



NSHM JOURNAL OF LANGUAGE, LITERATURE & COMMUNICATION

NJLLC: Volume – 1, Issue – 1, June 2023



NSHM CENTRE FOR LANGUAGE & COMMUNICATION

KOLKATA

NJLLC: Volume – 1, Issue – 1, June 2023

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MESSAGE FROM THE CHIEF MENTOR'S DESK

Dear Readers

Welcome to the first latest issue of our academic communication journal NJLLC, where we explore the many facets of effective communication across diverse fields. As we navigate an ever-changing landscape in the digital age, where technology has transformed the ways we connect and interact, the need for effective communication becomes increasingly vital.

In this issue, we delve into topics ranging from cross-cultural communication, persuasive rhetoric, and conflict resolution, to the role of social media and emerging technologies in shaping modern communication practices. Our contributors hail from various disciplines and perspectives, offering rich insights on the dynamic interplay of communication, technology, and society.

We invite you to engage with our articles, share your thoughts, and contribute to the ongoing conversation about the challenges and opportunities of effective communication. Whether you're a researcher, practitioner, or simply curious reader, we hope this journal will inform, inspire, and enrich your understanding of this fundamental human skill.

Thank you for joining us on this journey of exploration and discovery. I hope that NJLLC will continue to serve as a platform for the students, scholars, independent researchers and academicians to express their ideas, share their experiences, and connect with each other. Congratulations once again, and I look forward to seeing the amazing work that the researchers and students will produce in the future.

Regards

Cecil Antony

Chief Mentor, NSHM

MESSAGE FROM THE ADVISORY BOARD

Dr Z N Patil,

Former Professor of English and

Former Head, Department of Training and Development,

English and Foreign Languages University, Hyderabad, India

Using Literature to Fine-tune Communication Skills

Background

The four most important words in the main theme of the national conference organized by NSHM Knowledge Campus, Durgapur and Kolkata held in Durgapur on March 3 and 4, 2023 and in Kolkata on March 6, 2023 are 'literature', 'language', 'effective' and 'communication'. This little note focuses on these four words.

We are languaging animals. The ultimate aim of learning a language is to communicate in that language. We use language for social purposes; we establish relationships with people around us and we would like to strengthen our relationships. That is why we greet people, pay compliments to them, thank them, apologize to them. We express our likes and dislikes, pleasures and displeasures through language. Some of us write poems and stories and other creative literature through language. That is expressive use of language. Further, we use language to request, direct people to do things or not to do things. This is directive use of language. Language is a vehicle that carries loads of information. That is informative purpose of language.

We learn language from people around us. We learn language from and through literature. There is no animosity between literature and language. They are as inseparable from one another as a dance is from a dancer. Literature and language are not in contrastive relationship; they are in complimentary relationship. Literature draws its resources from language and vice versa. They nurture one another, enrich one another. Unfortunately, this mutually nourishing relationship, this reciprocally beneficial kinship is not adequately tapped to enhance the quality of communication skills. In many classrooms, literature is taught and forgotten there; it remains within the four walls of the classroom. Ideally, it should be applied in real situations, related to life outside.

Illustrations and Discussion

Let me cite a few examples. Once there was a terrorist attack on a military camp. The opposition criticized the negligence of the ruling party using the famous lines from Shakespeare's *Macbeth*. During a parliamentary debate, a member of the opposition said, "all the perfumes from Arabia cannot sweeten their bloody hands." This alludes to the assassination of King Duncan by Macbeth and Lady Macbeth. Duncan was not just their guest of honour but their king who had reposed his trust and faith in them. Here, Shakespeare's lines are used to criticize the ruling party and to hold the government responsible for the deaths of soldiers.

Now, let me demonstrate how poetic lines from *Stopping by Woods on a Snowy Evening* (Robert Frost), *The Second Coming* (W B Yeats), *The Solitary Reaper* (William Wordsworth) and *Daffodils* (William Wordsworth) can be used to perform speech acts such as leave-taking, criticizing, complimenting, and remembrance respectively. Suppose one of your friends invites you to a dinner party. When the party is in full swing, you receive a call from your family. You are wanted back home very urgently. You can go to your friend and say, “The woods are lovely, dark and deep, but I have promises to keep, and miles to go before I sleep, and miles to go before I sleep”. This will be certainly a better way to take your host’s leave. Similarly, we can use the initial lines from *The Second Coming* to indirectly criticize a third person. Supposing, one of your colleagues is a very poor classroom manager; his classes are chaotic and noisy and you have a class in the adjacent classroom. You cannot teach well due to the noise and chaos in the neighbouring classroom. After your class, you are in conversation with another colleague and you say, “Turning and turning in the widening gyre, the falcon cannot hear the falconer; things fall apart, the centre cannot hold, mere anarchy is loosed upon the world”. The falcon stands for mankind and the falconer symbolizes God. In the context of a classroom, the falcon is the student and the falconer is the teacher.

As we noted a page ago, we socialize with people around us and we elevate their status, praise them for their skills, for their achievements. Imagine, one of your colleagues is very good at singing and sings mellifluously in a concert. You are in a hurry and cannot meet him/her immediately after the concert and cannot pay him/her a compliment. You call them after a day or two and, borrowing William Wordsworth’s lines from *The Solitary Reaper*, pay them a compliment, “I listened motionless and still, and as I mounted up the hill, the music in my heart I bore, long after it was heard no more!” I am sure, your friend will be very happy.

Let me cite one more illustration. Now, I am seventy four and going on seventy five. When I am ninety, you will come to see me, but I find it difficult to place you. After some memory acrobatics, I recollect our meeting, and I say, “For oft when on my couch I lie, in vacant or in pensive mood; they flash upon that inward eye, which is the bliss of solitude: and then my heart with pleasure fills, and dances with the daffodils!” As is evident, these lines express remembrances. In this case, the daffodils are my participants to the national conference on NSHM Knowledge Campus, Durgapur and Kolkata.

Conclusion

Literature is soul and language is body. The subject matter is the content and the language is the code. The relationship between the two is an organic relationship. Some critics think that the language of literature is not different from the language of everyday life. This is partially true. Literary language is hyper-semanticized language. Wordsworth’s use of the word ‘crowd’ to refer to daffodils is a simple case in point. Deviation is a striking feature of language of literature. We notice it in lines such as “Ten thousand saw I at a glance”, “What wealth the show to me had brought”, and “And then my heart with pleasure fills”. The connotative use of literary language can be explored and applied in everyday situations, occasions and contexts to make communication effective.

Dr. J. Mangayakarasi

*Dean & Academics Head, Department of English, Ethiraj College for Women, Chennai.
National Convenor of ELTAI*

Emerging Trends in Teaching Language and Literature to Millennials brings together research papers that explore the emerging patterns and trends and the role of language practitioners in sensitizing millennial classrooms to ecological concerns. New researches in the area of Teaching language and communication, eco literature along with the emergence of the 'Cli-Fi' as a budding genre further usher the need to look into the interplay between language learning and ecological sensitisation. The collection offers a comprehensive view of the current state of research in this area, presenting insights from a range of disciplinary perspectives, including sociology, education, psychology and literature. The anthology aims to contribute to the ongoing dialogue on how communication patterns and practices affect the understanding of environmental concerns of the present age. As the world grapples with the increasingly urgent need to address ecological concerns, the role of language practitioners in fostering environmental awareness among millennial classrooms has become paramount. Language practitioners possess the unique ability to communicate complex concepts effectively and engage students through various linguistic tools. Through effective communication, engaging educational materials, promoting critical thinking, encouraging multilingual approaches, and nurturing empathy and action, language practitioners can empower millennial students to become environmentally conscious individuals and active participants in addressing ecological challenges. By leveraging their linguistic expertise, the NSHM Journal of Language and Communication looks at how these practitioners can contribute significantly to building a sustainable future for our planet. This volume attempts to problematize, resolve and examine diverse views on the topic through theoretical and experimental examination of the area. It offers an important lens through which to view the ongoing impact of language on culture, taking into account the complexities of the millennial classroom.

Dr Krishnendhu Sarkar

Director-NSHM Kolkata

My heartiest congratulations to the entire team of NSHM Centre for Language and Communication on carefully curating and releasing the first journal. I greatly appreciate the response and contribution of various scholars, academicians, teachers and students to this new journal. The theme of the journal is quite interesting and relevant which is at par with the recent trends in teaching and learning. I look forward to more such contributions which would pave the way for cutting-edge research in future.

MESSAGE FROM THE EDITOR

Dear Readers

It gives me immense pleasure to welcome you all to this edition of our Communication and Literature Journal. As the editor, it is my privilege to introduce you to a collection of articles, and research papers which showcase the diverse perspectives and areas of interest within the field of communication, language and literature.

This journal explores the vital connection between language, communication, and literature, and the impact they have on our lives. The written word has been an essential aspect of human existence for thousands of years, and understanding its influence on society and culture is critical.

In this edition, we have articles that cover a range of topics, from exploring the significance of storytelling to communication in the digital age. We have also included research papers that delve into the relationship between literature and identity, as well as examining the role of language in shaping our perception of reality.

Our contributors come from various academic and professional backgrounds, providing an eclectic mix of perspectives. Each article is carefully crafted, and we believe that it offers unique insights into the world of communication and literature.

