega F.D.)

The characteristics we can see in Lady Macbeth are found in the male characters of Victorian era. According to Mohammed, “Men are portrayed as a strong willed and Courageous, but female character like Lady Macbeth is also given a ruthless, power-hungry personality, which is typically, in the period, more associated with masculinity.”(Mohammed S.A. 2016)

Shakespeare used to present such strong women characters in his plays. Nashville (2014) has said, “The role that women play within many Shakespearian plays often highlights their perseverance, strength, and intelligence” (Nashville A. 2014)

In the play Medea, Medea take revenge cruelly to Jason by doing several murders, she represents a subversion of gender role of her era. According to Winter (2018), “these birth metaphors contribute to Medea’s formulation of a new vengeful subjectivity, complicating Medea’s status as a transgressive women and demonstrating how

senecan female characters can appropriate forms of self-definition that are often assumed to be male” (Winter K. 2018). And the same thing we can see in the character Phaedra. According to Clair (2019), “Phaedra, for her part, uses the feminine roles of virgin, wife and mother to conceal her strong masculine traits.” (Clair K.L.2019)

3. Common Gender Role of Women in Society

In the society, always there was a huge differences between the role of male and female. From the starting of the journey of human life, Eve was considered to be born for the Adam. That means female will be always there for the male gender. Eve should listen to Adam for everything, care for Adam and mostly for entertaining Adam. “Thus for, it has been demonstrated that gender differentiation was created. The aim of this section, however, is to show that gender differentiation is recognized by God and narrators of Biblical accounts” (Mijoga H.B.P. 1999)

Thus, Gender discrimination has been started by their gender role from Bible. From the continuation of this system, it has been spread from era to era. In Victorian era, although the time was even ruled by a woman, but the society was totally patriarchal. Women were considered as subservient of the men and gender was directly defined by the sex. William Liston (1989) has said about this, “Traditional definitions depict men as “valorous, firm, commanding” while women must be “soft, maternal, nourishing, a help meet to her husband” in (Vega F.D.) (Gender Bending in Shakespeare’s Macbeth)

The roles of women in Victorian society were incredibly restrictive. Female were not allowed to go to the professions i.e. law,

medicine, politics rather they could work in domestic courses as cooks, maids, female painters. Female were not allowed to play on the public stage or write anything for the public platform. And acting was treated as dishonourable for them and female did not enter on the stage until the 17th century. That's why in Shakespeare's plays the importance of women were often played by young aged boys. "The Elizabethan era was a time when women were portrayed to be weaker than men". (Das P. 2012)

Victorian women were considered as subservient to men, weak, & dependent on their male relatives. The practical life is such that most women were not only obstructed by their gender but also by social class and social status that means the majority of women English citizens in the 16th century was illiterate. Wisdom was not a understood virtue in women in that period. It was very important to marry off their daughters and a woman was presented as a financial burden. But the significance of marriage by no means lay in love and affection.

"In Elizabethan era and in hierarchy of sexes, men were masculine, hardworking, strong and they had authority over women; However, women in that period were important only for their duties as housewives". (Beribechi F.Z and Zekri K.B 2018/2019) Women were also obstructed from voting. Neither could female inherit their father's titles. All titles would go from father to son or brother to brother, building on the circumstances.

"The young women in Elizabethan era were powerless against their father's decision, especially in marriage and their private lives", as in that patriarchal society, men were dominant to the women. (Beribechi F.Z. and Zekri K.B. 2018- 2019). Besides, royal women were

the most significant & highest ranking women in the social class. They were grown into royalty and from a tender age were given a strong social & academic education. They were educated thoroughly by a private tutor. They were taught on how to act properly within society, in the areas of manners, fluent speech and charming appearance. Their importance in society from then on was to assist their husbands in any public purposes, go to royal engagements. Higher class families demanded to maintain a polished reputation, and so the better a lady's clothes, the better the families fame. Moreover, they would practice lead makeup, which was dangerous but ensure visibly appealing. Evidently, the foremost roles of upper class women were to maintain her familywell. Lastly, every decade introduces new rights and benefits for women. Specifically, in the Elizabethan era female were given little liberty due to the common thinking that they were weak & want a man to care for them. Gender roles have been altercate throughout history and are transforming every day. Gender roles are something that are attacked to every aspect of life, in Victorian times and present day.

4. Lady Macbeth as a Subversive Gender Role

Elizabethan era was totally a patriarchal era. But Shakespeare has presented some extraordinary female characters who dominated over male. The character Lady Macbeth from the play *Macbeth* (1606) is the most prominent character among them. "one of his most salient exponents of the exploration of gender roles in his play *Macbeth* (1606). In it, there are many instances of gender bending: Situation in which male characters are depicted as feminine and female ones are portrayed as manly". (Vega F.D)

There are thought that the women will be weak, unable to decision making who do not any determination, who don't have any rigidity. Only men have this quality in society. As Garber (2005) states, she displays from the start, "Rigidity, resolution and the rejection of a restricted notion of a woman's place".

From that senses Lady Macbeth was a significant breakdown of stereotypical female character. The qualities we can see in Lady Macbeth are rarely seen in the female characters of Victorian era. Lady Macbeth was ruthless, power-hungry personality which is more associated with masculinity.

"Men are portrayed as a strong willed and courageous but female character like Lady Macbeth is also given a ruthless, power-hungry personality, which is typically, the period, more associated with masculinity" (Mohammed S.A.2016)

We also can see some other female characters who also have destructed their common gender role and have become the subversive version of gender. In the play, *Medea* (431 BC), Medea take revenge cruelly to Jason by doing several murders, she represents a subversion of gender role of her era. "these birth metaphors contribute to Medea's formulation of a new vengeful subjectivity, complicating Medea's status as a transgressive women and demonstrating how senecan female characters can appropriate forms of self-definition that are often assumed to be male" (Winter K.2018)

And another character Phaedra is also a subversion of gender role of woman but one thing should be noticed that In *Phaedra* (1st Century), gender subversion is not exposed broadly, but from the core, Phaedra is also a subversion of gender. "Phaedra, for her part, uses the

feminine roles of virgin, wife and mother to conceal her strong masculine traits” (Clair K.L.2019) And the strong female role, which Shakespeare has presented in his writing by highlighting their perseverance, strength, and intelligence are definitely the examples of subversion of gender of woman.

“The role that women play within many Shakespearian plays often highlights their perseverance, strength, and intelligence” (Nashville A.2014)

As the characteristics we can see in the character Lady Macbeth are far away from the stereotypical women. She has broken all of the stereotypical thought about women of the Victorian era and of present time also. That’s why, Lady Macbeth is the most prominent subversion of gender role of woman by Shakespeare of Victorian era.

5. Methodology

Both qualitative and quantitative data have been collected, for the purpose of this study.

A. Tools of Data Collection

The instruments have been used are:

- i. Questionnaire of the age ranged 20-25 years aged female students and questionnaire of age ranged 30-40 years aged more matured women.
- ii. Interview of age ranged 20-25 years aged female students and interview of age ranged 30-40 years aged more matured women.

B. Sites and Number of Respondents

For this research, researcher has collected data through questionnaire from the folk of her university and her country house. For her questionnaire session, she has collected data from 8 female students of age ranged 20-25 years aged and from 7 more matured women of age ranged 30-40 years from both the university area and country house area. For the interview session, she has collected data from 2 female students of age ranged 20-25 years and from 3 more matured women of age ranged 30-40 years aged from both the university area and country house area. The respondents of age 30-40 of this research are equally successful both in their family and professional life.

C. Validity and Reliability

Researcher has ensured the validity and reliability of data of her research. For the situation of Covid-19 pandemic, researcher has been unable to collect data practically from the university area. As the university's activities are going on through online, that's why for this, she has done her job through online based questionnaire and interview session for the respondents of the University area. But she has been able to collect data practically and smoothly from the respondents of her country house and she has arranged a practical questionnaire and interview session with the respondents of her country house. Thus by applying different types of tools, researcher has collected data from several point of views.

D. Duration

(Approximately two months) Was the duration of this research?

6. Findings and Discussion

Through the questionnaire session from age ranged 20-25 years and 30-40 years, researchers collected the data including below on the justification of Lady Macbeth as a subversive gender role by the women of society.

Q. No. I) Do you think, Lady Macbeth is a subversion of gender?

Yes/No

In response to question no. I) surveyed among the respondents, around 98% of the respondents have agreed that yes, Lady Macbeth is a subversion of gender.

Q. No. II) Is Lady Macbeth justified from your point of view?

Yes/No

In response to question no. II, researcher gets the answer no, Lady Macbeth is not justified by 93% respondents.

Q. No. III) Do you think Lady Macbeth is not justified only for her evil purpose?

Yes/No

In response to question no. III, researcher gets yes, only for her evil purpose Lady Macbeth is not justified by 93% respondents.

Q. No. IV) If Lady Macbeth would have used her strength to any good purpose, would you support her?

Yes/No

In response to question no. IV, 100% respondents have responded that yes, if Lady Macbeth would have used her strength to any good purpose, there would not have any confusion to support her.

Q. No. V) Do you think, there was a strong determination in Lady Macbeth ?

Yes/No

In response to question no. V, answer is yes by 100% respondents that definitely there was a strong determination in Lady Macbeth.

Q. No. VI) Do you think, determination is needed for both men and women to reach their goals?

Yes/No

In response to question no. VI, 100% respondents have agreed that yes, determination is needed for both men and women to reach their goals.

Q. No. VII) Do you agree that a strong determination is needed for a woman to breakdown her common gender role?

Yes/No

In response to question no. VII, 100% respondents have agreed with the answer that yes, a strong determination is needed for a woman to breakdown her common gender role.

Q. No. VIII) Finally, Do you agreed that the female characters like Lady Macbeth should be appreciated if they use their strength to a good purpose?

Yes/No

In response question no. VIII, 100% respondents have agreed that yes, the female characters like Lady Macbeth definitely should be appreciated if they use their strength to a good purpose.

Through the interview session from age ranged 20-25 years and 30-40 years, researcher has collected the data including below on the justification of Lady Macbeth as a subversive gender role by the women of society.

Q. No. I) Do you support this subversive character of Lady Macbeth?

In response to question no. I, four interviewers out of five do not support this subversive character of Lady Macbeth. One who support this character is from the age ranged 20-25 years.

Q. No. II) Why do not you support her?

In response of this question no. II, the 4 respondents who do not support her explain their reasons which are closely related to one another. The gist of their answer is they do not support, because Lady Macbeth has used her strength determination, power to a evil purpose. According to them, crime will be treated as a crime, no matter who has done it, a man or woman. They said which Lady Macbeth has done is a pre-planned crime. So, it cannot be justified or supported anyhow only for being a woman. That's why they do not support Lady Macbeth. And the one supported, of age ranged 20-25 who has explained her reason that if a man can be destructive then why a woman cannot. She also expressed the issue of domestic violence by male person.

Q. No. III) How this character Lady Macbeth could not be supported from your point of view?

According to the gist of the 4 respondents who do not support Lady Macbeth, the character Lady Macbeth could be supported if she would have used her this effort to a good purpose, then this subversive gender role of Lady Macbeth would be supported. They also included that the female characters who will be breakdown of the limitation of common gender role of women and which subversive women will use their strength, determination, power, effort for the good purpose, definitely those subversive women should be appreciated.

The one respondent who support Lady Macbeth, she is also agreed with this answer. She also more comfortable with the strong Lady Macbeth having a good purpose.

By analyzing the data we can see that maximum respondents, they do not have any problem with the subversive gender role of Lady Macbeth. They do not support Lady Macbeth as she has used her this subversive power to an evil purpose. If she would have use this subversive power to a good purpose, this would be definitely appreciated.

The few respondents who supports Lady Macbeth, they are also more happy with the good version of Lady Macbeth. That's why, it is found that the subversive gender role of Lady Macbeth is not justified by the women of the society as it has been used for an evil purpose. But if this subversive gender role of Lady Macbeth is used for a good purpose, then it is appreciated by the women of the society.

7. Conclusion

There is only one researcher to conduct this research and the total time frame is four months for the entire study. For the pandemic

situation of this time and the time limitation by authority and limited resources, researcher has to limit the size of the sample to a small number. In spite of that, by establishing the process of data collection and through careful analysis of the data by giving a good amount of time in a regular base, researcher has tried to find out that the character lady Macbeth is a subversion of gender role of women and this subversion of gender role of women like lady Macbeth is not justified by the women of the society.

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Appendixes

Question for questionnaire

Q. No. I) Do you think, Lady Macbeth is a subversion of gender? Yes/No

Q. No. II) Is Lady Macbeth Justified from your point of view? Yes/No

Q. No. III) Do you think Lady Macbeth is not justified only for her evil purpose? Yes/No

Q. No. IV) If Lady Macbeth would use her strength to any good purpose, would you support her? Yes/No

Q. No. V) Do you think, there was a strong determination in Lady Macbeth? Yes/No

Q. No. VI) Do you think, determination is needed for both men and women to reach their goals? Yes/No

Q. No. VII) Then, Do you agreed that a strong determination is needed for a woman to breakdown her common gender role? Yes/No

Q. No. VIII) Finally, Do you agreed that the female characters like Lady Macbeth should be appreciated if they use their strength to a good purpose? Yes/No

QUESTIONS FOR INTERVIEW

Q. No. I) Do you support this subversive character of Lady Macbeth?

Q. No. II) Why don't you support her?

Q. No. III) How this character Lady Macbeth could be supported from your point of view?

Designing Tailor-made Syllabus and Domain-specific Materials for the Learners of Health Science Area

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Abstract

The current study attempts to design a tailor-made English for Specific Purposes (ESP) syllabus and to develop domain-specific materials for the learners of the health science area in Bangladesh. Tailor-made syllabuses are exclusively based on learners' needs and demands. For a particular group of academic learners studying at the tertiary level or for professionals, this type of specially designed syllabuses are impactful and effective. A thoughtful syllabus is essential as the complete guideline in an academic program. Materials development for the ESP course is another research-oriented, elaborate, and challenging task. Learners of tertiary level are inevitably attached to and influenced by the domain-specific activities of their study and profession. Keeping pace with the motivational factor, the ESP practitioner bridges the area of study and future profession of the learners with English language skills. Prior to the process of designing a tailor-made ESP syllabus, an intensive analysis of needs was conducted. However, from the primary data collected from a series of action research on one hundred (100) learners of one public university and one private university in Bangladesh, it has been revealed that the learners of this level of education are not the spontaneous users

of different proficiencies of English language. Many of them have difficulty to following classes while lectures are disseminated in English. They sometime cannot understand the meaning of the questions and thus cannot answer appropriately. They are also both hesitant and reluctant to speak English in the classroom. When they attempt to read, they frequently need to take help from a dictionary due to inadequacy of vocabulary. They face even more problems when they attempt to write. It is evident from the current research that the learners of this area, like all other domain-specific learners of the tertiary level, are more motivated by the text of their own area of study. An English language course furnished with health science area-related terms, jargons, and vocabulary used in context along with discourse can help them in learning academic and professional English to be communicatively competent.