One of the most significant challenges faced by the field of communication and literature is the rapid evolution of digital technology. Today, the way we communicate has undergone a sea change, with social media and messaging apps transforming the way we interact with each other.

However, the written word continues to hold its relevance, as literature remains a powerful medium through which ideas, emotions, and experiences can be shared. Our contributors explore this theme in detail, highlighting the ways in which literature continues to shape our understanding of the world.

We also recognize that communication and literature play a crucial role in building bridges across cultures and promoting diversity and inclusion. In this issue, we highlight how language can be used to celebrate and promote multiculturalism, while also providing a platform for marginalized voices to be heard.

In conclusion, I would like to thank all our contributors for their hard work and dedication in making this edition a success. We hope that this journal inspires you to explore the vast and fascinating world of communication and literature further.

We would also like to thank our readers for their continued support and encourage them to share their views and opinions on the articles published. Your feedback is essential as we strive to improve our publication and make it more relevant and useful to our readers.

Finally, I would like to express my gratitude to the entire editorial team and everyone involved in bringing this edition to fruition. Their hard work and commitment have made this journal possible, and their efforts are deeply appreciated.

Thank you for reading, and we look forward to your continued support

Regards,

Dr. Soujanya Pudi

Professor & Head

NSHM Centre for Language & Communication

CONTENTS

Sl No.	Paper Title	Page Nos.
1	Challenges and Perspectives of Using Translation as Strategy for Learning English among Select University Students <i>Dr Manish Prasad</i>	1-9
2	Transformation of Traditional Language Teaching Methods to Adapt the Expanding Digital World <i>Dr. Khamar Jahan Sk.</i>	10-17
3	Teaching English Language Through Short Story <i>Amiya Kumar Mondal</i>	18-28
4	Sensitizing the Future Engineers on Climate Change: A Successful Experiment in ELT <i>Shreya Das</i>	29-35
5	Relevance of Teaching Shakespeare in Millennial Classrooms <i>Anasuya Guha</i>	36-40
6	Teaching English Through Theatre <i>Saibal Chatterjee</i>	41-45
7	Role of Science Communication in Strengthening Science - Society Relationships <i>Toposhree Taraphdar</i>	46-50
8	Sports Communication and Its Influence in the Sports Industry <i>Abhijay Halder</i>	51-57
9	Masked Terrorization <i>Bipasha Sharma & Adrija Karan</i>	58-67
10	Major Communication Challenges Faced by Foreign Students in India: A Case Study <i>Jyotirmayee Mishra</i>	68-73
11	Millennial Religiosity and Speculative Fantasy <i>Moomal Majee</i>	74-81

Sl No.	Paper Title	Page Nos.
12	Green Shades of Literature- Women Carving Out Ecology Within A Capitalist and Patriarchal society <i>Aishiki Bandyopadhyay</i>	82-88
13	Indian Solarpunk and Multispecies Sustainability: Is It Possible to Create Hopeful and Green Urban Spaces? <i>Sayantani Sengupta</i>	89-94
14	An Exploratory Study of Students' Learning Experience During Pandemic Period in Selected Business Schools in Kolkata <i>Dr. Shampa Chakraberty & Dr. Supriya Biswas</i>	95-110
15	Fear of Failure: Current Level, Impact and Corrective Action <i>Mrs. Saborni Karara</i>	111-124
16	Representation of Hustle Culture on social media: Perceptions of Indian Youth <i>Shriya Malik</i>	125-134

Challenges and Perspectives of Using Translation as Strategy for Learning English among Select University Students

Dr. Manish Prasad

Abstract

The proposed paper explores how the undergraduate students of some selective universities and colleges of India have used translation as their strategy in learning English. The author prepared the Indian Strategy of using Translation as a Learning Practice (ISTLP) and was administered randomly to some 360 students of some selective colleges and universities of India who were pursuing either Bachelors or Master's Degree in English or were learning English as part of their syllabus curriculum. Observing the response of the students to ISTLP it was found that there were two contradictory tendencies while using translation as a learning strategy. On the one hand there is a tendency to clarify medium support to implement translation to learn English vocabulary, check comprehension, to read and to write. On the other hand, there was an inclination to avoid translation to learn English phrases, expressions, idioms, proverbs and grammatical rules.

Keywords: Translation, English, Language Strategy, Indian Students

INTRODUCTION

Translation is an art whose function is to assist the process of communication by interpreting the message received from Language 1 (L1) to Language 2 (L2), and vice versa. The main purpose of translation is to transmit appropriate meaning from one language (L1) to another language (L2) which is available in form of words and sentences either semantically or pragmatically. And if this complex process of translation reaches a level of professional communication, then one may say that the process has achieved its ultimate goal.

The concept of meaning is the central objective of translation. Therefore, various approaches in translation studies refer to different types of meaning: some researchers focus on lexical patterns in the original text and their translation (Malahat, 2010). Some scholars give emphasis on how in different contexts text utterances function (Nord, 1997). Some researchers examine the impact of translated text on its readers or society (Venuti, 1998).

Moreover, other researchers to understand the meaning of translation pay attention to the philosophy of language (Malmkjær, 1993).

To assist in the language learning process foreign language learners often choose translation as an apprenticeship to get acquainted with the new language. Although this is a proven fact that translation has played various roles in different language learning methods specifically for students who belong to different socio-cultural backgrounds, a large number of educators concur that translation is a potent technique for students to understand foreign words and expressions and convey their thoughts in the target language. However, some educationalists argue that using the native language is more important in class, as they consider translation as a barrier to the natural language learning process.

Here one needs to note, there are certain limitations against translation as a form of writing. It has to maintain the equivalence to the original and at the same time, the translation has to be at par with the native language and culture. As a result, the translator has to render the source text into the target language in such a creative way that the source text gets re-localized as per the form and literary features of the target culture.

For developing learners' communicative competence and teaching properties, translation can be used as a strategy as it is an effective medium for language learning. It helps to decode the different types of meaning underlying semantic relationships and understand how communicative language functions. Observing translation from this perspective it can be perceived that it is a cognitive activity that helps students to learn new phrases and expressions available in the target language. This learning assists the students to communicate meaning to others and also enables them in problem-solving exercise through which they develop their capabilities in processing and analyzing information. In this context noted scholars O'Malley, Chamot, Stewner-Manzanares, Kupper, and Russo in their research article "Learning strategy applications with students of English as a second language" (1985) pointed out, to learn English there are 11 cognitive strategies. In these strategies, they observed that translation constituted 11.3% of all which are used particularly by beginner and intermediate second language learners of English. Likewise, E.K Horwitz another scholar in the research article "The beliefs about language learning of beginning university foreign language students" (1988) explicated students' perspective about translation. He opines that 75% of students learning Spanish and 70% of students who are learning German believe that learning a foreign language [English] would help them to translate from English. Discussing the task of mental translation in understanding texts in a second language (L2), noted scholar Richard G. Kern in his research article "The role of mental translation in second language reading" (1994) highlights that language trainers and apprentices consider translation as an adverse supporting pillar to learn the target language.

In the formation of identity at a global level translation plays a very important role. It assists people in their shared understanding worldwide. Translation of important texts which

are significant sources for modern knowledge in science, arts, and other fields of inquiry must be addressed by rendering them from English into other Indian languages, for instance, Hindi, and vice versa. Based on this information some Indian bilingual trainers and educators at the Central Institute of Indian Languages, in the Translation Training Workshop January 2018, in Mysore argued that some Indian languages are facing challenges by the domination of English at higher education institutions in India. They proposed that an association of translation centers be established in India. These consortiums would help the students to learn the technique of translation and would also create software and make them available on the Internet so that the student's ability to translate Indian technical terms can be enhanced.

Although using foreign language translations has its advantages as a means of communication (Cook, 2010), it has some limitations as a communicative language teaching approach. In the communicative language teaching approach one of the finest ways to acclaim knowledge in the target language for the learner is to think in that language particularly. This act often enhances the proficiency of the learner in the target language. (Husain, 1995). Some studies have shown that the extent to which the students are efficient in the target language and are also able to avoid intrusion from the native language (L1) is mainly influenced by the tactful use of translation to gain knowledge of the target foreign language. (Chamot, 1987; Omura, 1996).

A thorough study of the existing literary works on the methodical use of translation in learning English (Husain, 1995; Liao, 2006; Bagheri & Fazel, 2011; Karimian & Talebinejad, 2013) helps to identify the following strategies:

Analysing English language skills, listening, speaking, reading, and writing specifically, scholars of EFL Bagheri and Fazel in their article "EFL beliefs about translation and its use as a strategy in writing" observe that translation helps students in learning writing skills and their understanding of comprehension. It also assists students to develop and express their ideas in another language by motivating them in English learning. The students also get a proper command of the vocabulary, idioms, phrases, and grammar of the target language. With this notion, another group of scholars namely Karimian and Talebinejad (2013) in their article "Students' use of translation as a learning strategy in EFL classroom" points out that by following the retrieval strategy which one gain by applying mnemonic to remember the sense of an English word or idiom would enable students to memorize those words available in their native language. Gradually this practice would help them to recall its meaning in a very swift and lucid manner.

1. There are some educators like R. Weschler who writes in his research paper "Uses of L1 in the English classroom: introducing the functional-translation method" that if someone refers to the native language (L1) in the process of learning a new language (L2) then the psychological process of learning language works more quickly. However, the argument of Weschler is against the common belief that if a learner first thinks in

the mother tongue it will slow down the thinking process. The excessive use of L1 will lead to the creation of an odd combination of L1 and L2 which students may not use in daily life. Surprisingly, a group of scholars Naiman, Frohlich, Stern, and Todesco in their book *The good language learner* (1978) clarified that this strategy was effectively practiced by language educators who “make effective cross-lingual comparisons at different stages of language learning”. (p. 14) Therefore, learning by relating the new word to the equivalent words available in the mother tongue is a more effective method than learning L2 vocabulary in a different context. (Prince, 1996)

2. One should avoid using the native language: In the process of providing a proper instance of how high and low achievers use translation differently as a learning strategy, the noted critics Wen and Johnson gives a very interesting opinion. According to them, if high achievers use L1, it would negatively affect their English learning, which is exactly not the case for low achievers. Therefore, they concluded that in English classes one should avoid using translation to L1, especially for a higher level. When students use dictionaries, machine translation devices, and software they play significant roles to learn English as a second language. According to Wang, the introduction of Internet technologies into language classrooms has added an extra advantage to the students as it “demonstrates the shift in educational paradigms from a behavioral to a constructivist learning approach” (p. 39). This learning strategy suggests that “the best way to learn a language is in interactive, authentic environments” (p. 39). Most importantly internet provides a platform for understanding the world reality where students can study, think and question simultaneously in the process of learning a new language.
3. Students’ interaction through active collaboration helps them to learn the new language easily and quickly. In this case, the practice of translation is taken as a social strategy. Thus, students are directly part of the activities which are performed in language classes. And communication plays a powerful role to learn and understand the target language where the students support each other, to learn the target language in the friendly environment of their respective classrooms. (Donato & McCormick, 1994).

Although in English learning the strategic use of translation often form the students’ opinion and thus influence the impact and quality of learning, a small number of studies (Liao, 2006 ; Bagheri & Fazel, 2011 ; Karimian & Talebinejad, 2013) have examined the students’ use of translation as an approach to learn English as a second language.

The current study tries to investigate the strategic application of translation in learning English as a Foreign Language (EFL).

METHOD

Participants

Overall 360 samples of (112 men, 248 women) undergraduate students of some selective Indian Universities participated in this study. Contributors were randomly selected from the B.A and M.A students who took literature and translation as a minor specialization. The English proficiency among participants was estimated to be upper intermediate, based on their scores in essay writing, the accumulated mean CGPA in the English courses, and teachers' opinions of students. Although the student can individually choose the subject of the essay, a good essay paper should contain a thesis statement that encapsulates the main argument and the supporting evidence of the ideas that support the statement. Also, the basic rules of format and grammar ought to be observed, because sentence fragments, misspellings, and improper punctuation denote a carelessly written paper.

Measures

Indian Strategy of using Translation as a Learning Practice (ISTLP).— Indian Strategy of using Translation as a Learning Practice (ISTLP) consists of 28 items measuring how frequently students use different translation strategies to learn English. The Indian version of using Translation as a Learning Practice (ISTLP) was developed and used in this study. A back-translation from Hindi and Bengali into English was performed. As meaningful differences were not found between the original English version and the back-translated English version, acceptable equivalence between them was achieved using the methodology of translation of research instruments. The (STLP) original statements were rephrased in a way that kept their meaning intact in the Hindi and Bengali version and maintained the clarity of each item for the reader. Since an EFL student might use an English-Hindi/Bengali electronic device for translation and might stop using translation in the English classroom, two items assessing these aspects were included in the original STLP; thus making the aggregate number of ISTLP items equal to 30.

Content validity was used to assess the extent to which items represent the construct being measured (Raykov & Marcoulides, 2011). Accordingly, the validity of the ISTLP was assessed by four university teachers who responded to the scale in terms of the appropriateness of items and wording of statements. To evaluate the sentences of the students a number of samples were sent to some translators of NTM, CIIL, Mysore, India. The results of factor analysis showed that the same learning strategies were extracted from the analysis.

In addition to the questionnaires, background information about the participants, namely their gender, age, year of study, Cumulative Grade Point Average (CGPA) in English courses, and English proficiency, was gathered.

Procedure

Participants individually completed the 30-item ISTLP during a typical classroom lecture at the university. Each student was asked to read each statement first, and then express their opinion about it by indicating the extent to which they agreed or disagreed with that statement. All respondents were reassured that the information derived from the current study would be kept confidential. Participation was voluntary and the questionnaires were filled out anonymously in the classroom. The questionnaires were designed to take approximately 15 min. to complete. Respondents were asked to hand the filled questionnaires to the instructor.

The most frequent strategies that Indian students use in learning English are:

1. Enhancing English skills (Items 1, 4, 9, 13, 23, 26, and 30): students use translation to learn English vocabulary words, phrases, idioms, and grammar, to read, and to write. They also use translation to clarify differences and similarities between English and their mother-tongue language. Also, students tend to use mental translation to recall the meaning of English words, to understand English texts, and to verify whether they correctly comprehend the articles and reading materials in English in an EFL context.
2. Using learning and technology aids (Items 17 -19, 29): To help themselves learn English as a foreign language and to grasp the meaning of English words, Indian learners resort to electronic machines, English-Hindi/Bengali, and Hindi/Bengali-English dictionaries.
3. Avoid using Hindi/Bengali in an English classroom (Items 27, 28): When speaking English, Indian students try not to think first in Hindi/Bengali as their native language. Similarly, when reading English, they do not think first of Hindi/Bengali equivalents of English words.

DISCUSSION

Indian students most frequently used translation to learn English vocabulary words, to read, and to write. Moreover, they used several resources, such as dictionaries, and electronic and online devices, to check reading and listening comprehension. In various situations, they practiced mental translation for their thoughts and asked questions that helped them better understand English words and phrases in their mother language. Through translation, they attempted to clarify any differences and similarities between Hindi/Bengali and English. Also, when reading and speaking English, they attempted to grasp the meaning of what they read without first thinking of the Hindi/Bengali equivalent. These findings partially confirmed that considered translation as an effective strategy to improve reading skills in English. The strategies that Indian students used least were not using translation as a strategy to learn English idioms and phrases or to learn grammar through Hindi/Bengali explanations of English grammar rules.

Using translation in EFL classes at Bahrain University depends on the year of study of the student. There is no harm in using translation as a teaching strategy for learning English in an EFL context. Students in the early stages of learning the language are certainly exposed to some explanation in their mother tongue, especially when explaining difficult grammar rules that the students cannot grasp in English. Thus, bilingual method or approach to teaching English has always been welcomed only when a need arises. At upper levels, however, students are expected to understand explanations in English. They should not be encouraged to rely on translation as this will eventually become a habit and they will have less interest in learning the language in its natural native context. At the University level, the whole strategy becomes rather subtle. English major students, and students who are learning all their courses through the medium of English, are exposed in their courses only to English. They are not encouraged by teachers to use Hindi/Bengali as this certainly conflicts with the college's objectives of learning their degree program.

To sum up, the responses of Indian University students to the ISTLP items reveal two contradictory tendencies toward the use of translation as a learning strategy: the tendency to demonstrate medium support for the use of translation to learn English vocabulary words, to read, to write, and to check reading and listening comprehension; and the tendency not to use translation into Hindi/Bengali as the mother-tongue language to learn English idioms, phrases, expressions, proverbs, and grammar, to listen to instructional tapes or CDs, and to thus keep the conversation in English going. This is evident among students of higher language proficiency in English.

Indian students most frequently use strategies involving translation to learn English vocabulary words, to read, and to write. Moreover, they used several resources, such as online devices, to check reading and listening comprehension. In various situations, they practice mental translation for their thoughts and to ask questions that helped them better understand English words in their mother language. It appears that girls use more strategies to learn English in an EFL environment than boys. While older and more proficient students tend to avoid using mental translation from Hindi/Bengali and think directly in English as a target language, younger and less proficient learners are keen to translate word for word or to write Hindi/Bengali phrases between the lines of English texts to learn English more quickly, and to reduce their feelings of anxiety stemmed from learning a foreign language.

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Bio-note: Dr Manish Prasad is at present serving as Assistant Professor, in Amity Institute of English Studies and Research Kolkata, Amity University Kolkata, West Bengal, India. He has done his PhD from the Department of English, Kazi Nazrul University, West Bengal, India. His area of research interest includes Post-Colonial Studies, Translation Studies, Cultural Studies, Indian Philosophy and Mahatma Gandhi. He has served in various reputed Colleges and Universities of India in the last five and half years. He has been invited as resource person and expert for giving lectures by various International and National Institutions. He has various International and National research publications under his name. He has also presented papers in various seminars, symposiums, and conferences. Other than teaching, he is also a promising translator and currently engaged in translating Shakespeare's sonnets from English into Hindi. He can be reached at knu.manish@gmail.com.

Transformation of Traditional Language Teaching Methods to Adapt the Expanding Digital World

Dr. Khamar Jahan Sk.

Abstract

In the 21st-century classroom, English language teaching is no longer traditional but has become more challenging and experimental. Particularly, where English is learnt as second language, a teacher not only recognizes the significance of facilitating the learners with essential skills but also nurtures a sense of responsibility in them. The role of a teacher extends to train the learners with a holistic approach and skills required for the 21st-century workforce. As a result of the covid-19 pandemic, English teachers had to adopt the innovative teaching methods and during this tremendous transformation, there was plethora of choices to teach English language integrating technology. Online teaching being the 'new normal,' technology embedded and web-based virtual classrooms became inevitable. However, English language teachers had the liberty of designing the E-content, the autonomy of programming and planning the activities, providing constant guidance and knowledge accomplishment competently.