Key words: *ESP, syllabus, syllabus design, skill-based syllabus, materials development*

INTRODUCTION

English, which is a foreign language, is the medium of instruction of the most of the learners of tertiary level in Bangladesh. In this global world during Fourth Industrial Revolution, they should equally be equipped with knowledge and skills of English language related to their area of study and future profession. English for Specific Purposes (ESP) which is an innovative realm in the world of teaching English as a second and foreign language, is well accepted as a learning-centered approach. It is effective to fulfill the needs and demands of mature

learners of tertiary level or professionals who need to learn a foreign language for use in their specific fields. After its emergence, ESP brought remarkable changes by breaking the trends of teaching language. Intensive needs analysis is the first step which proceeds to the second step formulation of goals and objectives. On the basis of the identified objectives, the tailor-made syllabus is designed to meet the demand of the modern era. The steps followed by syllabus design are materials development, teaching, and evaluation. Keeping pace with the trend of ESP, this study reflects on English language which is used by the students of health science in Bangladesh. The objective of this journey is to deal with the problems faced by the students of health science area. As they have problems in all four skills of language learning, performance-based role-playing, question-answer session, guided and extempore speech, and presentation sessions in pseudo sequences help students to feel the real scenario of where and how to use English language proficiencies. Practice in real-life-oriented contexts makes learners more confident and eligible to manage unscripted and unpredictable occasions or purposes spontaneously. However, this paper will focus on designing a tailor-made ESP syllabus and on developing customized materials to equip the learners of the target area with the four skills of language which are harmoniously blended.

Designing an ESP syllabus is a highly research-oriented task. Syllabus, designed for a particular batch of learners, may not be similar with that of the other batch of the same area because of the difference of lacks of the learners. In ESP, syllabus should be particular for

individual group. According to Webb (1976) syllabus design can be defined in term of the organization of the designated contents in an array on the basis of practical sequence for the convenience of teaching effectively. Some of the features, according to Webb (1976), for designing striking syllabuses are:

- a. Arrangements to be proceeded from simple concept to complex matter gradually
- b. Coordination of suitable and unified teaching units
- c. Combination of diversified activities
- d. Worthy with teach-ability
- e. Generating outcomes for the students to learn

Among all other contributors of this area, John Munby (1984) has shown the process of designing syllabus as a subject to determine the contents to be taught and to organize those for effective and appropriate learning segment. Maley (1984), on the other hand, has stated the process of designing syllabus as the documentation of the procedure of developing the entire language program.

On the other hand, materials play influential roles in language learning process. Appropriate materials enhance language learning, whereas, complex and uninteresting materials destroy the prospect of learning.

LITERATURE REVIEW

Designing tailor-made syllabus is the most significant characteristic of ESP. Widdowson, 1984 (as cited in Alharby, 2005) describes the idea of ESP saying, "If a group of learners' needs can be

accurately specified, then this specification can be used to determine the context of a language program that will meet these needs” (p. 10). Peacock, M., & Flowerdew, J. (2001) have once again divided ESP in two streams: English for Academic Purposes commonly known as EAP and English for Occupational Purposes familiar as EOP. This is not impossible to combine both EAP and EOP of the same group of domain specific learners. Even in this study on designing syllabus for the learners of health science area both the academic purposes and professional purposes have been harmonized. Nunan (1984) considered syllabus to be integrated with assumptions regarding the psychological process of learning, assumption about language and about the social and pedagogic process within a classroom. Additionally, Nunan (1984) put stress upon the concept that syllabus design is essentially concerned with the selection and grading of contents.

According to Brown (1995), syllabus can be either structural or situational or functional. Once again, syllabus can be skill-based or task-based. While structural syllabus focuses on syntactical format, situational syllabus highlights on current context of the learners. Once again, when Functional syllabus focuses on language functions, task-based syllabus integrates a variety of tasks or activities. Brown (1995) suggested a thoughtful combination of more than one type of syllabuses for more benefits of the learners in language learning. Between process-oriented and product-oriented, Nunan (1984) considered the former one as a series of actions that the students do in the classroom,

related to language learning. Such types of syllabuses focus on learning experiences. Whereas, the later one focuses on the end itself.

Among all the categories, skill-based syllabus is one that ensures language teaching in appearance of four basic proficiencies of any language. Language is a skill based subject which must be achieved through performing practically like cycling and swimming.

In case of skill based syllabus, materials should be chosen carefully by taking extract from the area related to their academic practice and the task-based syllabus is based on a series of practical activities or tasks. Students are instructed through a series of tasks. Brown (1995) is of the view that it is not necessary to choose only one syllabus, but a thoughtful combination of two or three syllabuses working together is very beneficial.

METHODOLOGY

For the research work, samples (100) have been selected from the population (Gono Bishwabidyalay, GonoShasthaya Somaj Vittik Medical College, and Jahangir nagar University) through random sampling process out of three times of the total number (297). The learners of health science area there require to complete English language course for one year. The courses are of three (3) credit hours. The learners require attending forty five (45) classes. Each class comprises of fifty (50) minutes. Out of the total number of samples (100), fifty two (52) are male and forty eight (48) are female. All the learners have sound academic results (Grade 'A' and/or 'A+') in their

Secondary School Certificate and Higher School Certificate examinations.

Researcher's in-person visits to the academic settings and probable future job places of the learners helped to identify the necessities of the learners. Furthermore, data have been collected through an interview session (for listening and speaking skills) preset questionnaire (for reading and writing skill). Data collection process and interview sessions have been conducted for determining lacks and wants of the students. All the components together proceed toward determining goals and objectives. Finally, tailor -made syllabus was designed to achieve the goals and objectives.

SYLLABUS

A syllabus displayed the chart of contents to be completed within a stipulated timeframe fixed for an academic program. It portrays the contents in an organized way so that learners' learning can be proceeded from simple to complex order. As the guideline of a course, a syllabus includes course planning and policies, list of required texts, and schedule of quizzes, assignments and presentation as well. A syllabus is thus expected to be the complete procedure one may need to know for running course.

To define syllabus Tom Hutchinson & Alan Waters (1987) stated "A syllabus is a document which says what will (or at least what should) be learnt". This is a coherent process.

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Analyzing needs	Setting of goals and objectives	Designing Syllabus	Developing materials	Teaching the learners	Evaluating the learners
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In practice of ESP, there are two pre-requisites to design syllabus. The first issue is intensive needs analysis and the second one is the setting of goals and objectives. On the other hand, syllabus designing is closely connected with the subsequent process of materials development. Two further steps entitled teaching and evaluation revolve round syllabus designing. Tom Hutchinson & Alan Waters (1987) have shown some reasons about the necessity of a syllabus:

- a.** Language is an intricate unit. It must be simplified according to allowed time frame of the academic program. A syllabus segmented the unit of contents with segment of time e.g. class. The syllabus includes the constituent parts of designing the division of assessment, textbooks and leaning time on practical basis. It gives the scope for both the teachers and learners to adjust with situation and time.
- b.** An ESP, both the students and their guardian sometimes sponsors (for professionals) want to get assurance of the success of language learning program. As the syllabus includes the thought and planning of the whole program, they can have ideas regarding how much is achieved and how far to go.
- c.** A syllabus tells about language and the nature of language learning. If we design a structural syllabus, we mean that knowledge of the structures of that particular language establishes the most significant focus of language learning. If we design a skills basis one, we mean to teach learners the skills individually or mutually for

ensuring their utmost communicative competence. A syllabus guides the teacher and the student with the contents in terms of what is to be learnt along with the reasons in terms of why it is to be learnt.

d. A syllabus reflects the nature of material designing. It directs implicitly the pattern of language to be selected, adapted or written. It also tells the type of texts necessary or produce the items to focus on in exercises etc.

e. A syllabus guides teaching methodology implicitly as it has indication related to nature of language learning. During teaching, is expected to lead a learner to a particular level of knowledge, necessary to have success or failure in reaching the target. Thus a syllabus offers a scope to assess in term of testing.

Every ESP practitioner needs to be aware of designing syllabus in most appropriate way considering it significant roles. Keeping this prominence of syllabus designing in mind, the researcher focuses on each and every above-mentioned issues to design a syllabus for the students of health science domain as a part of the action research.

SYLLABUS DESIGNING

A syllabus which is a statement of intentions is envisioned for the practitioners of ESP. It helps ensuring evidence of understanding, projected results, and comprehension of language as well as learning progression. It supports the practitioners to form strong basis where one can design the effective lesson plan. Sometimes a syllabus serves as an administrative device to differentiate the success and the failure in

statistics. Moreover, it ensures some steadiness and continuation of a language learning program.

Features of this well-designed syllabus

- i. There are clearly assessable objectives.
- ii. It is based on students' needs and more realistic than optimistic so that in practice the target can be achieved.
- iii. There is a wide variety of activities focusing the selected skills, language areas, tasks and materials. Its total planning should be flexible and informative.

Issues considered while designing this syllabus

- i. The necessities, lacks and wants of the learners.
- ii. Fixing out attainable objectives, with a clear focus on every achievable phase.
- iii. Having a sound idea about goals and objectives.
- iv. Learning pattern of the learners.
- v. Total time allocation for the language learning program.
- vi. To select necessary skills and to know how to blend the skills mutually.
- vii. The apparent features of the learning environment.
- viii. The pattern of the language as well as the pattern of language learning.
- ix. The arrangements of contents in the syllabus.
- x. Expected teaching methods and approaches for the specific contents.

- xi. Rubrics for evaluating the achievement of the students after completing the course.

Some more issues included

- i. The basic rules and regulations, course outlines, course descriptors, plan and procedure, course outcomes and plan to achieve those, time frame, list of textbooks and reference books, grading procedure and over all evaluate system.
- ii. Necessities, lacks, wants, purpose, skills to be focused, syllabus type, materials to be used, methods and approaches, evaluation and finally teachers' training.
- iii. Outcome-based course planning, practically attainable learning objects, rubrics for evaluation etc.
- iv. Updated teaching methodology.

Skills needed

- i. The teacher will specify the necessary skills for the learners after visiting the learners' future work place and keeping mind in the wants of the learners.
- ii. In some cases, the teacher need to accommodate the opinion of the sponsors and stakeholders.

Developing an ESP syllabus is a continual research-based task. ESP syllabus is individual for individual group of learners or professionals. Syllabus, designed for a particular batch of learners, may not be similar to that of the other batches of the same domain because

of the difference of lacks of the learners. In ESP, syllabus should be specialized and particular for individual group.

John Munby (1984) has defined the issue of syllabus design as to identify the contents which are required to teach and for the convenience of teaching, organizing those into suitable learning units. Maley (1984) considered syllabus designing to incorporate the entire process of designing a language program. Thus, syllabus design involves the steps like: Needs analysis, Formulation of goals and objectives, Syllabus designing, Materials development, Teaching, Evaluation. Among these steps, syllabus designing and materials developments will be discussed in details in this current research.

Why Tailor-made course

In fact, language is skill based entity. Identifying the skills and strategies on the basis of needs analysis is the most dynamic features of designing tailor-made ESP course. It is evident that while the nurses, paramedics and medical assistants need only three skills like listening, speaking and reading to develop, medical students and physicians need all the four proficiencies of language. Hence, the ESP syllabus for nurses will mainly be based on speaking and listening skills whereas, a medical English course will focus on covering all the four skills to equip them to meet the challenges of their target situation. Let us have a look at the necessities of two sets of professionals of same area:

Selection of skills necessary for target group:

Use of language of medical students and doctors	Use of language of nurses, paramedics and medical assistants
<p>- Doctors, in professional setting, normally require to communicate with foreign colleagues, specialists, professional experts, researchers as well as patients. English, as a single language worldwide, becomes the only way out to meet the audience for communication. Furthermore, for receiving or giving guidelines and for writing certificates, prescriptions, reports, Doctors need to be equipped with sound command of English language.</p> <p>-The Doctors require to participate in conferences and seminars arranged to disseminate ideas about different diseases, equipment and medicines. To serve the purpose, they require to have a good proficiency in English language.</p> <p>- Textbooks, research journals and medical reports and enormous sources of data available on Internet in English. For extending the horizon of knowledge, the must consult with these materials in English.</p> <p>- In case of higher education abroad, they need to adopt English as the medium of instruction.</p>	<p>-The Nurses, Paramedics and Medical assistants need to listen from their patients, colleagues, doctors (specially questions)</p> <p>-They need to talk about feelings, medical conditions, nature of treatment with patients and their guardians</p> <p>-They share their personal thoughts and feelings and professional communication with colleagues</p> <p>- They need to manage a lot of patients' inquiry, attend lots of phone calls</p>

Out of uses of English language in practical areas, essential skills of English language were shown in the following diagrams:

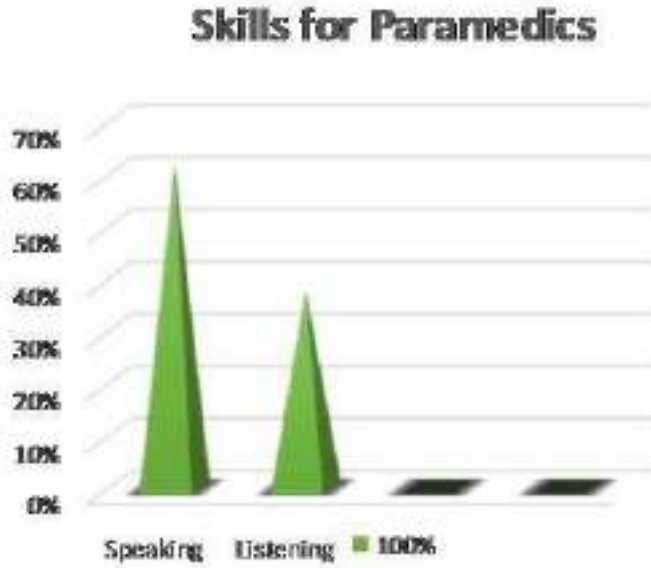


Figure -1: Required language skills of Nurses, Paramedics and Medical assistants



Figure -2: Required language skills of the Medical students and Professionals

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If the research oriented data can be displayed in a diagram, a clear scenario will be visible regarding the necessary skills of the students and professionals of health science area and other health professional like nurses, paramedics and medical assistants serving in the same working environment:

To fulfill their professional demands, ESP specified techniques and activity- based arrangements for engaging learners in classroom situation so that they can perform well in their future professions. Thus, in case of widening the horizon of learning, ESP has concentrated on reflected demands of the practitioner and learners.