Now, English language teachers should be involved in continuous learning activities as they carry the greatest responsibility of nurturing the future generations. They should develop knowledge, adapt their skills and familiarize with the current trends. The content, methodology, pedagogy, syllabus and course design with respect to the digitalization and technology integration should be innovatively enabled. Firstly, English teaching should be more explorative and a hands-on approach. Secondly, the methodology of teaching should be eclectic. English language teachers can flexibly tailor the content involving both printed text and digital tools. Thirdly, the curriculum design and assessment should be refined bridging the academia and industry gap.

The next point to discuss is improving communicative competence irrespective of the language background of the learners. English language teachers can choose modern tools like Vodcast, Podcast, the web, YouTube and many other e-learning tools to instruct and the learners can gain knowledge at their own pace. A flipped class can be planned where learners browse, explore and self-learn the ready-made material. The discussion can take place in the classrooms. Integrating technology in classroom

encourages learners as they easily get connected to the Internet and multimedia. This paper focuses on the emerging trends in teaching English language to young adults and the transformation of traditional methods of teaching to adapt the latest methods in the current times.

Keywords: Integrating Technology, E-Learning, Social Responsibility, Content Design

With the emergence of new trends in the field of education, the facet of teaching and the methodologies of teaching English in particular have entirely changed. English language teaching has undergone remarkable changes over the years and particularly during pandemic. After the Pandemic, there are a plethora of educational options before the millennium learners and the teachers who teach them. Flipped Teaching, Blended Teaching, Virtual Teaching, the Eclectic method of Teaching and many more have become the new normal with integration of technology into teaching. Earlier reading and writing skills were typically emphasized, and not much attention was paid to speaking and listening skills. Textbooks, workbooks, and other printed materials were the primary resources. The traditional way of teaching English language typically involves a teacher-centred approach with a focus on grammar rules, vocabulary drills, and reading comprehension exercises. The teacher typically lectures on the rules of English grammar, and students are expected to memorize and practice these rules through written exercises and drills.

One of the common features of the traditional way of teaching English language includes focus on grammar. The traditional approach places a considerable emphasis on learning and practicing English grammar rules. This is often done through repetition and memorization of rules and patterns. The second one to focus is vocabulary drills. Students are expected to learn new words and phrases through rote memorization and practice exercises. The third one is reading comprehension. Students are often given reading assignments and are tested on their ability to understand the text. Next one is writing exercises. Students are expected to write short essays and compositions to practice their writing skills. Finally, the traditional approach was teacher-centred where the teacher is the primary source of information and instruction in the classroom. While this traditional approach has been used for many years, it has been criticized for its lack of focus on communication skills, creativity, and critical thinking. Today, as per the need of the hour, many language educators are moving away from the traditional approach and embracing more communicative and student-centred methods of teaching English.

In this context, Teaching English as a second language (ESL), though rewarding has always been challenging. Students come from different cultural backgrounds and have different learning styles. The challenge for ESL teachers is to cater to the diverse learning styles of their students. Language barriers are a significant challenge for both the teacher and the student. Teachers must find ways to overcome these barriers and communicate effectively with their students. They must also be prepared to deal with language difficulties when students try

to express themselves or understand what is being taught. Cultural differences can lead to misunderstandings and misinterpretations. It is essential to have a good understanding of the cultural background of the students to avoid these issues. Motivating students to learn English can be a significant challenge, especially for students who do not see the relevance of English in their lives. Teachers must find ways to keep their students engaged and motivated to learn. “Effective teaching takes students from where they are and leads them to a higher level of understanding.” (Krashen, 1985)

Teaching English as a second language can be time-consuming and teachers must contribute time teaching important aspects of the curriculum. Assessing the progress of ESL students with limited language proficiency is challenging. Teachers must adjust their teaching strategies accordingly. They must be creative in providing necessary resources and materials to learn English effectively. Despite these challenges, teaching English as a second language can be an incredibly rewarding experience for both the teacher and the student. In the case of Teaching English as a foreign language (EFL), a teacher must tailor his/her teaching to meet the needs of each individual student, taking into account their unique learning styles and language abilities. Cultural differences can also pose a significant challenge for EFL teachers. They must be aware of these differences and be sensitive to the cultural norms and practices of their students.

EFL students often have limited exposure to English outside of the classroom. It is the responsibility of the teacher to immerse students in the language and provide opportunities for them to practice their language skills in real-world situations. Students may lack motivation to learn English, particularly if they do not see the relevance of the language in their daily lives. Teachers must motivate and make the learning experience engaging and enjoyable. In such cases, EFL teachers may adopt technology to design effective lesson plans and to provide students with the necessary resources to learn the language. With the right approach, ESL or EFL teachers can help their students achieve their language learning goals.

At present, the role of an English teacher extends not only to teach but also to train the learners with a holistic approach. Holistic approach aims to develop the person on a whole-intellectually, emotionally, socially, physically, and spiritually. In a holistic approach to teaching English, the teacher should not only focus on grammar, vocabulary, and reading comprehension but also consider the learners’ needs, interests, and backgrounds. Language teaching in particular is different from teaching any other subject. A holistic approach can create a safe and inclusive learning environment where students feel respected and valued. Teachers achieve this at large in language classrooms as they encourage students to express themselves, their opinions, and their ideas. They also use a variety of teaching methods, such as group work, role-playing, drama, and games, to make learning more engaging and meaningful.

Additionally, a teacher who adopts a holistic approach to teaching English should strive to integrate language learning into the real world. For example, they could encourage students to explore and analyze current events or cultural aspects of the English-speaking world. The teacher should also consider learners' interests and connect language learning to their hobbies or passions, such as music, movies, or sports. In short, a holistic approach to teaching English involves providing a well-rounded education that not only focuses on the technical aspects of language learning but also recognizes and supports students' emotional, social, and cultural development. By adopting this approach, teachers can help students develop the skills and confidence they need to succeed both inside and outside the classroom.

In the 21st-century classroom, English language teaching is no longer traditional but has become more challenging and experimental. As a result of the covid-19 pandemic, English teachers had to adopt the innovative teaching methods and during this tremendous transformation, there was plethora of choices to teach English language integrating technology. The pandemic has accelerated the shift towards online and blended learning as it is a "thoughtful fusion of face-to-face and online learning experiences" (Garrison & Vaughan, 2008).

With the rise of online communication tools, such as video conferencing and messaging apps, teachers are using these platforms to facilitate collaborative learning among learners. This allows learners to interact with each other and practice their English language skills in real-time. Teachers are using online learning platforms to provide learners with access to a range of resources, including videos, podcasts, interactive quizzes, and virtual classrooms. Technology is being used to create personalized learning experiences for individual learners. The pandemic has accelerated the use of online and blended learning for language teaching, with many schools and language centres offering remote and hybrid programs. Online platforms such as Zoom, Google Meet, and Microsoft Teams have made it possible to conduct live virtual classes, and digital tools have made it easier to create and share multimedia resources. Adaptive learning technologies use data and analytics to track learners' progress and provide customized feedback and learning materials. "Digital tools are essential in the recognised field of computer assisted language learning (CALL), but also has become a core part of English language teaching (ELT) in general." (Motteram 2013)

Virtual and augmented reality technology is being used to create immersive learning experiences in which learners can explore new places and interact with digital objects in real-time. This can be particularly useful for teaching English vocabulary related to specific contexts, such as travel or business. The use of gamification to teach English has become popular in recent years. Gamification is being used to make the learning process more engaging and enjoyable. Teachers are using games, quizzes, and other interactive activities to motivate learners and help them to learn English in a fun and creative way where learning process is more enjoyable. Artificial intelligence is being used to develop English language learning programs that can

adapt to the needs of individual learners. Overall, the use of technology in English language teaching is becoming increasingly popular as new technologies are developed and as teachers and learners become more familiar with them. These tools can help to make learning more engaging, interactive, and effective for learners of all ages and backgrounds.

Teaching English to millennial learners can be on one hand a rewarding and on the other hand a challenging task as they come with different learning styles and preferences. Millennial learners can also be referred to as digital natives, and they love using technology. Teachers can use various digital tools like language learning apps, interactive white boards, videos, and audio recordings to help them learn English effectively. They prefer to learn through active participation and collaboration. Engaging them in group activities, role-playing, debates, and discussions will help them improve their English language skills. Project-based Learning involves creating new projects that allow millennial learners to use their creativity and problem-solving skills to learn English. A group project can be assigned wherein learners research, present, and communicate their ideas in English. Task-based Learning also involves them in real-life tasks such as writing a letter, ordering food at a restaurant, or making a phone call in English. This helps them to develop their language skills in a practical context. Blended Learning method can be used to provide additional learning material, assignments, and quizzes to supplement classroom teaching along with online resources. It is well said that “In terms of time and space, it is versatile for learning experiences which meet the needs of many adult learners (Georgsen & Lovstada, 2014).