Hence, skill based tailor-made syllabus for the students and would be professionals of health science areas will be different from the skill based tailor-made syllabus for the nurses, paramedics and medical assistants. The following table showed a huge differences:

Syllabus for the students and would be professionals of health science area	Syllabus for the nurses, paramedics and medical assistants
<p style="text-align: center;">Syllabus:</p> <p>On the basis of the pedagogic assessment, a syllabus was prepared to equip the learners with proficiencies like listening, speaking, reading and writing:</p> <p style="text-align: center;">Table of Contents:</p>	<p style="text-align: center;">Syllabus:</p> <p>As an outcomes of several scholastic evaluation and brainstorming approaches, the syllabus was designed to equip the learners with proficiencies like listening, speaking and reading:</p> <p style="text-align: center;">Table of Contents:</p>

<p style="text-align: center;">Introduction</p> <p style="text-align: center;">Listening & speaking skills</p> <p>Chapter -1 Making questions</p> <p>Chapter -2 Dialogues</p> <p>Chapter -3 Speaking on some specific (medical area related) topics</p> <p style="text-align: center;">Reading & writing Skills</p> <p>Chapter-4 Reading comprehensions</p> <p>Chapter - 5 Application writing</p> <p>Chapter - 6 Writing on some specific (medical area related) topics</p> <p style="text-align: center;">Reviewing Grammar</p> <p>Chapter -7 Tense system</p> <p>7.1. Present continuous tense</p> <p>7.2. Simple present tense</p> <p>7.3. Present perfect tense</p> <p>7.4. Present perfect continuous tense</p> <p>7.5. Past continuous tense</p> <p>7.6. Simple past tense</p> <p>7.7. Past perfect tense</p> <p>7.8. Past perfect continuous tense</p> <p>7.9. Future with <i>will</i></p> <p>7.10. Future with <i>going to</i></p> <p style="text-align: center;">Chapter – 8 Modals</p> <p>8.1 Use of <i>will</i> and <i>would</i></p> <p>8.2 Use of <i>may</i> and <i>might</i></p> <p>8.3 Use of <i>can</i> and <i>could</i></p> <p>8.4 Use of <i>shall</i> and <i>should</i></p>	<p style="text-align: center;">Preface</p> <p>Chapter-1</p> <p>Chapter-2</p> <p style="text-align: center;">Questions</p> <p>Chapter-3</p> <p>Chapter-4</p> <p>Chapter-5</p> <p>Chapter-6</p>
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8.5 Use of <i>must</i> Chapter -9 Parts of speech Chapter -10 Subject verb agreements Chapter -11 Relative clauses Chapter -12 Sentences Chapter -13 Voice chang	
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From the essence of above explanations on syllabus and syllabus design, a clear concept can be achieved for designing a tailor-made syllabus for the students of health science area of Bangladesh.

MATERIALS DEVELOPMENT

Aforesaid syllabus demanded a brainstorming and context based development of materials for the students of health science area. Thus, materials have been obtained from the area of learners' current academic and future professional discourses. Learners' interest has been prioritized in case of selecting materials which eventually has become a great motivational factor for them. Some of materials have been integrated from the existing materials, some of these have been written or developed, and some of them have been modified from existing materials.

In this tailor-made course, some professional or real life-oriented dialogues are included so that the learners can play the roles in classroom situations for developing their listening and speaking skills. Actually, when we speak, we either ask questions to the others, or we are asked questions by the others. Different types of most

commonly asked questions used by the academic learners and professionals have been integrated in the course so that they can comprehend the others' asking or can ask questions to the others. Illustration on some area-related topics like maternal mortality, duties of medical professionals, hospital management, occupational health, stress etc. have been added in the course as models for practicing speaking. Some area related reading and listening comprehensions have been kept in the course so that they can practice listening, speaking, reading and writing skills. Sample applications have been added as models to help them to write formal academic and professional applications correctly. For having accuracy in grammar, topics like tense, voice, parts of speech, subject-verb agreement etc. have been integrated with health science area-related examples. Some of the above components (samples) are displayed below:

To develop speaking and listening skills:

a. A conversation between two medical students about a field visit (role playing):

Abiaz: Hello, Nitee! Where were you yesterday? We were looking for you.

Nitee : Hello! Yesterday we went to a field visit.

Abiaz: Oh, really! Where did you go?

Nitee: We went to Shimulia, a remote village. We had to collect data on the health care of mothers and new born babies.

Abiaz: What is the common scenario?

Nitee: Most of them are ignorant and poor. So, pregnant mothers are not taken care of properly. Still, mothers are blamed for giving birth to female children.

Abiaz: Yes, I know. This is pathetic.

Nitee: But, the mothers of the new generation are careful about their children. All of them have taken vaccine. Still, they need to be more careful about food and hygiene.

Abiaz: So, you need to analyze the data now.

Nitee: Yes, we must complete the report by tomorrow. Others of my group are waiting.

Abiaz: Ok, see you then.

Nitee: See you.

b. Asking questions (for engaging learners in pair):

Asking about the things - what, which

Which therapy will be appropriate for such a patient?

Which pharmaceutical is producing the best quality of medicine?

What are the effects of formalin on human body?

What vitamin is necessary for synthesis of Iron in human body?

Asking about place - where

Where does the patient come from?

Where did you get the information?

Where did you buy the medicine from?

Where is the Leprosy hospital?

Asking about reason - why

Why are you losing weight?

Why don't you take balance diet?

Why have you taken the antibiotic course?

Why aren't you taking Hepatitis B vaccine?

c. To illustrate the given topics:

In the tailor-made course, for illustrating ideas with real life examples, topics like Corona virus disease, Isolation, Mutation of the virus, Hygiene, Use of mask, Maternal mortality, Duties of a medical professionals, Hospital management, Mental health, occupational health, Oedema, Blood circulation system, AIDS, Cancer etc. have been given in the class to practice listening and speaking skills.

d. Presentation:

Some same recent health oriented issues are like Chikongunia, Zica virus, Antibiotic resistance, healthy food habit for healthy life, Prevention is better than cure and more on the basis of their interest and experience have been embedded in the course to practice how to present formally before the audience in the classroom. Question-answer session followed by the formal presentation helps them to be perfect as language users.

To develop reading and other skills:

a. Read the following passage and answer the questions that follow:

Phobia is an irrational, persistent, and strong fear of specific objects or certain situations, activities or persons. It might arouse from disliking, disapproval, prejudice, hatred, discrimination, or hostility

towards the subjects. The main symptom of this disorder is excessive and unreasonable desire to avoid the feared subjects. Children often have specific phobias of the darkness, varieties of insects, spiders, bees, heights, water, choking, dogs or other animals. Sometimes these phobias may interfere in their participation and enjoyment of various activities, education, family and social life. Sometimes a person is extremely fearful of birds, snakes, or closed places, provided that there is no objective danger; the label phobia is applied to person's fear and avoidance. A person suffering from phobic neurosis knows what he is afraid of and usually recognizes that his fear is irrational, but cannot control it. When the fear is beyond one's control or if the fear is interfering with daily life, then a diagnosis becomes essential. Cognitive behavioral therapy is an effective treatment. It lets the patient understand the cycle of negative thought patterns, and the way to change these thought patterns. Anti-depression medication can also help.

1. Answer the following questions:

- a. What does phobia mean?
- b. When can a person be identified as a phobic?
- c. What are the common attitudes of a phobic person?
- d. Can a phobic control his/her fear?
- e. What are some effective treatments of phobia?

2. Find out the word in the paragraph that means:

- a. illogical (1)= -----

- b. inequity (1) = -----
- c. extreme, too much (1) = -----
- d. nosy, inquisitive (1) = -----
- e. finding, identification(1) = -----

3. Choose the correct meaning:

- a. Phobia (1)----- (rational fear / irrational fear / tendency to frighten the others)
- b. specific (1)----- (vague / exact / ambiguous)
- c. prejudice (1)----- (tolerance / narrow-mindedness/ open-minded)
- d. avoidance (1) ----- (escaping / receive/ acceptance)
- e. therapy (1)----- (treatment / organization / attitude)

4. Convert the following and make a sentence with the new form of the word:

Persistent (noun), strong (verb), prejudice (verb), danger (adj.), participation (verb)

5. Write a summary of the passage.

Some case study can also be selected for them for developing their reading skill.

To develop writing skill:

a. For developing their writing skill, some model paragraphs have included

Breast Feeding

Breast feeding is a natural, safe, balanced, and inexpensive source of food for children. Breast milk helps infants grow strong and healthy. Breast milk is a blessed balance diet for the baby. Breastfed infants have less death during the first year and experience fewer illnesses. Breast milk contains fatty acids which help the body to develop brain. Breast feeding is equally or sometimes more helpful for the mothers. When baby sucks milk, hormone is released from mother's body that makes her uterus contract and get smaller. Breast feeding uses extra calories, making it easier to lose the weight gained from pregnancy. It also may lower the risk of breast and ovarian cancers. Breast feeding saves time and money. The mothers need not to purchase, measure, and mix formula, and there is no bottle to warm in the middle of night. Breast feeding also offers the chance to form a bond between the mother and the baby. The intimate contact of newborns with mother help them feeling more secure, warm, and solaced.

b. Some model applications have been integrated which are very much related to the academic and professional situations of the students of health science area, for example:

Write an application to your Principal requesting him/her to set up a blood bank.

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April 29, 2021

To

The Principal

Community Based Medical College

Mymensingh, Dhaka

Subject: Request to set up a blood-bank

Dear Sir/ Madam,

With due respect, we, the students of Community Based Medical College, Mymensingh, would like to draw your kind attention to the fact that the mortality record of our medical college hospital in the last few years is higher than ever before mainly due to the unavailability of blood. During the treatment of the wounded patients, during major operations and for the patients' bleeding due to trauma, we need huge amount of blood. It is difficult to search a donor, to test blood group, to collect blood, and to provide it to the patients during emergency. We are running a medicine club and collecting blood on special occasions. But we cannot preserve blood because of the lack of a blood bank.

May we now request you to take necessary initiatives in this regard.

Thank you.

Faithfully yours

Arman Khan

On behalf of the 3rd year students

Community Based Medical College

Mymensingh, Dhaka

In the same way report writing and précis writing are also included in the syllabus.

c. Again for practicing language proficiencies specifically listening and speaking, some pre-set exercises on reviewing tense system, the following types of chapters have been included with examples from area specific text and real life sequences:

Present Continuous Tense

Sample Sentences:

We are going to the dissection room now.

I am drawing the figure of respiratory system.

Ruma is preparing herself for the final professional examination.

The Second semester students are identifying blood groups in the lab.

Anam is looking for his Biochemistry book.

I am enjoying my Physiology classes very much.

Her fever is gradually coming down.

My English is getting better.

My teacher is helping me to improve my English language proficiency.

I am thinking about the complex structure of human heart.

Form:

Positive	Negative	Interrogative
S+am/is/are+v+ing+x- elements	S+am not/is not/are not+v+ing+ x- elements	Am/is/are+s+v+ing+ x-elements +?
I am expecting her recovery soon.	I am not taking care of my health seriously.	Am I checking her blood pressure?
You are expecting her recovery soon.	You are not taking care of your health seriously	Are you checking her blood pressure?
S/he is expecting her recovery soon.	S/he is not taking care of his/her health seriously.	Is s/he checking her blood pressure?

Uses:

1. Activities at the time of speaking
2. Activities around the time of speaking
3. Temporary activities of the present
4. Fixed arrangement of the future

Examples:

1. To indicate an activity at the moment of speaking:

a. You: What are you doing, Rafa?

Rafa: I am preparing an assignment.

b. You: Where are you going, Rimi?

Rimi: I am going to the library.

2. To indicate an activity around the time of speaking:

a. **You:** I am reading an interesting and useful English grammar book. (You are not reading during speaking. You have started reading the book at home and haven't finished it yet)

Your friend: Is it? I'll borrow it from you.

b. **Your mother :**(over telephone) what are you doing dear?

You : I am drawing my practical notebook.

3. To indicate a temporary activity: (not similar to usual)

I am controlling diet. (usually I do not control)

I am coming by the Premium bus. (usually I come by college bus)

Similarly,

They are no more using the water of the tube well as Arsenic is detected.

Let us move for the library. It is not raining now.

4. To indicate a fixed arrangement in the future:

We are completing the first semester final examination next week.

They are celebrating their result tomorrow.

The authority is recruiting a new Anatomy Teacher next week.

We are completing 'the Thorax chapter' next month.

Exercises:

1. Complete the sentences using the followings words:

*work, take, loss, face, suffer, deteriorate, get, have,
produce, increase*

- a. G.K. pharmaceuticals _____ a wide range of medicine
- b. The supply of instrument in our pharmacology laboratory _____ day by day.
- c. We _____ more Anatomy practical class nowadays.
- d. Her infection _____ worse.
- e. Kona's health _____ gradually.
- f. Nabil _____ from serious headache.
- g. The patient of Aids _____ severe health risk.
- h. My mother _____ weight.
- i. Nadim _____ inhaler now.
- j. G.K. _____ for achieving Millennium Development Goal in maternal mortality.

2. Form ten sentences of Present continuous tense:

In the same way, conversion of parts of speech, syntactical arrangement, structure of phrases and clauses, subject verb agreement, use of modals, voices etc. have been added in the syllabus.

TEACHING AND EVALUATION

Teaching with this tailor-made course became very rewarding to the learners of health science area of both public and private universities of Bangladesh. This has had a strong motivation for them to learn. Syllabus was designed by mapping their necessities, lacks and wants. Materials of the course have been obtained from the area of their interest that is health science. The language of the materials is correct, natural, recent, and standard. Own cultural information in the materials has made the contents easily understandable. Controlled vocabulary and grammar have been focused in the syllabus. For this reasons, the course seems to be effective, interesting, and motivating. Classes taken with this newly designed syllabus are found to be more lively and inspiring. The response of the students is much better and the level of the achievement is appreciable.

An ESP teacher serves the purposes of a need analyst, a syllabus designer, a materials developer, eventually, a teacher, and an evaluator. Thus there remains a wonderful harmony. S/he is a resource developer and a resource himself/herself. A teacher with the experience of teaching English for General Purposes (EGP) is teaching English for Specific Purposes (ESP) to the domain specific learners of health science area. While teaching, the teacher connects learners' experiences to engage them in class activities. Dynamic selection of participatory methods and approaches make language teaching process more live and worthy.

CONCLUSION

Learners today need to prepare themselves as global citizens in these days of Fourth Industrial Revolution. The advancement in research in the field of ESL/EFL has really given an insightful guideline for the learners to ensure impactful academic and professional communication. Innovative tailor-made courses and customized materials can help learners to be equipped with sufficient skills of English language to serve the purposes of the growing requirements and demands of both the academic and professional learners. On the basis of the circumstances, the aforesaid syllabus is both appropriate and learners' learning-friendly. This whole arrangement itself is motivating. The contexts of English language learning are connected to the field of the study. Learners can integrate these contexts with their real life experience. Considering everything, this ESP course is full-fledged to prepare the learners with English language skills to encounter any of the situations in both academic and professional life. From the experience of implementing the findings of the action research this has become evident that learners equipped themselves with sufficient proficiencies to meet any unscripted situation with interest and utmost spontaneity.