The Computer Aided Language Lab (CALL) integrates different modes of communication, such as images, videos, sounds, and text, to support language learning. With the rise of multimedia and interactive technologies, language teachers can now use a variety of resources and media to create engaging and effective learning experiences. With the widespread availability of smartphones and tablets, mobile learning also has become a popular trend in teaching English. Teachers are using mobile apps and online resources to provide learners with instant access to learning materials, including videos, podcasts, and interactive quizzes. Overall, the use of digital tools in English language teaching is becoming increasingly common as technology continues to advance and evolve. These tools can help to make learning more engaging, interactive, and effective for learners of all ages and backgrounds.

Technology has revolutionized the way teaching and learning English, providing a plethora of choices for language teachers to create innovative and effective learning experiences. There is a remarkable transformation from traditional language teaching methods to the latest digital tools. There are many language learning apps, such as Duolingo, Rosetta Stone, and Babbel, that can help learners improve their English language skills. These apps provide interactive and engaging activities that focus on grammar, vocabulary, and pronunciation. Digital Interactive whiteboards can be used to create dynamic and interactive lessons. Teachers can use digital whiteboards to display text, images, and videos, and they can also use them to create engaging

activities, such as quizzes, games, and interactive exercises. The internet provides a vast array of resources that teachers can use to enhance their English language lessons. Teachers can use online videos, podcasts, blogs, and articles to provide additional language input and to introduce learners to authentic English language use. Teachers can use VR to create virtual field trips, role-playing scenarios, and other interactive activities that provide a realistic and engaging language learning experience.

Social Media platforms such as Facebook, Twitter, and Instagram can be used to connect learners with native speakers of English and to provide opportunities for language practice and communication. Teachers can use social media to create online communities and to encourage learners to use English in real-life situations. Collaborative online tools, such as Google Docs, can be used to facilitate group work and collaborative writing projects. Teachers can use these tools to encourage learners to work together, to provide feedback on each other's work, and to develop their writing and communication skills. In short, integrating technology into teaching English provides a plethora of choices for language teachers to create engaging and effective learning experiences. By using language learning apps, digital whiteboards, online resources, virtual reality, social media, and online collaboration tools, teachers can create dynamic and interactive English language lessons that meet the diverse needs of their learners.

Finally, the eclectic method of teaching English is an adaptable approach that draws from various language teaching methodologies to create a customized and effective learning experience for students. Most of the teachers at present are adopting this method as it combines different language teaching methods, including grammar translation, communicative language teaching, task-based learning, and audio-lingual methods. Teachers can choose the most suitable techniques and activities from each approach to create a well-rounded learning experience. It places a strong emphasis on student-centred learning, where learners are actively involved in the learning process. Teachers provide learners with choices and options, and they encourage learners to take responsibility for their learning. The eclectic method focuses on developing learners' language skills in a holistic way. This includes improving reading, writing, speaking, listening, and critical thinking skills. Teachers can use a variety of resources and activities, such as games, songs, stories, videos, and debates to create a diverse and engaging learning experience. Biloon (2016) examined the eclectic method and revealed that the specific needs and learning styles of learners were better catered to using this approach.

While there are many benefits of integrating technology in the classroom, there are also potential challenges and limitations that teachers should be aware of. Technical difficulties include issues with internet connectivity, software glitches, or malfunctioning hardware. English Teachers should have a plan in place for addressing technical difficulties and should be prepared to troubleshoot these issues on their own or with technical support. Devices, software, and subscriptions to online resources should be manageable. Most of the students can't access technology and resources outside of the classroom. Moreover, the use of technology

in the classroom raises privacy and security concerns. Teachers should be aware of the laws and regulations surrounding data privacy and security, and should take steps to ensure that students' personal information is protected. In order to retain critical thinking and problem-solving skills, face-to-face interaction and social skills among students, teachers should integrate technology in the classroom with a thoughtful and strategic plan. Additionally, teachers should seek continuing professional development and training to stay up-to-date on the latest trends and best practices in technology integration in teaching.

Teaching English to millennial learners requires an innovative and flexible approach that takes into account their preferences, learning styles, and use of technology. The emerging trends in teaching language and communication reflect the changing landscape of global communication and the increasing use of technology. By embracing these trends, language teachers can create more effective and engaging learning experiences for their students. Millennium learners can be encouraged to learn in teams, foster a collaborative environment and create opportunities to work together. Since they have access to a variety of tools and platforms, learning can involve innovatively adapting to their preferences.

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Bio-note: Dr. Khamar Jahan Shaik is a PhD holder from JNTUH, Hyderabad and an M. Phil from Acharya Nagarjuna University, Guntur. Though her area of research was Indian Writing in English and Caribbean Literature, she is equally interested in ELT. Over the span of 16 years, she has taught Technical English to engineering graduates and Business English for MBA graduates and English for Research Paper writing for M. Tech students. She has published research papers in national and international conferences and reputed journals. She is currently working as an Assistant Professor in the Department of Humanities and Sciences in VNR Vignana Jyothi Institute of Engineering and Technology, Hyderabad, India.

Teaching English Language Through Short Story

Amiya Kumar Mondal

Abstract

Literature has a number of interesting genres. The short story is one of them. We know that language items including grammatical items must not be taught to students out of context. They can be taught to them effectively only when they are presented in context. A short story is very rich in language items viz. verb patterns, synonyms, connotative and denotative meanings, the use of prepositions, articles, types of sentences (simple, complex, compound, assertive, interrogative, negative, imperative, optative, exclamatory), different types of phrases and clauses, voice change, narration change, phrasal verb, idioms & idiomatic expressions, collocation, hyponyms, meronyms, transformations.

Literature plays an important role in teaching four basic language skills like listening skill, speaking skill, reading skill and writing skill. However, when teaching language using literature in the classroom, skills should be taught in an integrated way. The short story is no doubt, a very fascinating and mindboggling genre. We read a short story for pleasure and entertainment and for comprehension. A short story consists of a variety of important components e.g. theme, plot structure, plot, climax, epiphany, humour, irony, figure of speech or tropes, stylistic devices, flashback, point of view, etc. The student must have a good knowledge about those ingredients of a short story.

There is a wide potpourri of activities which students have to master in order to appreciate a short story. They must know the setting and background of a short story. The setting determines the tone of a short story. The tone may be happy, sad or the tone may reflect a blend of joy and sorrow. The setting refers to the time and place of the short story. There is no short story without a conflict. Conflict may be external or internal. External conflict is between man and man, man and nature, whereas internal conflict remains in a character. A character exhibits internal conflict when she or he remains in a dilemma. Character portrayal is an important aspect of a short story. A character can be dynamic or flat. A dynamic character is one who undergoes a change whereas a flat character does not undergo a change.

Imagery is another significant part of a short story. There are various types of images - tactile, gustatory, visual, aural, olfactory, concrete, abstract, natural. These images are of wide significance as through them the message, tone and mood of a short story are conveyed meaningfully. Teaching short story can be done through the integrated approach (integration of reading, speaking, writing) as far as the teaching methodology is concerned. Appropriate and relevant tasks are set to teach the students the ingredients of a short story. They are writing the gist of a short story, the traits of characters, prediction, activities, process, question, questions of inference, questions of evaluation etc. In this way a short story is taught in the classroom and students will acquire a good knowledge of the language.

Key Words: Discourse, Markers, Methodology, Integration, Second Language, Word formation, Transformation.

INTRODUCTION

The method of teaching language through short story in under graduate classes in our country especially West Bengal is grossly neglected. My writing TEACHING ENGLISH LANGUAGE THROUGH SHORT STORY is intended to promote grammatical and communicative competence of the learners of the English Language through short story. Since the emergence of structural linguistics and learning of language and the study of literature have moved away from each other. It is essential that language should be taught through short story, we need an approach which integrates the two. If an integrated approach to teaching language and literature is adopted, it will be based on linguistic and educational grounds, but carrying an aesthetic point of view. From the view point of the contribution of the development of the learner's linguistic competence, there is hardly any doubt that it obviously can enhance his respective as well as productive knowledge of the language. Literature can help students to be master as well as expert of the vocabulary and grammar of the language as well as the four skills: listening skill, speaking skill, reading skill and writing skill. When the learners are interested in learning the language, they will be interested in seeing how the whole language system is used in the actual business of communication.

Students learn better when they are engaged with what is happening. Their feelings and attitudes matter both in relation to their encounters with the language itself, and also in terms of the learning experience in general.

Students need constant exposure, to the language otherwise they will not learn how to use it. The input they receive may be in the form of reading or in the way the teacher talks to them. It may sometimes be roughly tuned, or for more form focused sequences finely tuned. Comprehensible input is not enough in itself, unless there is some language study or some opportunity for noticing or consciousness-raising to help students remember specific language.

Focus on form - and especially at lower levels, on language forms-is a vital component of successful language learning.

Students need chances to activate their language knowledge through meaning - focused tasks. This activation is achieved when they try to deploy all or any of the languages, they know either to produce language (spoken or written) or to read or listen for meaning.

Students should be encouraged to think about language as they work with it since, we are sure, this aids retention. Where appropriate, we should encourage students to do some of the work for themselves, discovering how language works rather than being given information about language construction 'on a plate'.

NEURO LINGUISTIC PROGRAMMING

According to the practitioners of Neuro Linguistic programming (NLP), we use a number of 'Primary Representational System' to experience the world. These systems are described in the acronym 'VAKOG' which stands for visual (We look and see), Auditory (we hear and listen), Kinaesthetic (we feel externally, internally or through movement) Olfactory (We smell things) and Gustatory (We taste things).