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Dictator Literature

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Abstract

Acknowledging the works of certain despots inspite of their unfavourable identification in society is the main objective of this article. Literature written by notorious people are untouched deliberately by scholarly experts despite deliverance of admirable ideas and compositions.

Neglection of the entire literature of notorious historical figures based on historical assumptions is an injustice made to education itself. Exclusion of works from the world of education should not be based on one's personal actions or historical incidents. We tend to wonder at the staggeringly vile literary oeuvres of villains like those of Hitler and Stalin who surprisingly encompassed their writings and speeches with elegant confessions of women empowerment, importance of education, political philosophies, and criticisms. The study of dictator literature can further contribute to the sub-fields of human sciences. Moreover, this paper involves proficient proclamation of western influence in the field of popular literature and has furthered the lens of stigmatised literature.

Keywords:

Dictator Literature, Adolf Hitler, Joseph Stalin, Neglected Literature

1. Introduction

Adoption of western educational system by numerous democratic countries has caused a shift in their customs, beliefs and culture. People tend to lose their own insights by retaining the educational dogma provided by the westerners. This becomes crucial, when considered with history. A number of historical incidents have been manipulated and distorted by historians to some or a larger extent. Though the efforts and trials by the researchers to uncover the actual history are enormous, the effects of the altered history in the contemporary world is tremendous as well.

Especially, the inclusivity and exclusivity of literature should not be based on one's personal traits. Every citizen of the world must have the freedom in education to learn past incidents and perceptions. Narrowing the viewpoint of future generation for the welfare of a particular group of people is unacceptable. Knowledge and truth must not be kept hidden. If kept concealed, on the longer run, it will alter history and might negatively brand figures, people, religion, and geographical boundaries. A book must not be banned for the historical standpoint it holds. Any deviation or superstition in the name of history or religion is challenged when viewed scientifically or logically. But at the same time, everything could not have been perhaps authentically proved as it is possible in these days. Hitler rightly observes about the contemporary knowledge that "Either they do not read them at all or they become exceptionally annoyed at their contents, which they hold to be nothing but a congeries of lies and misstatements".

The introduction of the term 'Dictator Literature' could be an

initiation and indication that the world of literature has no exclusivity in consideration with one's personal misdeeds. "To err is man" is a proverb which could be proven if tested scientifically. And so the objective of this paper is to acknowledge the literature of negatively branded people, in particular with dictators.

2. What is Literature?

Literature is considered as "a letter of alphabet" of any artistic, aesthetic, written and voiced form of invented and felt expression. It is broadly defined as a systematic articulation of art forms of finest imaginative thoughts and merits (Wikipedia contributors, 2022). The major genres of poetries, fictions, novels, dramas are all creative contents of information written by experts of various fields. One must talk literature to write literature in an obviously seeming humane learning of his or her own reality. Literature is a search of traditional theories, criticisms, debates and talks of necessary topic of subjects (Krystal et al., 2014). It furthers the search of writings through someone else's point and re-moulds it to develop critical thinking of fixative imagination and factual truths.

Many historians have agreed upon the statement "The writer is the engineer of the human soul" (Kalder, 2019). One must not fail to recognise that one truth differs from another, a layman's values, understanding and truths contrasts from that of an intellect. The major criterion that bounds literature dwells on the very fact that ideas reflect the interests of writers and perusers. The very opening of literature must trigger the perusers' imaginative cells and must not be biased towards the one who wrote it. A conclave hive is required to

learn, transmit, and understand the cultural contour of literature. The scream of one analogy yells on rhythm with circumstantial reflective events of written handiworks of art. A fundamental question of what is literature? is thusly reprimanded by definite explosions of commercial orient answers rather than being contested for its original answer.

3. Western Dominance

The western dominance exists ever since the period of colonisation. The learned community on and off the internet portray the westerners to be the epitome of culture and knowledge. The subconscious domination of the westerners through their language and technological prowess have not failed to influence the rest of the world. Jaishankar aptly says that “the Europe’s problems are world’s problems but the world’s problems are not Europe’s problems” (Jaishankar, n.d.). Similarly, the enemies of Europe are considered to be the enemies of the world. The likings and literature of westerners are considered to be universal literature and the rest are not acknowledged enough. The political dominance might or might not be subjugated. But, the dominance over knowledge could be undermined only by the learned community. Awareness and alertness of the learned community can only solve the insoluble dominance of the so called ‘powerhouse of genius’.

4. Dictator Literature

Dictators being notoriously acknowledged, and literature

being considered as an aesthetic form of invention, the term 'Dictator Literature' is quite contradictory. Merriam Dictionary defines dictator as the "one ruling in an absolute and often oppressive way" ('Dictator', n.d.). Dictators such as Hitler and Stalin have proved themselves to be effective rulers, yet ruthless in character.

However, their brutality in wars and barbarity in fights does not define their personality traits. Indeed, Stalin promoted women rights in Russia and Hitler reinforced the need for education in Germany. These constructive thoughts have not failed to appear amidst their chaotic perceptions. Words of Hitler on life and education is sewed with reality, his insightful political thoughts might succour politicians in their hour of need. According to (The State and Revolution — Chapter 1, n.d.), Stalin says that "Not a single great movement of the oppressed in the history of mankind has been able to do without the participation of working women" which undeniably supports the empowerment of women. Among the volcanic heat of thoughts and dirt of coal, diamonds and thoughts in literature such as these could be extracted and explored.

5. Conclusion

Dictator Literature sites negative notions on fixative reading and writing, and furthermore denounces various OTT (Over the Top) authors. The problem, further, elasticises itself when an individual overlooks popular tastes of authors and devotes to undermine attention towards books written by the so called 'negative villains' of our society like those of Adolf Hitler, Joseph Stalin and Saddam Hussein. One must not be biased towards any kind of stranded

literary works just because the individual involved is remarked with a red ink. Intentional branding of negativity towards a work of art must be deleted. The perusers must keep in mind that prejudgement of a book without reading it should be exempted because interests in exploration of literature is all that counts in the longer run. The famous 'Reader-response theory' even suggests to focus on the reading of textual construction rather than paying attention on the authors justification of his work and experience. One must undo oneself and unlearn all that he already learnt to give his primary focus on the text and only on the text alone must be of a greater significance to the perusers. And so the collectable perceptions and thoughts of the most notorious figures in history must be acknowledged as well.

"Can't Hitler be Wordsworth?"

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**MODERN DRAMA AS THE MASSIVE PILLARS OF REALISM
WITH A CATCHY NATURE - J.M. SYNGE**

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Abstract

In all the Ages, Drama had delighted people like a spectacular extravaganza. But, its theme varied from Age to Age, falling in line with the literary taste and aesthetic temperament of the audience or the readers. The Drama that began as a verbal ambassador of religion and superstition got metamorphosed into a trumpeting voice of historical events and anecdotes and then transformed into a living legend of reality and practicalities. The journey of English Drama had not been like a detour but more like a pilgrimage. The Writers of Drama continued to be like literary sages or saints preaching some moral or the other, some principle or the other, some doctrine or the other or even some dictum or the other. Down the Centuries, the English Drama, like a perennial river or like an everflowing stream, continued to exercise its gladsome spell on the theatre-goers and on the book-worms. The gifted Dramatists, like the horn-blowers, went on with their mission to be the architects of the human society. The list is long and interesting with names like

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*Shakespeare, Marlowe, Heywood, Ben Jonson, Green, Peele, Nash, Dryden,
Shaw, W.B. Yeats, Ibsen, J.M. Synge and so on and on.*

Keywords & Phrases

*Verbal Ambassador, Literary Marvel, National Theatre Society,
Lilting Style, Amalgamation, Greek Tragedians, One-Act Tragedies, Genius
Loci, Gaelic World, Cultural Renaissance, Replica, National Movement,
Gaudy Carnival and Verbal Elegance.*

A Crippled Votary

Realism is the dominating element in the Plays that have been generated in the modern times. This is why the Saying, 'Realism is the heart of 20th Century Drama' has been brought into lime light. The bouquet of appreciation goes to Ibsen for making or moulding Realism as the flesh and blood of the Twentieth Century Literature. The modern Playwright builds the story or plot on the themes of Law, Justice, Social Problems, Struggle between the rich and the poor and so on. Shaw had been a challenging pioneer who, with his first Play, carried the serious drama to perch in the literary arena of social problems or puzzles. It was Synge who raised the modern drama on the massive pillars of realism with a catchy background of nature. Rocked by ill-health, he could not go beyond Six Plays. But, each is a literary marvel and even a literary miracle. He was an average student both in school and in the college on account of his poor health. And thus, he was like a scented rose wasting its fragrance in a desert. His genius could not soar to higher and higher heights as his wings were epitomes of sickness and helplessness. He was a crippled votary of learning in the light of his

shocking health conditions. Yet another shock that struck him like a lightning was his failure to come up as a musician. He went to Germany to learn music but he returned because he could not keep pace with the fast life of Germans.

Literary Revival

The Plays penned by Synge deal with the people of Ireland and Ireland dominated all his Plays. The country was like a verbal granary for him which provided sufficient material and characters for his Plays. He lived a simple life and was a man of sense and sensibility. Neither he neither liked politics nor was troubled by economic issues. He esteemed life as a drama and lived like the prominent characters in his Plays. His ill health provoked him to be a celibate all his life, with no liking or love for marriage. He believed that unhealthy parents would beget unhealthy children. And therefore, he decided not to create children to suffer as he was suffering. His ardent love for music inspired him to compose poems also. But, he should not be equated with Shakespeare or Collins who presented the Poetry of real life. The Literary Revival in Ireland paved way for the coming up of a National theatre. The London actors were given intense training to enact the Irish Plays which helped in the formation of the Irish National Theatre Society. The spectacular stage and the lilting style of acting were very thunderously applauded by the audience. As one lamp lights several other lamps, several other theatres came up. But, the birth of Abbey Theatre struck a golden turning point in the course of Irish Drama. This Theatre fulfilled the dream of creating a new drama. Synge had been one of the Directors of the Abbey Theatre.

Aran Island, The Waste and The Barren

Synge was very much influenced by W.B. Yeats in the art of depicting the life of people who had been an amalgamation of opposites such as love and hatred, joy and sorrow, pride and humility. He never invented themes for his Plays as he found the real life of the natives a goldmine to provide the raw material for his Write-Ups. He moulded his characters on the lines of Greek Tragedians but he could not find satisfaction and so he traversed along a different route. He turned the heroes into ordinary men instead of making ordinary men the heroes. His impeccable power of creativity and his inimitable sensitiveness rendered an outstanding design or format that won for him a golden niche in every like-minded reader. Synge had a remarkable liking and inexpressible love for the Aran Islands that were off the West Coast of Ireland. They were barren and isolated but drew Synge to their hold like a double edged magnet. In all his life, he made four visits to the island and every visit roused his emotions to build the plot for one Play or the other.

Flair for Scenic Beauty

Scores of Playwrights and Dramatists ventured to combine dramatic Poetry with nature. But, no one could succeed as Synge because his sensitive mind and receptive heart excelled in pumping out a flair for scenic beauty and an unsatiable love for the nature around him. The Irish are very much attached to their rural background and any sea or hill, any river or hillock, any brook or any mountain will surely heighten their emotions. Nature is friendly at times but ferocious the next minute but it matters least to Synge and the people of Ireland.

He had given a graphic description of the two aspects of Nature in his Plays. His 'Riders to the Sea', is one of the few effective One - Act tragedies in Literature. The victory of the sea over its hapless victim is unquestionable in the light of its majesty and grandeur. Synge, a versatile genius and a Genius Loci, discloses a vast variety of nature to drive home the fact that Nature is the giver and man is the taker. He doesn't make nature to come straightforward in his Plays but he makes its presence felt here and there and everywhere. His committed devotion to nature tempts the readers to call him an Irish Nature Poet. His strong belief that no man is eternal and will have to die someday, makes him to console his Characters that they should accept what all nature gives to them, life or death, sorrow or ecstasy, hope or despair.

Cultural Renaissance

Synge is a Literary Colossus who can blend the ideal with the actual, like a talented weaver. His love for solitude and an isolated life kept him far away from the National Movement in his own country. But, he was not an escapist or a day-dreamer or an opportunist or a lazy loggerhead. He gave full expression to his urge for revival and reconstruction. This is why, his Plays are recognized as literary pieces that are realistic but half-comic and half-tragic. He doesn't belong to the Gaelic world but adopts and refines its dialects and stories. He adopts its native tongue with all its rhythm and melody. His rich experience is a measuring rod of his caliber as a Playwright. He, in his short life span, could complete Six Plays but left the Seventh Play incomplete. He extends the frontiers of Twentieth Century Drama beyond one's expectations and beyond one's calculations. He is right in judging men

and women and even wise in his dealings with them. Like Wordsworth, Synge finds life in every petal of a flower, in every blade of grass, in every wave of the sea, in every ripple of a brook, in every bud and blossom, in every bird and beast, and in every inch of Mother Nature.

Conclusion

The greatest asset of Synge is his wonderful language. It delights us not as the high sounding verbal spectacle of any Classicist but as a clever and convincing deviation from it. Dialogues in his Plays are exotically attractive and are solid replicas of folk-speech. From the scrap, he built the citadel of simple but splendid verbal frescos. But, because of his death while so young, he could not absorb fully into his work the complete nature of the Irish. This may be one reason why he is not classified as a Universal Dramatist. But, in his workmanship, in his power of imagination, in his sense of keen observation and in his craze for identification with reality, Synge is the greatest of the Irish Dramatists. He is exalted as the only great and renowned dramatist of the National Movement in Ireland. His Plays abound in dramatic intensity and poetic expression. As in Shakespeare, poetic and dramatic expressions are one and simultaneous in Synge. He is a Poetic Dramatist and also a Dramatic Poet. Mysticism is one of the basic roots of his poetry. His vision is a passion for simplicity and his passion is a vision of folk-poetry. He is neither a satirist nor ironic. His lyrical beauty is a gaudy carnival of verbal elegance and eminence.

THE MATIC INTERESTS IN KHUSHWANT SINGH'S GREAT NOVEL - RESEARCH

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Abstract

This study was co-authored by Khushwant Singh and the focus is on analyzing central themes of partition, the Quit India movement and Indian history. India, its past and present, the cultural, social and political life of Sikh communities and their family's relationships, love and sex, sexual relations with women of main character Mohan Kumar showing off sex with his wife Sonu and other talented women in New York can. This is evident in his writing style. Khushwant Singh is stream of consciousness to portray characters in their own way. To arouse and arouse students' interest in the learning process in order to improve the learning process. This analysis examines key themes and their concerns in the great novel.

Key words: *Thematic concerns, major novels, partition, Quit India Movement, Social life*

Introduction

Kushwant Singh's great novels often inform us considered relevant issues for readers and departments India and Pakistan, the movement to quit India and its impact social, political and cultural life of Sikhs Delhi community, love and sex, sexual relations main character Mohan Kumar and his wife Sonu the women of New York are vividly drawn. This first, let me introduce you to Kushwant Singh as a famous writer a 20th century Indian-English novelist. It is well established through the wonderful presentation of ideas in various forms a key theme of every novel - *Train to Pakistan, I won't, Listen to The Nightingale*, Train to Pakistan (1956)

The national movement turned out to be an important event capturing the imagination of an entire Indian English writer. These events are explicitly explored in her novel Train to Pakistan, by Kushwant Singh. Trains to Pakistan are different most novels are divided in terms of unity of screen and time, place and action. It has a greater unity of time, place. Its action is concentrated in the surrounding area. The duration of Manomajra is no more than one month. Perhaps this is the key event for him to transform caring and love. Trains to Pakistan focus on the village Manomajra. Issues of peace and communal harmony and views, and communist change and bloody retaliation all happened across the country by influencing the village of Manomajra. It shows how peace is disturbed by a fundamental force in united hands we are investigating our relationship with government agencies. The first novel, A Train to Pakistan, partition. Millions of people were fleeing around you millions of lives have been lost. Kushwant Singh says:

All these have made the people in Manomajra very conscious of train... Men are in the fields....As the mid-day express goes by Manomajra stops to rest...When the evening passenger from Lahore comes in every one gets to work again. (4-6)

In the summer of 1947, the new state of Pakistan was born. Muslims, Hindus, and the Sikhs were on the run the train is another important symbol of the novel. Pakistan representing the daily life of former Manomajra independence. Manomajra's daily life systematic departure and arrival of trains there: the partition of India led to the withdrawal of Hindus from Pakistan, Muslim from India. Kushwant Singh revealing a healthy sense of history like Manohar Margonkar. Both Train to Pakistan and Ganges Turns Successful Experimented by them in portraying the personal and historical ideas and perspectives in fictitious techniques and styles or division has his two political borders of India and Born. Pakistan or O.P. Mathur Bemerkut:

Singh's deep love for Delhi, makes him to work for twenty years, as he says, to write a novel of its past, a novel... portrayal of the historical times, some of the important rulers and some unknown commoners through their own words...and the other's personality and views. (3)

I Shall Not Hear the Nightingale (1942)

Kushwant Singh's second novel *I Shall Not Hear the Nightingale's* theme is the liberation movement from 1942 to his 43-year period. Don't get too deep into political issues thoughts in the meantime. Here are some details about Indians people's Desire for Freedom and some

people's attempts young men are preparing for a terrorist act to free themcountry under British rule.The novel *The Nightingale Can'tHear* gives us. A Critical Answer based on Mahatma Gandhi's Analysis of the Satyagraha MovementNonviolence. The novel proves the fact that life is one an important force with social, moral, and spiritual unitycontradictions Presented by Rare Knowledge and skills, that's Kushwant Singh's strength he often reads to his readers. The novel *The Nightingale I Haven't Heard Is Structured* chronologically continuity in developing his account and his plot time.

But novel characters were introducedin a traditional way. Butasin is selfish and career oriented magistrate, his wife Sabrai is truly selfless, pious and heroicwho sacrificed her life for her son Shah Singh and others a company that protects her husband's honor and dignity. Shah Singh is portrayed as a westernized Sikh youth. He will not succeed he acts heroically for national independence despite all radicalism views and thoughts. He can neither understand nor satisfy it his wife's sexual urges and he's portrayed as an 'imperfect' man in the novel, the nightingale is not heard. Sexual urge presented by the novelist:"She lay-like a nude model posing for an artist; one hand between thighs covering her nakedness and other stretched away to expose her bust". (4)

Shah Singh released from prison for murdercould not prove that it was directed at him. Here againlead to a spirit of help in the form of charity christianity, the Spirit of Prayer and Devotion to God acquiring Victory, Related to Guru Granth Sahib Tyranny, deceit, duplicity, violence, injustice. This can be treated as an amazing feature of the novel *I have to Don't listen to the nightingale*.

On her deathbed, Sabrai tells Shah Singh that she will not when she heard Nightingale hint that she was about to die, she won't be there to see the dawn of freedom like one spring season is a happy moment for people. Country. her son had told him he would be free reminds me of that moment like the spring season as for the happiness of people, the deeper meaning of this parable is there are traces of tragedy, if the reader notices. Kushwant Singh is religious in nature and his beliefs are true Sikhism is the main theme and concern of his novel *I Shall Don't listen to the nightingale*. Born to advertise unity between Hindus and Muslims. Take action against all remorse and love.

Samurai is the best an example of giving love and tolerance to others. She is devout and religious, possessing divinity and knowledge. She submits completely to God and her guru Granth Sahib. She devoted her life to the welfare of her family released her son from prison on charges of murder. She laying down her life for her son, showing her true motherhood the instinct of novels until I hear the voice of the nightingale end. Saburai that looked like a "bulbul on a branch" Buta Singh's orchard family is about to fly. This novel I Shall Not Meaning, Meaning hear the nightingale's voice 'cause he's leaving this world as a sabri you can't hear a nightingale sing forever. Had was symbolically associated with dawn freedom.

Conclusion

How to teach novels can be used to develop engineering student communication skills English is used as a second language in schools, colleges and universities. Indian Universities and the use of innovative

methods and their helpful relevance for non-native speaker's learner
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**FRIENDSHIP –BETRAYAL IN KHALED HOSSEINI'S *THE KITE
RUNNER***

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An amiable, good-natured, good-humored, sweet-tempered, illustrative and foremost an intelligent novelist, Khaled Hosseini, wrote his first novel, *The Kite Runner*, deeply influenced by his homeland, Afghanistan. Due to various reasons, Hosseini's family was compelled to move to the United States where he adopted the culture and tradition of his adopted country by adapting to its societal demands. After a long term of adjustments and struggle, Hosseini became a successful medical practitioner in 1996. Having a great sense of affection and love towards his native land formed the impetus for Hosseini writing this novel and all the subsequent ones that seem to reveal the beauty and the gore that thrive in the Afghan soil. This novel has a unique ability to connect people of all nations together.

An enchanting tale of family and friendship, set against the backdrop of war-riddled Afghanistan over the last three decades, it is an unusual and impressive tale of two boys-Amir and Hassan. With their life histories is woven the various wars and coups including the Afghan monarchy, the Soviet invasions, the extremist -Taliban regime . It is more than clash of communities – Pashtun and Hazara. In fact, there are autobiographical elements in the novel that make the reading rich and rewarding.

The story also paints myriad shades of love- that of father and son, husband and wife, between friends. In the background of guns and shells, we see friendships threatened, loyalties questioned and gut-wrenching sacrifices made to save loved ones. While the ideological hegemony prevalent in the country curbs any and every cross-cultural relationship, the ethnic barriers are often broken to bits in the face of friendship and brotherhood. This novel seems to be an argument against cultural, racial and ethnic divide, championing the cause of humanity.

It presents the contradiction in culture, the way of life, point of view and education. Second, the story pictures something different from other common novels. Most novels talk about the theme of love between men and women, discrimination, politics, war, even thrill or horror. *The Kite Runner* is different. It presents unique story, not about love story but about identity, loyalty, courage, deception, where friendship or brotherhood is precious, about the traumatic childhood that is faced by the main character Amir with his friend Hassan. Third, it has social atmosphere, the story pictures the real social condition in Afghanistan. It makes the writer sure that anytime, anywhere the social class always exists all over the world and it always declares the same right.

The Kite Runner presents the real social condition; there is social stratification in

Afghanistan which leads to social distance among the citizens. There are Pashtun and Hazara.

Pashtun is the majority with special privileges, Hazara are the minority that are deprived of even the basic dignity.

Hosseini's ability to highlight and explore various difficult topics is one reason for the enduring quality of his novels. Racism plays important roles in Khaled Hosseini's *The Kite Runner*. Racism plays an important role in Hosseini's *The Kite Runner*, skillfully delineating the roles of the characters and the plot to highlight the stark consequences of such discrimination and divide. The bias and prejudice at the core of the society is wielded as an effective tool at the hands of the writer to grant credibility to unconscionable acts of brutality and violence inflicted on the minority.

Hosseini draws parallels against the two classes of society- the so-called enlightened America and the barbaric and medieval Afghanistan.

He pursues his story of prejudice and racism in Afghanistan as well as in the United States. *The Kite Runner* pits two classes against each other, the educated modern and secular elite and the medieval masses.

The poignancy of the above lines drive home Hosseini's yearning for peace in his country. Literature changed the life of Hosseini and thereby he became a Goodwill envoy. Started many funding organisations to help and prevent the poor people from poverty, and serve for their upliftment.

The story begins at a precise moment in December 2001, a season of freezing temperatures, the narrator recalling the events that took place in the year 1975, when the narrator was twelve years of age. The Narrator has just received a call from his friend, Rahim Khan, who lived in Pakistan. Rahim Khan invites the Narrator, Amir, to visit Pakistan to see him. Amir starts from San Francisco as soon as he

receives the call. He is besieged with too many memories - some sweet, some terrible. When he is on the way to the northern edge of Golden Gate Park, where he notices many kites flying, he recalls the memories of past, especially his cleft-lipped friend Hassan, his Kite runner.

Looking back, Amir recalls how he has never found appreciation from his father,

Baba, while his friend and Baba's servant, Ali's son, Hassan, is the recipient of it all. Hassan has been loyal to Amir through and through. His sacrifices were unending. But Amir has scant regard for Hassan- the one person who seems to earn praises from Baba that rightfully belonged to Amir. There are numerous instances, Amir Recalls, when he has been borderline mean to Hassan. Amir drunk on a sense of superiority born of his legitimate right of belonging to a better caste, while at the same time feeling emotionally crippled by his father's apathy, is a complex character who realises Hassan's goodness, but is unable to reciprocate appropriately. When Amir is intercepted by the local bully, Assef, Hassan stands up for his friend and rescues him. During a kite fighting competition, Hassan, Amir's Kite runner, is cornered by Assef in a back alley. Hassan calls Assef as one-eyed Assef, when he misbehaves with him ganging up against Hassan with his three friends.

During the Kite fighting competition, Amir keeps waiting for Hassan, his kite runner, to fetch his kite. When Amir goes to retrieve his kite himself after waiting for Hassan to bring it for some time, he finds his friend being brutally raped by Assef and his accomplices. Instead of doing anything to rescue his friend, Amir, cowed and besieged by the need to gain his father's approval for once by winning the competition,

runs away, leaving Hassan to fend for him. It is a gut-churning dilemma, a decision that would determine the course his life would take. Whether he would stop in the alley and stand up for Hassan or will he simply run.

Amir, in his own small-minded, prejudiced way hungry for his father's attention tries to find validation in his cowardice. Hassan's loyalty, sacrifice, friendship -all become redundant in his selfish little world where self-preservation takes top priority. We could argue that some people require time to grow up to their potential. May be if Amir hadn't been subjected to emotional neglect by his own father, he may have had an internal locus guiding him into doing what was right rather than deliberate on all the ways he would be affected if he chose to do right.

While Hassan has never let Amir down, Amir, through cowardice and unwilling to give up on an opportunity to gain his father's approval, betrays Hassan at the most crucial moment and repeatedly thereafter. This leads to various consequences, none of which are favourable to Ali and Hassan. Amir's guilt for betraying his friend drives him to devising ways to somehow making them leave their house and job. Amir plants money under Hassan's pillow and falsely accuses him of stealing – thereby depriving Ali of his job and Hassan of the comforts of their home. The guilt creeping up on Amir inadvertently grows into something monumental over a period of time.

Though Baba and Amir manage to scrape out a living in comparative peace abroad, we are given to assume that Hassan has found little joy in Afghanistan. Years later, Hassan is still found suffering under the many atrocities of Taliban and what little comfort

he finds in his wife and son is soon crushed by the perversions of Assef and his friends under the Taliban regime. Yet, more than Hassan, Sohrab, Hassan's son, is the character who suffers the most to an extraordinary degree. Sohrab has endured a traumatic childhood in a war-torn country which has led to his being abused physically, sexually and emotionally. Though Hassan has lived a comparatively safer childhood at least up until he is raped, Sohrab has never really known peace and stability.

Finally, when Hassan's son Sohrab is subjected to physical and sexual abuse, Amir receiving news of his nephew's plight finds a way to redeem himself from his life-long guilt by coming to Sohrab's rescue. Amir convinces Sohrab to come to his home, his wife SorayaJan, would take care of him in a good way and treat him with kindness. Amir's assurance allows Sohrab to hope for a good life filled with respect and attention.

Amir suffers a life time of guilt which is partly through his own actions at many points in the novel. We may well perceive him to be weak and cowardly. Yet his suffering is also a consequence of other's actions-namely those of his father, Baba.

The story also focuses on Amir's inner turmoil and guilt as a child after he refuses to intervene when Hassan is raped. As an adult, Amir continues to suffer from the overwhelming guilt of not helping Hassan and ends up seeking redemption by agreeing to save Sohrab from a life of abuse. Amir ends up atoning for his sins after risking his life and surviving a brutal fight with Assef to rescue Sohrab and pays his dues to the father, Hassan, he wronged once upon a time. The Kite fighter, Amir, has finally assumed the role of Kite runner and comes

through for his once kite runner, Hassan, by fighting his way to reach Sohrab.

The initially unnatural friendship between the half-brothers who are bound more by loyalty and betrayal, guilt and redemption, sacrifice and hypocrisy, and selfishness and abnegation than the blood they share from a parent may be a bit difficult to comprehend.

The novel takes a desolate and bleak tone when Amir finally returns home, hoping to help Hassan and his family. There he sees images of men desperate to feed their children, one of them trying to sell off his artificial leg in the market. A couple is stoned to death during a football match for committing adultery. Young boys forced to prostitution are seen performing dance steps resembling those that of organ-grinding monkeys.

The conflicts between the Pashtun and Hazaras determine the relationship between the two boys of the same father. The ignominy faced by Hassan at the hands of Pashtun, Assef, publicly and the private shame harboured by Amir for his lies, their personal cowardice and betrayal mimic the Nation's shame in its inability to sustain any amount of peace for its people under any of its regimes. Hosseini speaks about his homeland as to how he collected and gathered information from people about their sufferings, difficulties they face unknowingly. He revealed all the possible ideas of the people whom he met, but the most terrified and horrified events he kept hidden.

This novel portraying a picture of a man, Amir who is trying to find and struggles to get a place in his father's heart, but the whole situation turns to a despair, ends in betraying his own brother-like friend Hassan.. Betrayal shows the dark side of the world, where

relations are auctioned, and trust is broken, a painful experience of loss. Taking advantage of our partner or a friend when the particular person is emotionally challenged and looking for some way to heal leads to a breakdown and betrayal of emotional foundations where relationships become soundless.