Most of the people, while using all these systems to experience the world, nevertheless have one 'Preferred Primary System'. NLP gives teachers the chance to offer students activities which suit their primary preferred system. According to Radislav Millrood, it shows how teachers can operate in the C-Zone - the zone of congruence, where teachers and students interact affectively - rather than in the R-Zone - the Zone of students' resistance, where students do not appreciate how the teacher tries to make them behave. NLP practitioners also use techniques such as three position thinking, to get teachers students to see things for other people's points of view so that they can be more effective communicators and interactor.

OBJECTIVE OF TEACHING LANGUAGE THROUGH LITERATURE

The general aims and objectives of teaching English language (at the secondary level/higher secondary level/school level) are as follows.

- 1) To develop the students' intellectual, aesthetic and emotional maturity through engagement with and response to, language.
- 2) To increase students personal, social, economical, political, religious, historical and cultural awareness through the study of range of texts.
- 3) To increase the students, understanding to how English language functions, especially in its figurative mode through such devices as grammatical items.
- 4) To extend students' knowledge of the major functional grammar such sentences, voice change, narration, simple sentence, complex sentence, compound sentences, transformation of sentences, degree etc.

- 5) To develop over all English language competence of students i.e. grammar, vocabulary etc. in English through the study of literature, short story.
- 6) To develop the students' linguistic skills specially reading and writing through English literary pieces. like - short story.

BROAD OBJECTIVE: To develop students' linguistic sensibility, understand, appreciate and use the proper function of sentences in the specific fields.

SPECIFIC OBJECTIVE: To create awareness about the linguistic competence and their functional way, to enable students to comprehend and interpret the whole linguistic genre; to enable students to make out the meaning of the expressions used in the short story - literature, and to develop students' competence to use the proper function of sentences in the specific field.

METHODOLOGICAL CONSIDERATION OF TEACHING ENGLISH

Teaching language undoubtedly helps in developing cognitive and affective aspects of students and hence, it has been compulsory component of all school curriculum and the language courses at the school, college and university level. Teaching English language adopting communicative methods undertakes the following assumptions and methodological consideration:

- 1) **A literature based (short story) approach to Teaching Language:** Literary texts are seen as a language response which provides stimulating language activities. The advantages of using literary texts for language activities are that they offer a wide range of styles and register; they are open to multiple interpretations and hence provide excellent opportunities for class room discussion. Students are encouraged to draw on their knowledge of familiar grammatical, lexical or discoursal categories to make aesthetic judgment of the text.

Selection and organization of literary materials:-Linguistic materials are chosen considering three factors :

- a) The materials give exposure to certain stylistic features of language.
 - b) The materials illustrate certain linguistic elements viz grammatical, lexical etc.
 - c) The materials have considerable linguistic acknowledgment and merit.
- 2) **Language as content :** This is the most traditional approach frequently used in tertiary education. Language itself is the content of the course, which concentrates on areas such as the history and characteristic of linguistic movement; the social, political, historical and cultural background to a text.

Selection and organization of linguistic materials : Materials are selected for their importance as part of a linguistic canon or tradition .

- 3) **Language for personal Enrichment:** Language is viewed as a major source of personal enjoyment as well as enrichment teaching language that relates the present to past traditions, conduct, culture, beliefs, values etc. Thereby generating intellectual, aesthetic views.

Selection and organization of linguistic materials: Materials are chosen on the basis of whether it is appropriate to students' interests and will stimulate a high level of personal importance; materials are often organized thematically and may be placed alongside non-linguistic materials which deal with similar theme.

TEACHING STRATEGIES FOR TEACHING ENGLISH THROUGH SHORT STORY

Teaching a short story can be a different task for the teacher particularly because of its length, interwoven plots and subplots, climax, denouement, humour, ending, irony, mediates, theme, multilayer meaning etc. among other literary devices. However, a teacher may overcome the aforesaid difficulties through certain pre-reading and reading strategies which would revive the interest and concentration back to the short story from time to time. The following strategies are specially aimed at generating ideas about different aspects of the short story.

- A. Guessing the theme of the short story and the students may be asked to guess the function and categories of the sentences, content, etc. This may be used as a pre-reading activity. Different students are expected to come up with various ideas regarding the aforesaid aspects.
- B. As a pre-reading incidence as part of whole reading activity, the students may be asked to stop reading at significant junctures of the narrative or episodes and predict the incident or episodes that might follow. This activity can be most suitable for thriller short story though may be applied to other types as well.
- C. Reading and Evaluating Character development : Having studied one or more characters to a certain extent, the students may be asked to evaluate the disposition of characters and predict their development or transformation if any by the end of the narrative. This can be conducted as a while reading activity.

The aforesaid strategies are expected to trigger imaginative faculty of students to a great extent and at the same time enjoy reading the short story.

DESIGNING TASK FOR TEACHING LANGUAGE THROUGH SHORT STORY.

Designing appropriate and effective tasks and activities forms an integral part of teaching language. The tasks and activities are the tools of achieving the objectives of teaching language

and developing literary competence of the students. Hence, the task designer should consider the following while designing tasks for the language class.

- 1) One of the main aims in the classroom should be to teach the students to read language using the appropriate linguistic strategies. Hence, the tasks should be designed so that they involve them not in reading for some practical purpose, for example to obtain information, but rather in analysing a text in terms of what it might mean symbolically or physically.
- 2) Linguistic texts have a powerful function in raising moral and ethical concerns in the classroom. The tasks and activities the teachers devise to exploit these texts should encourage the students to explore these concerns and connect them with the struggle for a better society.
- 3) Language provides wonderful source materials for eliciting strong emotional responses from the students. Hence, the tasks should be devised in such a way that they involve the learner as a whole person and provide excellent opportunities for the learners to express their personal opinions, reactions and feelings. These tasks should further generate discussion, controversy and critical thinking in the classroom.
- 4) One of the main tasks in the classroom is to pinpoint how far literary language deviates from ordinary language. The tasks should focus on the specialized use of language or the linguistic features of literary texts.
- 5) Finally, one prime aim when using literature with the students is to help them unravel the many meanings in a text. Students often need guidance when exploring these multiple levels of meaning in a linguistic text the teacher needs to devise materials and tasks which help them to learn the proper language.

The teacher would teach them different kinds of sentences from the perspective of meaning and structure e.g. declarative sentence/assertive sentence, optative sentence, imperative sentence, interrogative sentence, exclamatory sentence, affirmative sentence, negative sentence (meaning) and simple sentence, complex sentence, compound sentence, complex compound sentence, multiple sentence etc. The students will learn discourse markers, logical connectors and the correct use of punctuation marks. They will also know the different grammatical categories e.g. complement subjective & objective, adjunct, disjunct, conjunct etc.

Teaching the English language can be best done through the short story. The different aspects of the language must be taught in context not in isolation. The teacher would adopt the integrated approach (integration of reading, speaking & writing) as far as the teaching methodology is concerned. Appropriate and relevant tasks are set to teach the students the different aspects of language used in the short story. The tasks include filling in the blanks, matching the columns, making sentences with words and phrases. In this way students will acquire a good knowledge of the language.

SAMPLE TEACHING UNIT - 1

The TENSE of a verb refers to the time when the action of the verb is performed.

Tense of a verb can be of three types : Past, Present and Future.

Each type of tense has four forms : Simple, continuous, Perfect and Perfect Continuous

1. A tiger was looking for something to eat.
2. The old woman was feeling very ill-tempered that night.
3. Bholenath was looking for his donkey in the storm.
4. The drip drip is falling
5. Tiger is thinking for drip drip.

[Text Book Class VI, BLOSSOMS, WBBSE, Lesson -1,

IT ALL BEGAN WITH DRIP DRIP - Alkha Shankar and Sharleen Mukundan.]

Exercise :-

- a) Rai eats rice for lunch
- b) Rai is eating rice for lunch.
- c) Rai has eaten rice for lunch.
- d) Rai has been eating rice for lunch.

All four sentences show a particular time - the present. The action is a habitual one, or is still in progress, has just been completed or has been going on for a while.

The present tense of the verb refers to a state or an event that happens in the present time.

SIMPLE PRESENT TENSE :

Rai eats rice for lunch.

The verb eats suggests a habitual action - that the subject Rai eats rice regularly.

This sentence is said to be in the simple present tense.

- a) Tapasya ---- (sing) a song everyday.
- b) Moon --- (teach) in English every day.

PRESENT CONTINUOUS TENSE

Rai is eating rice for lunch.

The verb is eating indicates that the action is in progress at the time of speaking .

The present continuous Tense is used for actions which are taking place at the time of speaking.

The present continuous tense has the form :

Subject + be + verb + ing. + object

- a) Rai (eat) rice for lunch.
- b) Moon (teach) English every day.

SAMPLE TEACHING UNIT - 2 VOICE CHANGE

Voice is the form of the verb which indicates whether the subject does the work or something has been done to it.

There are two kinds of voice -

- a) Active Voice : When the subject of a sentence is the doer or actor, the verb is in Active Voice. It is so because the subject is active.
- b) When the subject of a sentence is acted upon, the verb is in Passive Voice. It is so because the subject is Passive.

Change of Pronoun :-Subject - (before the verb) I, We, You, He, She, They,
Object - (After the verb) me, us, you, him, her, them.