Friendship always gives us happiness and is an extension of ourselves- sharing, caring, fighting for no reason, finally sorting it humorously, thereby trusting them blindly and revealing the darkest part of ourselves, telling them our deepest secrets. Our mind and heart can never accept that a good, beloved friend might be capable of betraying and breaking our trust. And when it does happen, it is more the betrayer than the one who is betrayed that suffers the most.

Betrayal is a form of sin committed by people knowingly and sometimes unknowingly to their selfish end. A kind of inhumanity takes root in their heart as well as in their mind which compels the person to behave in such an unnatural manner. They easily break the confidence of their loved ones for their own comfort.

The Kite Runner is a take on the hold a religious theocracy has on individuals. A few religious elite force upon the hapless masses their agenda that form the impetus for official sectarian hatred among, in this case, the Shia Hazaras and the Sunni Pashtuns. This hatred is an echo of the much of such violence committed in the name of religion and racism during the WWII.

Hosseini employs symbolism to highlight the discrimination in his country with situations that leave one aghast. The brutality with which Hassan is murdered.

Above all, *The Kite Runner* is a tale of redemption of the crimes committed in the past; redemption for the regrets of not doing one's duty; regrets for things left unfinished; regrets for fulfilling the moral and ethical duties towards friends, family, society and country.

There is not much to commend in Amir but a twisted justification for his cowardice. Once he betrays Hassan, there is no turning back. His guilt propels him to further acts of villainy and he begins to devise ways to completely remove Hassan from his life. Every time he looks at Hassan, he is compelled to face his cowardice and betrayal. Unable to come to terms with his ugly side, he feels he'd be better off not having to look at Hassan at all.

The opening paragraph expresses one of the main themes of the novel. Amir, the main character, is perpetually confronted by guilt. This guilt begins to haunt him throughout his whole life, reappearing as vivid flashbacks in which he relives his sins. While he tries to bury his past and forget about it, he cringes every time when Hassan's name is mentioned. Amir is driven by these feelings of guilt, and every action he takes and every decision he makes is an attempt to attain redemption.

The bear in Amir's dream symbolizes his guilt of betrayal to Hassan which he witnesses himself and can prevent from happening. Amir is utterly alone on his quest and he must continue to fight to make things right or fear being clawed to pieces and thrown into insanity by his own guilt.

Constant guilt and responsibility for what has happened now and in the past stays with him in this moment, and it is something he cannot run away from like he did before. He prays and begs for Sohrab, hoping that he is not reliving his dark past. Once Sohrab recovers

physically and Amir safely brings him to America, there is a fear deep inside him that Sohrab will never recover mentally or emotionally.

Because of their collective guilt, both Amir and Baba seem to have become what they had, doing good deeds, helping the poor and needy, in general the philanthropy they engaged in, Baba, more than Amir. He had started right from the moment Hassan is born. Baba provided him the same nurse as his legitimate son Amir. Bought him gifts and rendered him the same kind of paternal love as he would, perhaps more than his legitimate son. His sense of chivalry though born of guilt extended to other women and children- in one case saving a woman from being raped by a Russian soldier at the risk of his own life.

The Kite Runner chronicles the joyful lives of two boys, Amir and Hassan within the beautiful and peaceful valleys which Afghanistan once was Amir whose gyring sense of remorse and guilt over the sin of leaving behind his ever loyal friend. Hassan for reasons far too vague, forces him to commit acts of expiation through return. Amir's return is to a homeland tarnished and tattered by war, fundamentalism and the turbulence of a Taliban led regime.

Through the novel, there are some findings that identify the real bond between Amir and Hassan and Amir and Sohrab as the characters. The bonding feeling of brotherhood gives us lesson that the real feeling of humans is being meaningful .One great comment to close this conclusion is from Said Tayeb Jawad, the 19th Afghan ambassador to the United States, publicly endorsed *The Kite Runner*, saying that the book would help the American public to better understand Afghan society and culture.

Besides, the findings also found the conflict between two ethnics in Afghan, Pashtun and Hazara reflected upon the characters in the story. It also influenced the character's life when he is still living in Afghanistan, becoming the immigrant in America until he comes back to fight for redemption and assuage his guilt for the brother-friend he lost and betrayed a lifetime ago.

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Becoming a Muslim Terrorist in the Eyes of a Muslim Novelist

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Abstract:

*After the terrorist attacks of 9/11, there have been significant changes in English fiction where Islam has been 'falsely and closely' (Al-Ibia, 2015) portrayed by the 'west' as completely devoid of light, devaluator of women and accomplice of terrorist acts; all these ultimately make the Muslims 'others' in the society. This research paper aims to find out if the protagonist Changez of Mohsin Hamid's (a British Pakistani Muslim narrator) 2007 novel *The Reluctant Fundamentalist* is typically similar or dissimilar to the Muslim terrorists depicted in some other post 9/11 literature by some non-Muslim writers. Changez, though positive about the USA at the beginning, later rejects the USA and raises his voice against the illegal invasion of American soldiers on his country Pakistan, in the name of 'war against terror'. This rejection according to Jones and Smith, may 'facilitate the end' of terrorism at the end of the book. But ultimately, will he be a terrorist or an extremist? If he is found to be a terrorist, the paper wants to figure out if the depiction of his becoming a terrorist is authentic or not.*

Keywords: 9/11, representation, Muslim writer, other race, orientalism.

Introduction:

The magnitude of literature in the background of all the revolutionary advancements brought forth by the human race is impossible to ignore. It had impacts on the human race either directly or indirectly during almost all historical periods, notably from the Renaissance until the fourth industrial revolution and counting. Literature functions as a window into a worldview and a reflection of the society which can encompass everything that occurs in a culture. Whatever the medium, literature gives insights of knowledge and wisdom.

Literature deserves credit for the enormous impact it has had on the evolution of humanity, but we also cannot overlook the tyrannical ways in which it has been used by some groups, nations or religious groups. Being the mirror of society, it has been repeatedly used in a multitude of corrupted ways throughout history. Therefore, if one region or particular group uses literature to victimize another by portraying them as terrorists or members of a lower race in front of the world, it will be a long-term loss for the victims because the world will view them through the narrower lens of the corrupted portrayal of them in literature. Throughout history, we have also seen the generalized dichotomy of Marxists/ Russians against Capitalists, Persians against Greeks, Muslims or terrorists against Westerners, and aliens/UFOs against humans'. This is an 'othering' process in which any government, nation, or race can reduce others to some stereotypical straits. This idea is also supported by Edward Said in his writing:

"It is very easy to make wild generalizations about Islam. All you have to do is read almost any issue of *The New Republic* and you'll see

there the radical evil that's associated with Islam, the Arabs as having a depraved culture, and so forth. These are impossible generalizations made in the United States about any other religious or ethnic group”(2004).

The finest instance of these types of generalization of the Muslims can be found in post-9/11 literature. A number of books, including DeLillo's *Falling Man*, Andre Dubus' *The Garden of Last Days*, and Updike's *Terrorist*, can be cited as contributors to such generalization. All these books have a Muslim terrorist figure some as central and some as side characters. These texts were written by non-Muslim Western writers. The ongoing misunderstandings of Muslims in these novels have greatly widened the divide between the Muslims and the world as they narrow down the concept of terrorist and terrorism only to adhere to religious dogma. If a terrorist/would-be terrorist/potential terrorist character is drawn by a Muslim writer, does he bear the same characteristics as drawn by the non-Muslim writers? This is a very interesting scenario to ponder over. By examining the text of Mohsin Hamid's work *The Reluctant Fundamentalist*, which depicts the narrative of a Pakistani Muslim boy called Changez in the US, we will be able to locate the differences in depictions of a Muslim, who can be a potential terrorist(in the eyes of the Westerners) in English literature.

On the basis of Edward Said's Orientalism, we will examine how writers, particularly Occidental writers, portray Islam in English literature and determine whether they can ever escape their frame of mind.

Literature Review

According to Oxford Learner's Dictionary- "Terrorism is the use of violent action in order to achieve political aims or to force a government to act". A person who takes part in terrorism is called a terrorist. Terrorism is criminal acts to provoke a state of terror in the general public or some other authority for political, philosophical, ideological, racial, ethnic, religious purposes. Terrorism is often, though not always, defined in terms of four characteristics: (1) the threat or use of violence; (2) a political objective; the desire to change the status quo; (3) the intention to spread fear by committing spectacular public acts; (4) the intentional targeting of civilians. (the Arizona Department of Emergency and Military Affairs).

Political and religious violence is nothing new, and it is not just committed by members of one particular community or religion. Violence against one group against another in the name of belief and nationality has been documented frequently throughout history. It's almost certain that the significant number of conversations about current terrorist activities refer to the Eastern inhabitants and Muslims. The involvement of the Muslim Jihadists in the headlines is one of the major ways that the Western international media aggressively propagates the violent acts that took place in other parts of the world Following a string of similar incidents, the theme of "Islamic terrorism" has become even more bizarre According to wikipedia, Islamic terrorism (also known as Islamist terrorism or radical Islamic terrorism) refers to terrorist acts with religious motivations carried out by fundamentalist militant Islamists and Islamic extremists. Muslims and Muslim terrorists are not same but Islamic terrorism is represented

by the Western in a negative way to undermine the religion itself. Why this stereotypical understanding- to comprehend it we need to understand Orientalism. It is the study of the languages and cultures of the so-called Orient. During the Europeans' eastward imperial and colonial widening, the term "Orient" was randomly used to refer to all of the Asian civilizations they witnessed. The East is symbolized by the Latin word "Orient." Typically, Western authors, designers, and artists create these representations. Religious, historical, and literary texts written in Arabic, Persian, Sanskrit, and Chinese were translated by Orientalist scholars. Said's critique of "Orientalism" sparked a discussion about how well Western observers can understand Islam and other cultures that is also classified as 'Oriental'. It is a fact that Muslim cultures have received the most attention in the majority of "Oriental" studies. Edward Said in his book *Covering Islam* has shown, how orientalist attitude has reduced the Muslims as backward, superstitious, women-hater, violent and extremist group. After the 9/11 attack the understanding of the Muslims by the west is more negative and more reductionist. Richard Gray in his book *After the Fall* has criticized many novels which fall short of expression while depicting the 9/11 related themes. He praised Mohsin hamid's *Reluctant Fundamentalist* for successfully capturing the points of convergence of different 'traumata' and culture.

Textual Analysis

The story is narrated by Changez to a supposedly American undercover agent while sitting beside a street of Lahore. He is a bright student studying in the US at the beginning of the novel later at the end

turning to a nearly successful social activist in Lahore, Pakistan, in between there were a successful job life, a terrible love story, and wounds he got from the citizens of the US, also leaving the job that made him rich at the age of twenty two and returning back to his homeland in the realization of he is a Pakistani. Though in the larger part of the novel he loves to be marked as an American and even claims himself as 'a lover of America'(Hamid, 2008, p.1), gradually shifts from this favorable view point to a later sterner one.

After getting a scholarship for being a very well performing student, he started studying at Princeton University and later on, landed a job at Underwood Samson. The protagonist is extremely meritorious as is any terrorist found in real life. For example, all the suicide bombers of 9/11 attack were specially trained and had special skills to complete their mission. He said:

'I myself had among the top exam results in Pakistan...Students like me were given visas and scholarships, complete financial aid, mind you, and invited into the ranks of the meritocracy' (p.4). In John Updike's *Terrorist* the protagonist Ahmad is shown to follow Islam rigorously, by not drinking, by praying regularly and by uttering the Quran frequently but Changez may seem like a character with strong religious morals but he is not, for example the use of alcohol and extramarital affair are not accepted in Pakistani Muslim culture, but he used to drink and have extramarital relationship, we find him quote to Erica's father 'I told her that alcohol was illegal for Muslims to buy (p.27)'. The author highlights the fact that Changez's morals and loyalties are not straight as the Quran says. He adopted American culture.

But his Pakistani self was somewhere dormant. Being a Pakistani, working shoulder to shoulder with the Americans in a good foreign company is enjoyable and rewarding for him. Even after having these affections for America, Changez admits feeling a silent surge of pleasure when the Twin Towers fell. A sense of subconscious anguish and revenge play in his mind. Why does he feel happy? Maybe because the momentary Eastern gaze was a protest against the interpolation of the Western Gaze. This gaze is the result of the abhorrent look of the white mass on any bearded Asian-looking person faced after the 9/11 attack.

Personal relationships is a very important component to understand a person and his beliefs. In the novel Changez happens to meet Erica, a Western, American woman whom he fell in love with and deeply felt attached to her while living there. The personification of an "American" that was adopted by Changez at the beginning, continues to change like a rollercoaster throughout the story, the change of circumstances influenced him into making some crucial decisions that led him to come back to Pakistan his current point of life. 'I did leave behind a love, and her name was Erica'. Erica's rejection of Changez's love symbolizes how America also rejected him by insulting his skin colour, beard and his country-Pakistan. Moreover, Changaz was also facing humiliation at public life: 'I know only that I did not wish to blend in with the army of clean-shaven youngsters who were my coworkers, and that inside me, for multiple reasons, I was deeply angry' (p 130). This resentment, anger and sense of failure in personal relationships make him more vulnerable to be hateful to America.

The character (Changez) took turn when he met the character Juan-Bautista. He felt himself 'a servant of the American empire' (p.152). He begins to question his own identity. While Changez is made to feel like an outsider in America, much of his social exile is self-imposed. That he chooses to develop his appearance to match the Western stereotype of an Islamist, what actually furthers his alienation, what extricated himself from a society he no longer idolizes. What later made him return back and support his country.

Leaving the USA and returning back to Pakistan was a renaissance for Changez's life. It can be seen that the realization of being a Pakistani was so deep that he sacrificed his luxurious rich life abroad and joined as a university lecturer in his own country. From the realization as well he never just taught as a lecturer at his university but also tried to create concern in the Pakistani students which later turned into a movement against the illegal invasion of the US army. All these points to Changez's patriotic fundamentalistic mindset.

It is not simply America who rejects Changez, but Changez who rejects the American ideal. Hamid never wants to expose Changez as a terrorist. Hamid never highlighted Changez's Islamic adherence, still he admitted that on seeing the twin towers falling, he felt a kind of instinctual pleasure, he was 'remarkably pleased'(p.72). Undoubtedly there is an underlying fear present in Western society that the brown Asian population is perfectly respectable for the incidents who secretly sympathizes with and support the terrorist agenda. Changez's admission is painfully honest, and acknowledging an impulse can never be something negative.

Findings:

Through the author's socio-political perspective, the readers are given glimpses of recent Pakistani history along the way, but the true focus of the book is on how individuals of a specific stature have been affected by circumstances and viewpoints that were beyond of their control. In the book, it is also demonstrated how some groups exploited victimized groups to enforce their laws against them, which caused the victimized groups to fight for their freedom and ultimately be portrayed by the enforcing groups as terrorists across the entire planet. Peter Byrne *Anatomy of terror: What makes normal people become extremists?*

“Criminologist Andrew Silke at the University of East London has conducted many interviews with imprisoned jihadists in the UK. “When I ask them why they got involved, the initial answer is ideology,” he says. “But if I talk to them about how they got involved, I find out about family fractures, what was happening at school and in their personal lives, employment discrimination, yearnings for revenge for the death toll of Muslims.””

The naming of the radical believers is not shown as a terrorist rather a fundamnetalist by Hamid. The idea of representing a ‘terrorist’ can be political, biased and depends on the mindset of the representer. As we find Changaz indireclty labelled as ‘terrorist’ by the placement of his speech in a video clip made for war against terror by the American.

The personal trauma, anguish or any strong reason behind being a terrorist is absent in many twenty first century narratives on Terrorism. But in Mohsin Hamid’s book we find the connectedness. We

can feel the reason for shunning an outstanding career and adopting the life of a teacher.

So we can say that the portrayal of a 'fundamentalist' in Mohsin Hamid's *The Reluctant Fundamentalist* is more convincing representation of a would be terrorist whose personal adherence to the world and the societies are more connected to become a 'potential terrorist' character. Hamid's keen observational description of the protagonist makes his depiction more neutral, believable and authentic than the other non-Muslims narrators.

Finally he asserts, a terrorist is not created from some religions, a terrorist becomes a terrorist by some outer incidents and believes. To become a so-called potential Muslim terrorist in the eyes of a Muslim writer is to be or feel: insecured, angry, revengeful, cynical, personal anguish (relationship or family bondage), insulted and so on. Moreover, a terrorist can become a terrorist for having both inferiority and superiority complex and ambivalent feelings towards the West.

Conclusion

A true Muslim practices Islam. On the other hand, Muslim terrorist they pretend they are muslim but they use islam to fulfill their own purpose. Islam never said to do Jihad for religion. A true Muslim will protest when he sees wrong doing. This is what Western countries call terrorism. A true Muslim can never kill people. But some Muslim terrorists mislead the youth by misusing the Quran. Here Changez just came back to his roots and wanted to spend the rest of his life with patriotism. The change that came in him became a cause of treason for the Western countries. Those who express their own religion, culture,

patriotism from within the Western states are associated with terrorism. That is exactly what happened with Changez. At first he obeyed all the words of Western countries like a slave. They liked it too. But whenever he starts representing his victims, talking about their rights, how they are ruling, exploiting and oppressing their countries; whenever he wants to bring these words in front of everyone. He becomes a traitor to the West. But how he becomes it Mohsin Hamid being a Muslim writer clearly understood it and portrayed authentically.

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ORDEALS OF PARTITION AND EXISTENCE OF COMMUNAL HARMONY IN KUSHWANT SINGH'S TRAIN TO PAKISTAN

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Abstract

Train to Pakistan, the first novel on the theme of Partition, is a dreadful description of incidents resulting in brutal mass destruction making the division of India in the autumn of 1947. It is according to the theme of partition of India into India and Pakistan, and therefore it relates the distressing tale of individuals and societies trapped in the whirl of Partition. The novel is measured one of the best novels on partition. Kushwant Singh became famous with the publication of *Train to Pakistan*, his first novel, in 1956. *Train to Pakistan* depicts the pain of Partition that gave birth to two political frontiers – India and Pakistan. On the day before the partition, thousands flown from both sides of the borderline looking for shelter and safety. The inhabitants were evacuated and it was surely a terrible experience for them to abandon their possessions and haste to a land which was not theirs. Partition affected the entire country and Kushwant Singh's purpose of this novel is to see the events from view point of the people of Mano Majra, a small village, which is situated at the border between India and Pakistan. Initially it is entitled *Mano Majra* which implies constant, whereas the present title, ***Train to Pakistan***, denotes change. The political upheaval of partition has really affected human relationships not only between

two persons but also between two communities as well. It is grim story of individual and communities caught in the maelstrom of the Partition of India. In the novel the novelist shows that almost seventy families, mostly the Muslims and the Sikhs, used to live in perfect peace, harmony and amity during the Pre-Partition days. The annihilation that followed in the wake of the partition of the country is contemplated one of the goriest cataclysms of history that demanded countless innocent lives and loss of possessions. The partition of India and the brutality it caused disheartened Kushwant Singh enough to perceive the idea of writing a novel to express his mental suffering and internal struggle.

Keywords : *partition, migration, violence, human relationship, marginalization, etc..*

Introduction

Kushwant Singh aims mainly on the partition, on the incidents before it, the carnage initiated by it and its consequences. His objective in this novel is to exhibit and search the world around him and to portray it in all its realistic background. He creates a strong sequence of occurrences with the backdrop of Indian panorama, Indian wonders and music, Indian behaviors and deeds as only an intensely attentive and considerate novelist can describe them. To use the words of Prof. William Walsh, "***Train to Pakistan*** is a tense, economical novel, thoroughly true to the events and the people. It goes forward in a trim, athletic way, and its unemphatic voice makes a genuinely human comment." (18).

The main hero of the novel is the village itself. The action of the

novel revolves around a small village in Punjab called Mano Majra, in the north-western region of undivided India, at the Indo-Pakistan borderline on the banks of the river Sutlej, which serves as the fictitious settings of Train to Pakistan. Singh knits a plot around life in this village, making the village a miniature epitomizing a loftier world. However the village is controlled by the Sikhs, Mano Majra has, as its dwellers, the Hindus and the Muslims too. The novelist surveys the impression of partition on the village which symbolically outlooks for India. He attempts to detect the true Indian reaction by contrasting people, their opinions and also their activities.

Mano Majra has always been acknowledged for its railway station. All the happenings in Mano Majra are strongly related with the arrival and departure of railway trains. The morning mail train to Lahore tells Mullah and the Sikh Priest that it is time for morning prayer. The Mano Majrans eat and sleep when the twelve noon expresses passes by and they are back to work as the evening passenger from Lahore comes in. When the goods train steams in, it is gesture for them to sleep and to Mullah and the Priest, the call for evening prayers. Nevertheless, the life in the village is, in a way, centered on the railway station.

There are around seventy families in Mano Majra and Ram Lal's is the only Hindu family. The village is similarly inhabited by Sikhs and Muslims. They know each other very well and live in harmony and peace like a single family. The peaceful life of the village is not disturbed by the political actions of the country. The pleasant ambience and well-designed integration that exists in this village is lucidly narrated in this novel like this:

...there is one object that all Mano

Majrans even Lala Ram Lal—venerate. This is a three foot slab of sandstone that stands upright under a keeker tree beside the pons. It is the local deity, the deo to which all the villagers—Hindu, Sikh, Muslims or pseudo-Christian—repair secretly whenever they are in special need of blessing (Singh, 10).

Nonetheless, the villagers, regardless of their religious connections, be evidence for unity by appealing to the sandstone in the course of tough times.

The condition of the country depreciates sorrowfully in the wake of partition. There are massacres and rapes. Evil dictates the scene. As the novel opens, Mano Majra is already troubled by the news of communal hostility in Bengal and Punjab and give the impression that God is admonishing people for their wrongdoings. But notwithstanding the news, Mano Majra preserves its absolute harmony among its diverse communities. Though, the bizarre summer of 1947 proposes that all is not well in Mano Majra or somewhere else. The village also becomes the miniature copy of communal skirmish and upheaval caused by the partition. Kushwant Singh narrates the genuineness of the setting by placing the responsibility of the horrific calamity upon both the communities:

Muslims said that Hindus had planned and started the killing. On

the other hand, the Hindus, put the blame on the Muslims. The fact is that both sides killed. People belonging to both sides were shot and stabbed, speared and clubbed, tortured, raped. (9)

The rampages that commenced in Calcutta scattered to the north, east, and west surrounding a huge section of population. In East Bengal, Muslims decimated Hindus and in Bihar, Hindus murdered Muslims were informed to have wandered the Punjab and the Frontier Province with containers of boxes of human skulls said to those of Muslims killed in Bihar. The Hindus and Sikhs who had lived for long periods on the North West Frontier were made to forsake their homes and run away towards the safety of Sikh and Hindu communities in the east. They had to travel on foot, in bullock carts, stuff into lorries, hang to the sides and roofs of trains.

Kushwant Singh's edition of the partition is a social one and he does not depict the principles of the partition in much detail, because his objective is to bring out the individual human element and offer a social understanding. In the partition, the most important change was political, Britain's dividing India into Hindu India and Muslim Pakistan. The effect of the change, though, was noteworthy and as Singh has presented the terrifying portrayal of the religious groups and its brutal clashes. He does not emphasize on the political certainties and the difficulty of the sufferers of the partition in the form of plunder, torching, rape, kidnapping, disfigurements, slaughters and dislocation. Preferably, he decides to narrate the upsetting and painful impression caused on the

life of a common man. Kushwant Singh makes it clear that many people played a part in this turmoil and everyone was equally creditable of blameworthiness, all the while assimilating instances of the absolute moral disorder which results from trying to make sense of an occurrence as critical as the partition. The wider consequences of the novel are also highlighted:

Kushwant Singh has written a compelling story of people in turmoil, far broader in its implications than its length might suggest. This is not the story of one man. It is the tale of a village led to a moral action through its own indifference. (The New York Herald Tribune Book Review, 6)

Kushwant Singh best explains the calamity of partition and implicitly reminds the lack of forethought of Indian governance who are not able to predict the aftereffects of partition and to tackle the circumstances ever after Churchill's prediction of blood-bath. Communal disharmony was not a prospect of Indian rural scene but it was planned by the British Government under the policy of divide and rule and then by the nationalist leaders, yet by accident.

The theme of the novel with all its importance on partition does not become a political advertising like Raja Rao's *Kanthapura*. If *Kanthapura* was the miniature of the national upswing of the country in the twenties, *Mano Majra* became the small-scale version of dissected

India. AsKai Nicholson comments:

Kushwant Singh used the novel to
voice his arguments vehemently.

The novelist, however, has
succeeded in communicating the
readers of the ghastliness and
grossness and total insanity of the
Two-nation Theory and the
politicaltragedy. (Nicholson, 39)

Train to Pakistan is one of the supreme and sensible novels to
arise out of the distress of partition. It observes the detached force, the
cruel truths of merciless barbarism of life and shows how human love
can excel all man-made obstacles and barricades to challenge and
conquered such tragedies. Juggut Singh therefore liberates himself by
protecting the lives of thousands of Muslims in a highpoint. His act of
love and sacrifice, as Shahane remarks, “silhouetted against the
backdrop of hatred and violence, towers above communal differences
and lends a quiver and meaning to the general aimlessness of life in the
partition days. The triumph of love, humanism, faith in the innate
goodness of man in a moment of real crisis and challenge” (52) mark
the central significance of the novel.

Kushwant Singh has devised the novel to investigate and reveal
the violent and insincere aspect of man and at the same time offering
his faithfulness in the values of love, devotion and humanity. The
assessment of love is the spirit of the novel, *Train to Pakistan*, despite
its depiction of dark, harsh realities and ugly distress. Still in the middle
of such merciless brutality there are people who courageously

confront the malicious games of luck with courage. Jugga, an approved hooligan, invades the powerful forces of the evil and barbarism by forfeiting himself for love. Harish Raizada remarks, "The heroic spirit of man is revealed in the novel not by men who are considered religious and respectable in the public and supposed to have innate goodness but by a man like Jugga who is treated as a confirmed ruffian". (20)

If partition unleashes the violence, cruelty and idiocy of mankind, it also brings to light the acts of sympathy and politeness, bravery and unselfishness. There are many occurrences in the novel which are free from cultural and religious biases. The Train to Pakistan and the train from Pakistan become the emblem of man's cruelty to man, man preying upon man. But the Mano Majrans shows sympathy and love, humanity and true feelings towards the Muslims of their village.

The terrible love story of Jugga, the Sikh boy and Nooran, the Muslim girl, cutting across the religious barricades pursues to bond the broad gap of communal animosity. His love for her brings with it an assurance unto death. Jugga last accomplishment of saving Nooran and also the lives of Muslims on the train to Pakistan prove that personal values are transformed into a general good. Jugga also spontaneously knows that what he is going to do has something good in it. Adkins remarks, "in the uncomplicated and un-self conscious harmony of the Sikh peasant,..a spiritual forces survives amid a torrent of chaos and despair"(11). He crushes only to create again and thus symbolizes the victory of good over evil within himself as well as the concept of renewal. As Shahane comments, "His soul, like that of phoenix, rises

from its ashes only to proclaim that at least his Train to Pakistan is a symbol of hope and light in the cruel world of darkness and despair” (94).

India’s independence is celebrated with mass killing and brutality. Partition has brought about absolute confusion and commotion, the violent killings known on the history of India. In fact, the traumatic and blood-curdling events had stunned the faith of the people in the essential dignity of human beings. S.P. Swain observes that “Despite the note of utter despair bordering on nihilism, the novel is a message of hope and compromise. The most basic of all human instincts, i.e. man woman love, sustains is an act of self-redemption” (123).

The novel asserts obviously that the departing monarchs brought the nation to a dreadful disorder. The leaders accountable for such an unmatched tragedy had not been spared. The madness of the two-nation theory, of a safe motherland, and of the partition, displacing the masses of humanity, has been fully uncovered. K.R.S. Iyengar says:

Kushwant Singh, however, has succeeded through resolved limitation and rigorous selection in communication to his readers a hint of the grossness, ghastliness and total insanity of the two-nation theory and the partition tragedy. The pity and the horror of it all!-and the novel adequately conveys them both (502).

Conclusion

The novel investigates and places the secretive fountains of bravery, fortitude and love, from which human beings draw motivation at the moments of suffering to reconstruct their lives and to endure faith in themselves. Train to Pakistan remains, like all partition literature more a caution for the future than a recap of the past. Kushwant Singh's edition of partition in this novel is very equalized. He makes it fairly clear that on the count of murders no side was less embarrassed than another. Partition brings to light the weaknesses as well as the strengths of our society as a nation. This strength is the remarkable capacity of Indian society to come out of the most painful disasters. Its capacity bears whatever pain and shock and returns to normality soon again. This ability to rise again after the obstacle has kept India alive despite constant attacks for over two thousand years. This is because of psychological roughness as well as the flexibility on the part of the society.

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Symbolic Representation of Colors in Markus Zusak Novel

The Book Thief

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This is a story about a German girl named Liesel who travels by train with her mother and brother to her new foster family in the small city of Molching, Germany just before World War II. However, on the train her younger brother dies. They bury the boy, but one of the grave diggers forgets his book. Liesel picks it up and starts reading with the help of her foster father. Liesel is very nervous at first she consistently has nightmares of her brother. However Hans stays with Liesel through the night and they begin to form a special bond. Liesel begins to help her mother with their laundry business. The mayor's wife lets Liesel to read in the library whenever she likes. Hubermann takes Max in, hiding him in the basement. At first Liesel is afraid of Max but they talk and become friends. Life becomes stressful for the family as they continue to hide Max. During his time in the basement Max begins to dream and starts writing illustrations on blank pages from Mein Kampf. The mayor's wife meets Liesel and tells her that she knows about the stealing from her library. Instead of punishing her, she gives Liesel a book with blank pages, and asks her to write a story. Liesel spends each night writing in the basement one night as Liesel writing in the basement the town gets bombed and all of the people including Hubermann and Rudy are killed. Liesel is the only survivor.