Voice Change -

- 1) She was awakened by the little bird calling her at the top of his voice.
- 2) The bird was surprised when she carried him to the cage.
- 3) The bird was quite used to this, so he suspected nothing.

[Text Book, Class VIII, BLOSSOMS, WBBSE.

Lesson- 5, *PRINCESS SEPTEMBER* - W. Somerset Maugham.]

Exercise -

- 1) Tapasya does her work every day.
- 2) She did her work every day.
- 3) She has written the letter.
- 4) Moon will teach English.

SAMPLE TEACHING UNIT -3 TRANSFORMATION OF SENTENCES

Transformation of sentences refers to the conversion of sentences from one type to another without changing the meaning.

Example :

- 1) Swami knew how strict his father could be.
- 2) Swami hoped that his father would be made to see
- 3) He put it in an envelope and sealed it.
- 4) Father snatched the letter away and tore it up.

[Text Book, Class - X, BLISS, WBBSE, Lesson - 1, *FATHER'S HELP* - R.K. Narayan.]

Exercise :-

- a) She wants to learn a new language (Assertive Sentence)
Doesn't she want to learn a new language? (Interrogative Sentence)

b) Mr. Parekh is a rich businessman (Simple Sentence)

Mr. Parekh is a businessman who is rich.

c) R.N. Tagore is a great poet. He got the Nobel Prize.

d) David came home. He began to write.

SAMPLE TEACHING UNIT - 4 INTER CHANGING EXCLAMATORY AND ASSERTIVE SENTENCES :

An exclamatory sentence can be changed to assertive by expressing the feeling as a statement. Words like alas, would that, how and what in the exclamatory sentences are not retained in the assertive sentence.

Example:

1) What a poor fruit vendor!

2) What impudence!

3) What a grimy fruit vendor!

[Text Book, Class - IV, BLISS, WBBSE, LESSON - 10, *THE PRICE OF BANANAS*, Mulk Raj Ananda.]

Exercise:

a) The opening ceremony was spectacular

What a spectacular opening ceremony!

b) How tall is that man!

That man is very tall.

SAMPLE TEACHING UNIT - 5

NARRATION AND REPORTING :-

1. "He is a very angry man"

2. "Have you no school today?"

3. "Does he always scold the students?"

4. "You are half an hour late".

5. "I have a headache."

[Text Book, Class - X, BLISS, WBBSE, Lesson - 1, *FATHER'S HELP*, R.K. Narayan.]

(Narration of Speech)

Two Kind - a) Direct Speech (or direct narration)

What a man says is kept as it is within a quotation ("") marks. A sentence containing such a quote is called the DIRECT SPEECH or DIRECT NARRATION.

b) Indirect Speech (or Indirect narration)

Sometimes the exact speech of a speaker is not repeated but reported. Such a speech is called Indirect Speech or Indirect Narration.

We use Direct Speech when we repeat someone's words and Indirect Speech when we use our own words to report what someone says.

Example:-

He said, "I am okay."

Mother said, "Are you ill?"

The teacher says, "Listen to me."

He said, "May you be happy."

Example:-

He said that he was okay.

Mother asked if I was ill.

The teacher says to listen to him.

He wished that I might be happy.

i) The quote, starts with the capital letter preceded by a comma.

ii) The indirect speech contains no quote mark, nor any comma.

DIRECT SPEECH (three parts)

The Speaker - He, Mother, The teacher

Reporting Verb - said, said, says,

Reported Speech - "I am OK.", "Are you ill?", "Listen to me."

CHANGE OF NARRATION (Statements (From direct to indirect)

Rules : i) The speaker and the reported verb remain unchanged.

ii) The comma and the quote after the reporting verb are replaced by that

In conclusion, I would like to point out the most obvious conclusion of the overall discussion, i.e. the tremendous educational potential of literature for teaching the English Language through short story in general and the ELT classes in particular in West Bengal.

The teaching of English language can be adopted to the communicative approach through the use of short story. The EFL classes offers variety of pedagogical activities and expands the communicative scope of foreign language teaching.

The integration of the study of language through literature in the curricular framework sets a series of questions related to its value and implementation. The materials should set up contexts in which learners can express themselves, their own opinion, ideas, and attitudes as well as developing their language skills in class room situation that should be suitable and helpful for learners to communicate effectively.

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Bio note: Amiya Kumar Mondal, M.A English, B.Ed, DELT, M.A.ELT is engaged as Asstt. Teacher of English Language and Literature, Dhaphdapi High School (H.S) Baruipur; email tapasyaam2111@gmail.com.

Sensitizing the Future Engineers on Climate Change: A Successful Experiment in ELT

Shreya Das

Abstract

English Language Teaching in the curriculum of engineering and management programs suffers the ridicule of being a 'sidekick.' The pseudo notion of banality in ELT classrooms has been reared by STEM faculty members as much as by former students. Teaching Humanities in the respective institutions is called into interrogation, despite its significance in job placements and for the overall development of a learner. Owing to the challenges, upgrading lesson plans with an inductive approach becomes a necessity.

This paper dwells on a teaching plan I implemented for my current students. I tried to synthesize engineering and humanities by focusing on a common social cause – Climate Change. While lack of rainfall and intense drought as impacts of Climate Change belong to advanced disciplines like Environmental Science and Water Resources Engineering, one cannot deny their contribution to Global Warming. I have used teaching materials ranging from mass media to new media texts for my individually devised module on 'Climate Change.' Whether these resource materials can be labelled as eco-materials, I will save that decision for my fellow readers in academia.

Although my inputs of teaching strategy and materials were similar for all engineering programs, the outputs from students were highly diverse. Climate Change as a global issue demands solutions based on intersectionality. This study analyses factors like the stream of engineering, caste and class, gender, and geographical background that have led to the diversity in reactions. However, the commonality in all reactions was empathy. This, in my opinion, is the ultimate goal of education, largely complementary to the requirements of effective communication in English.

Keywords: English Language Teaching, material design, Climate Change, Linguistic Pedagogy

INTRODUCTION

English Language Teaching as a course in private engineering colleges in India is bereft of the respect it deserves. The disregard can be spatial (limited or negligible development in the infrastructure and resources in language laboratory despite visible investments in engineering, science and technology laboratories), temporal (secondary preference given to English classes while mapping class schedules) and sometimes behavioral (bred largely by academic superiority complexes among STEM disciplines). This eventually affects students' motivation to attend English classes, giving birth to the practice of 'mass bunk.' To tackle such institutional and socio-academic challenges, English language instructors look for various methods to bloom enthusiasm and active participation in their classes. If not through the support of advanced infrastructure or work peers, Humanities faculty need to try harder.

This paper harps on one such attempt of mine at English Language Teaching. I designed a module for a course on English language Communication that applies to second language learners at an intermediate or advanced level. It involves a completely inductive approach, integrating mass media resources into the English classroom. Throughout the processes of designing the lesson plan and drafting this paper, I tried my best to simplify the dominant complexities of English teaching – vocabulary, grammar, pronunciation, spoken versus written English, colloquialism and cultural differences.

2.0. MATERIALS AND METHODS

I designed the teaching plan using a range of resource materials, including mass media and new media texts, to address the issue of Climate Change. The module aspires to be inclusive, aiming to engage all students, regardless of their engineering stream. I delivered the instructions in an inductive approach, focusing on the practical implications of communication rather than a theoretical approach to communication skills in English.

2.1. AUDIO-VISUAL MATERIALS

Traditional teaching methods may be complex, uninteresting, or challenging for learners, and they may miss or not understand class content. Existing research on using YouTube as audio-visual materials in language classrooms has generally found positive outcomes. Terantino writes, "YouTube offers fast and fun access to language and culture-based videos and instruction from all over the globe." The popularity, free-of-charge availability, and ease of use of YouTube make it a convenient and attractive resource for language tutors to use in their lessons. Therefore, YouTube videos could provide an engaging and effective way to simplify lessons and enhance students' motivation and learning outcomes.



Skymet Weather Services launched an initiative named #helpthefarmer to raise awareness on farmers' suicide as an alarming issue in India. In August 2015, they shared a short fiction film featuring the same issue, which is the first teaching material of this module. In the film, a little girl named Dhuniya is portrayed as worrying about her father, a farmer. An overview shot displays the drought in the village through barren farmlands and a dried pond. Another scene highlights the futile happiness as Dhuniya mistakes the droplets from her mother's washed saree as rainfall. More significantly, suicides by other farmers of the village are informed as Dhuniya innocently recalls them while pointing at the stars. Hence, the lack of rainfall and rise in temperature has been established without exchanging excessive dialogues. As the first task of this module, the audio-visual tool was played twice – first for a general view and second for a critical view. This was followed by an open classroom discussion.