In the end leisel was raised by the mayor and his wife and grows up to have a family of her own.

This is the story about death. Death occurs throughout the story and ultimately defines many of the characters. The death of leisel's brother fixates in her mind and dreams often haunting her for weeks and months. Death of rudy Max and hans. Everything represents colors like red black yellow and blue more than that death is literally telling the story the narrator is the personification of death weather at is a grim reaper, Angel of death, or demon. Readers are learning the story of leisel and her family through an omnipotent narrator who is both Supernatural and spiritual.

The book thief was written by Markus Zusak an Australian novelist. It was a highly successful book when it was published in 2005 for the first time.

The story of the novel is narrated by death. The story is set in Nazi Germany. The narrator explained that he was very busy like Germany was busy.

The story describes the relationship between a young girl and her foster parents, and the other people living in the neighborhood, and a Jewish first- fighter

The story of 'The Book Thief' is narrated by Death. The story revolves around a nine year old German girl named liesel Meminger. She has been given up by her mother.

Shortly before the Second World War, she was forsaken by her mother to live with Hans and Rosa Hubermann in the small town of molching.

The book *Thief* was published in 2005 and has been translated into more than 40 languages. The book was adapted as a film of the same name in the year 2013. In 2014 Zusak delivered a Ted Talk called *The Failurist* at the Sydney Opera House. It focused on his drafting process and journey to success through writing the book *thief*.

The book *thief* is set in molching, Germany, a fictional suburb of Munich, beginning in January 1939. The setting is key to the book's plot. It tells the story of Liesel who is 9 years old when the novel begins and her life in Nazi Germany.

SYMBOLISM

Color symbols play a major role throughout the novel. Death always notices the color of the sky when he comes to take someone away. It is a welcomed distraction from his work and helps him to avoid seeing 'The leftover humans' who mourn for the Dead. Color becomes a symbol of death's personification, of his awareness, of his work and his distaste for it.

Death, the narrator begins to say that whenever he comes to take people away, he always notices the colors around him, the color of the sky and the landscape.

He (the narrator) tells the reader that he has seen the color three times. The first time he came to take Warner, he Associates with the color white. Secondly when he came to take away a young fighter pilot, he remembered the color black. The third time he came to take away townspeople killed in a bombing and he remembers seeing red color.

Death informs The Reader that Liesel has died in Sydney, Australia after living a long life after the bombing; she was taken in by the mayor and his wife. One day miraculously, Max returned looking for Liesel, and the two had a tearful reunion.

Representation of Colors:

First the colours

Then the humans.

That's usually how I see things.

Or at least, how I try.

TBT Pg-12

Black

Red, White and Black are all associated with death, especially the black Swastika. Black also represents the absence of color, destruction and mourning.

Red

The red color of the German flag represents violence, bloodshed, danger, emergency, horror etc.

White

White color represents winter, blinding snow, the coldness of death, the innocence of a young soul.

Yellow

The sky is yellow during bombing raids (warning, hazard). Rudy's hair is lemon colored, representing (youth, sunshine, optimism).

Best Blue

Finally when Liesel dies, he (death) describes the color of the sky as the best blue of the afternoon. Clearly this is a better experience for death.

Conclusion:

Each color in *The Book Thief* has its own symbolism. Several colors represent the horrors of war, while blue represents Liesel's ability to leave the war behind and live her own life.

To this insight of death readers learn that death is inevitable and that we are all on its schedule.

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Language curriculum: Elements and Approaches

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Abstract:

English is a mandatory paper for almost all classes in schools all over the world. Learning English is not only a part of school curriculum, it also fosters one to become capable to compete with the competitive world today. English language skill is needed for all sorts of people belonging to any profession. Like learning cycling and driving, English skill has also become the one which is essential to survive the race of decent-living. This research paper highlights the meaning and components of language curriculum. It also attempts to explain the activities of curriculum development which are important for the success of a language program. The paper also elucidates the relationship between each of the components of language curriculum.

Language curriculum, though is a part of curriculum in general, it is in itself a realm. Language curriculum development is an aspect of a broader field of educational activity known as curriculum development or curriculum studies (Richards 2). The ministry of Education and Training, Hanoi, had a paper “General Education: English Language Curriculum” for the teacher trainees of English language. The general education English language curriculum was designed on the basis of a system of themes and topics that were closely related, meaningful and relevant to

the learning and living environment of students. Macalister says that “Environment analysis” involves considering the factors of the situation in which the course will be used and determining how the course should take account of them (2). Thus a language curriculum will be different for different vicinity.

Definition and meaning of Language curriculum

A Language Curriculum is an overall process of teaching and learning of a language. A language curriculum In “English Language Teacher Guidelines” published by Government of Ireland states that English curriculum is concerned not just with language learning but with learning through language. It extends that in the process of acquiring language skills and in developing the ability to use language, other dimensions of the child’s personality and potential are cultivated and enriched (2). The United Nations Language Framework, in its English Language Curriculum 2018, says that language competence is integrated through three main sub competences:

i) Pragmatic competence allows the user to comprehend and produce oral and written texts aligned with the communicative context and intention.

ii) Linguistic competence allows the user to build and recognize wellformed, meaningful messages, according to language system rules at sentence and text level.

iii) Socio-cultural competence allows the user to recognize and use social and cultural norms and conventions to communicate appropriately in a given context. (6)

The activities of curriculum development are important for the success of a language program. Importance should be given for the use of variety of planning and implementation of the plan. Needs-analysis of the context for the program should be determined. Consideration of contextual factors, planning of learning outcomes, organisation of a course or set of teaching materials, selection and preparation of teaching materials, provision for effective teaching and evaluation of the program are the core processes of implementing a curriculum. In the curriculum design process these factors are considered in three sub-processes, environment analysis, needs analysis and the application of principles (Nation and Macalister 1). In the language curriculum also these factors play vital role for the success of the curriculum design.

Aspects of Language Curriculum

Every domain has its own uniqueness. Language acquisition in all means has its own path of process and progress. The curriculum for language learning should be specific and definite for the purpose of language teaching and learning. The aspects of language curriculum should be framed based on the nature of the language to be taught, the type of learners (whether first language learners or second language learners/rural/urban/other variants), the learning level of the course, duration and many other factors that play important roles in the construction of the language curriculum.

Objectives of Language Curriculum

Language is not a subject; it is a skill. Language cannot be taught in a linear dimension. It should have learning experience in a spiral

dimension. The objectives of the Bloom's Taxonomy of Educational objectives clearly show the various levels in framing educational objectives. According to Bloom's taxonomy, there are three types of objectives: knowledge-based goals, skill-based goals and affective goals. Each type has different levels based on their aim. As language is more a skill than knowledge, the skill-based goals and the various levels of expertise can be considered for building a language curriculum. The levels of expertise for skill-based goals are as following:

1. Perception: uses sensory cues to guide action
2. Set: demonstrates a readiness to take action to perform the task or objective
3. Guided Response: knows steps required to complete the task or objective
4. Mechanism: performs task or objective in a somewhat confident, proficient, and habitual manner
5. Complex Overt Response: performs task or objective in a confident, proficient, and habitual manner
6. Adaptation: performs task or objective as above, but can also modify actions to account for new or problematic situations
7. Organization: creates new tasks or objectives incorporating learned ones. (Bloom)

The Centre for Innovation in Teaching & Learning shows the revised version of Bloom's taxonomy of objectives for cognitive dimension and its expertise as "remember, understand, apply, analyse, evaluate and create". (2)

Setting objectives may seem like the starting work for a language curriculum framework. However, the pre-work before setting objectives

is conducting 'needs analyses among the stakeholders namely – learners, parents, teachers, management (school), future employers, subject experts and policy makers (Govt. authorities who implement the educational policies). Needs analysis can be done through questionnaire method, interview or through assessing the learners.

After conducting needs analysis, based on the result, the expressed needs are to be tabulated into needs matrix and with this matrix, the needs are to be converted into language curriculum objectives. Thus not all language curricula can be used for all kinds of learners. As the learners and their needs differ, the curriculum for them should also be unique to their expectations and standards.

Syllabus of Language Curriculum

Each component of curriculum is interrelated and interdependent with other components of curriculum. Syllabus is very much dependent on the objectives. The syllabus should reflect the objectives of the curriculum. Sequencing of the syllabus is essential. According to the level of the learner, the content in the syllabus should be sequenced. Breen (47) defines syllabus as “a plan of what is to be achieved through our teaching and our students’ learning”. Syllabus is different from curriculum and textbook. Syllabus is a part of the curriculum and textbook is the content (stuff) inside the syllabus. According to Richards and Rodgers (66), syllabi and teaching methods are based on the Communicative Approach aim to:

- a) Make communicative competence the goal of language teaching.

b) Develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.

The syllabus of a language curriculum should be made easy and convenient for the teachers as well as the students. Language learning is a natural process and so the syllabus should be framed to bring about a natural setting for the learners to feel the gradual pace of learning the language.

Textbook of Language Curriculum

Textbook evaluation is very vital for language learning and teaching, textbook writing, teacher training and professional growth. Ellis (1997) claims that the process of textbook evaluation enables teachers to acquire a crucial, precise and systematic understanding of the whole nature of the textbooks. It also serves double benefits for student teachers; they become familiar with large number of the textbooks and they learn the significant features of those textbooks to have the knowledge of textbook evaluation (Liz, 2005).

Alibakhshi (2007) describes textbook adaptation, reasons for adaptation, objectives of adaptation and techniques for adaptation. He claims that the teacher or instructor is not obliged to cover all the content of the textbook. Sometimes some parts of the textbook are not appropriate for the teaching situation. He adds that now a day, the process of textbook adaptation is left for language teachers. He mentioned some objectives for material adaptation:

1. To eliminate the unnecessary content,
2. To consider individual differences,

3. To provide the content based on learning strategies and cognitive styles of the learners.
4. To justify the content based on the learners' culture and values,
5. To establish challenges for the talent learners,
6. To accomplish the learners' interests and goals,
7. To maximize the learners' involvement in teaching process,
8. To reduce stress and anxiety on the part of the learners.

Textbook is a road map to reach the right destination of achieving expected outcomes. Textbooks should be designed effectively and used accordingly.

Teaching-Learning Process of Language Curriculum

Jack C. Richards considers that method is the most important factor for the success of a language program. Adoption of the latest method is necessary. Richards also insists that how methods interact with other factors:

- Who are the learners and teachers?
- What are the expectations?
- What are the learning and teaching styles?
- What is the purpose of language learning?
- What are the goals?
- How these goals are expressed?
- What is the setting?
- What is the organisational structure?
- What resource will be used?
- What are their roles?

- What is the role of the textbooks?
- What measures will be used to determine the success of the program?

Thus the above questions answer how the teaching-learning process interacts with other factors of curriculum. Teaching-learning process comprises of both autonomy and responsibility of both the teacher and the learner.

Evaluation in Language Curriculum

Evaluation is the process of assessing the learners' learning outcomes in the beginning, during and at the end of the course. It can also be called monitoring and assessing. Careful monitoring and systematic assessment is needed for a fruitful language curriculum. Language is a skill. The macro skills of a language are listening, speaking, reading and writing. The four main skills – listening, speaking, reading and writing (LSRW) should be the actual modes of assessment. I.S.P Nation and John Macalister states six types of assessment:

- 1. Placement assessment:** The learners are assessed at the beginning of a course to see what level of the course they should be in.
- 2. Observation of learning:** While the course is running, the activities that the learners do are carefully monitored to check the progress of learning.
- 3. Short-term achievement assessment:** At regular intervals during the course, the learners may be monitored to see what they are learning from the course.

4. Diagnostic assessment: In order to plan a programme, it is useful to know where learners' strengths and weaknesses lie and where there are gaps in their knowledge. Such assessment is called diagnostic assessment.

5. Achievement assessment: Usually at the end of a course, and perhaps at one or two other points during the course, the learners are assessed on what they have learned from the course. This may have the purpose of examining the effectiveness of the course as much as testing the learners.

6. Proficiency assessment: Proficiency assessment is based on items drawn from the language as a whole rather than from the content of a particular course. It tries to measure a learner's language knowledge in relation to other learners who may have studied different courses, or in relation to areas of language knowledge that are based upon an analysis of the language.
(107-109)

Usually there is an error practice in the process of evaluation in any language curriculum. The error is that they teach all the four skills – LSRW but assess only the writing skill and decide the learning output of the language course. This is the most common mistake and major mistake that any language curriculum has, throughout the world. Thus the process of evaluation in a language curriculum must assess all the four macro skills of the language and simultaneously the micro skills also. When developing the assessment technique or item, taking the sociological and socio-political aspects into account, makes it a valid assessment.

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There are various definitions and types of curriculum proposed by various educationists. The type of curriculum is decided based on the kind of learners and content of the course. Curriculum and its approaches are different for different domains. A Language curriculum is a different and complete domain by itself which consists of distinct aspects and approaches. Language teachers and learners need to keep in mind what, a language curriculum really is and should consider the criteria required to fulfill their objectives.

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ABOUT THE COLLEGE

Islamiah Women's Arts & Science College is a symbol of devotion to education and love for learning of the Muslims of Vaniyambadi who in their zeal for translating into action the message of Sir Syed Ahmed Khan, established the Vaniyambadi Muslim Educational Society in 1905, and Islamiah Women's College was started in 1997

This college is a dream come true of the Muslim women of Vaniyambadi who yearned to pursue higher education. Islamiah Women's Arts and Science College got provisional affiliation from the University of Madras on 7th October 1997 and appeared on the educational horizon on 16th October 1997 at the premises of Islamiah Girl's Higher Secondary School

At present the college is functioning in its own premises at By- Pass Road, Vaniyambadi. It has got permanent affiliation with Thiruvalluvar University, Vellore and is recognized by University Grants Commission under section 2(f) and 12(b) of the UGC Act of 1956

Currently the college functions with the strength of around 2800 students and 100 Faculty members. The College offers 14 UG programs, 6 PG programs, 3 M.Phil. programs and 2 Ph.D. programs.

ABOUT THE DEPARTMENT

The Department offers courses at UG and PG level. It has been teaching language and literature to students, who come from socially and economically backward society. It proves to be an asset and boon to the pupils especially female candidates in and around Vaniyambadi, to pursue their higher education. The department is noted for its dedicated team of professors with erudite scholarship. The main aim of the course is to develop and enhance the communication skills - the prime necessity of current generation.