2.2. PUBLIC SPEECH OF ACTIVISM

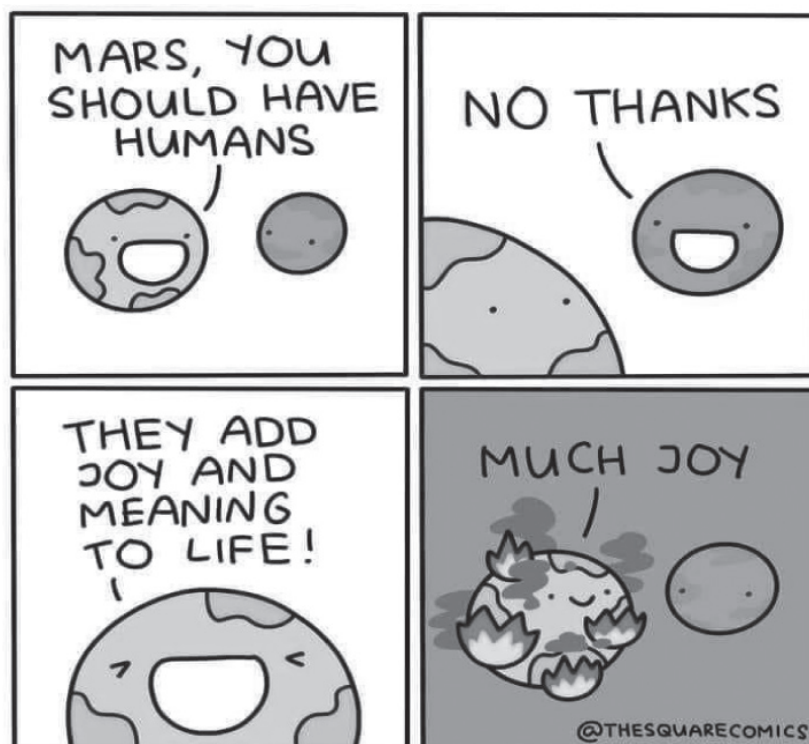
The Abstract of Kristin Demetrious' book *Public Relations, Activism, and Social Change: Speaking Up* reads – “As the effects of climate change intensify and are magnified by high carbon dioxide emitting industries, vigorous public debate is vital in the exploration of new ideas and action and if alternative futures are to be imagined. In these conditions, the articulate and persistent public will appear as grassroots activists, asking contentious questions about risks and tabling them for public discussion in bold, inventive, and effective ways. Nevertheless, the entrenched power relations in and through public relations in contemporary industrialized society provide no certainty these voices will be heard.”



Next on the list is Greta Thunberg, whose voice strongly contradicts the last statement above. Although her innate privileges contributed immensely to her becoming a global icon as young as fifteen, her activism did start more dialogues on Climate Change and inspired many youths to take action. This module includes Thunberg’s speech at the 2019 United Nations Climate Action Summit, subtly including the controversies that followed. I shared the respective video available on YouTube and a transcript of the speech. While this “How dare you?” speech earned both accolades and criticism from viewers worldwide, I needed to know what my students thought about it. Therefore, I created a class assignment to write their views for or against (or both) the speech. In this way, the learners will learn about the concept of ‘discourse,’ which is central to ‘Effective Technical Communication.’

2.3. MEME

With the heightened popularity of new media and its impact on ‘netizens,’ memes have become a token of popular culture. Communications scholar Patrick Davison defines a meme as “a piece of culture, typically a joke, which gains influence through online transmission.” While I continuously encourage my students to share memes on our semi-formal WhatsApp group named “Communication,” I made it my mission to differentiate between humor and offensive humor. I have been pointing out offensive memes and explaining why and how they are offensive. Initially, the students were intimidated by my constant corrections; thereby, I had to explain the importance of unlearning in holistic education and assure them of a safe and non-judgemental space. That encouraged the students to share memes freely and has become a beneficial mechanism for communication beyond the walls of a classroom.



The final material of this material is a meme I came across on Facebook, aimlessly scrolling through news feeds. While the meme is pregnant with humor, one must decode the dark comedy associated with it. Therefore, an awakening group activity followed a good laugh for the students. I instructed the students to create groups of five to six members and try their hand at Microsoft Powerpoint. They had to research human-caused factors that trigger Global Warming and present their ideas for reducing carbon emissions and mitigating the impact of Climate Change.

3.0. OBSERVATIONS

Following are my observations on the methods applied to the students:

- 3.1. The reactions of the students after watching the short film on the #helpthefarmer initiative were three-folded. First, the students were overwhelmed with emotions of empathy and kindness. Some students recalled their relationship with their parents. Those with farming background tried to share about their personally experienced hassles. Second, the students were triggered by the drought due to the lack of rainfall over a long period. Some pointed out the lack of government assistance to resolve the issue. Third, they tried to look for solutions based on their perspectives and limited outlook. For example, the students enrolled in the civil engineering program spoke widely about the need for irrigation canals to resolve the issue of drought whereas the students of Mechanical Engineering spoke about the need for modern infrastructures. In all, this activity successfully exercised the learners' critical thinking and English-speaking skills.
- 2.2. This assignment was an excellent exercise for the learners to boost their listening, reading and writing skills. Students not only focussed on the context of Greta Thunberg's speech but also the greater context – capitalism and industrialization. While the assignments were filled with diverse opinions, I had the opportunity to read the political perspectives of my students. Additionally, vital questions were raised on Thunberg's activism beyond spreading awareness, the requirement of basic education at school, the correct age for the right to free speech, and more.
- 2.3. The impact factor of this activity was huge, both quantitatively and qualitatively. First, it aided in developing the speaking skills (of the presenters) and listening skills (of the audience and fellow presenters) among the learners. Second, the preparations boosted team spirit in every group. Third, the feedback given by me to every presentation taught the participants provided them with a taste of constructive criticism. Fourth, the students enjoyed applying their creativity while preparing the presentation slides. Fifth, the whole activity involving audio-visual materials led to a deeper understanding of the topic(s), which has a longer chance of memory retention in most learners.

4.0. INFERENCES

The primary objective of this module is to kill two birds with one stone – English Language Teaching and Social Cause Awareness. (What an oxymoronic choice of idiom in this context, right?)

- 4.1. One major barrier to oral communication and public speaking is nervousness or anxiety. This module breaks that shackle to a great extent as the alarming cause of Climate Change budged my students. The last activity was conducted in a group purposely to instil a sense of community among the learners, a vital skill for ‘Business Communication’ to be picked up by future engineers.
- 4.2. Problem-solving is an essential skill for students to develop because it allows them to apply their knowledge in real-world situations. Through problem-solving, students are encouraged to analyze, synthesize, and evaluate information, think critically, and develop creative solutions to complex problems.

5.0. CONCLUSION

The impetus for designing this module is to induce enthusiasm among engineering students in English classes. The activities included in the lesson plans promote student-centered learning, increase motivation, enhance peer-to-peer interaction, and provide more authentic tasks for language learners. As I incorporated media as teaching materials, this module can be completed in the subfield of Digital Humanities. Furthermore, the bi-functionality of the module leads to social encouragement, focusing on identifying potential solutions to the problem of Climate Change. Whether the resource materials used in the teaching plan can be considered eco materials is a question I leave to the cognition of readers of this paper.

To sum up, this paper is a celebration of my experiment in English Language Teaching. Whether the young learners will do their bit toward the cause of Climate Change is definitely a goal, but assisting them to reach that point of motivation is the responsibility of teachers. Moreover, the module invokes the necessary emotions through its resource materials – fostering empathy, awakening humans toward a cause and a generating sense of fellowship – all of which are ultimate goals of any course in Humanities.

ENDNOTES

Skymet Weather Services is a Noida (India) based organization that offers weather forecasting services and agri-risk solutions through its website and software applications.

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Bio-note: Shreya Das is an Assistant Professor of English at Abacus Institute of Engineering and Management, West Bengal, India. She teaches courses on English communication and Indian cultures, frequenting literature and media as primary resources. Shreya is a recipient of the Fulbright FLTA Scholarship in 2017-18, where she performed as an Instructor, Graduate Student and cultural ambassador at Indiana University Bloomington, USA. She holds a BA (Honours) and an MA in English from West Bengal State University, specializing in Gender and Literature. As an independent researcher, her interests are Gender and Caste Representations in Popular Culture, Feminisms, Literatures in English, Applied Linguistics, English Language Teaching, and Inter-disciplinary Pedagogy in Humanities. Beside such academic pursuits, Shreya has articles published with online platforms like Feministing, Feminism in India and Youth Ki Awaaz. Shreya is an avid traveller and travel blogger by passion. She can be contacted at shreyadas.hu@gmail.com.

Relevance of Teaching Shakespeare in Millennial Classrooms

By Anasuya Guha

Abstract

Whenever the name of Shakespeare surfaces, one does wonder his relevance in today's modern world where the generation is too fickle to read complex and long texts yet is always glued to their mobile phones. In a world where the students survive on the handouts circulated on whatsapp messages, sitting through a five act play which talks about some distant kings and queens and trials and tribulations faced by them, could prove to be a challenge if the lessons are presented in a conventional pedagogical way. The question has never been whether Shakespeare is still relevant or not, it was more about changing the methods and discarding the age old techniques of teaching any topic that bears little resemblance to the fast paced digital world. People have often accused Shakespearean texts suffering from outdated ideas, with plenty of misogyny, racism, homophobia, classism, anti-Semitism and misogynoir. With the world becoming aware of such social causes, teaching Shakespeare while justifying concepts which are such outmoded and antiquated have proven to be a challenge. Nevertheless, it is next to impossible to curate a curriculum without a singular text by William Shakespeare.

So, the question remains how do we teach Shakespeare in millennial classrooms? I think the answer to this could be found in innovations and brainstorming to ideate newer methods and approaches to deliver a wholesome lecture on the timeless bard. Rather than focusing on the archaism of the topics, one can always use the same to open up newer ways to interpret Shakespeare in return bringing him closer to this generation.

Keywords: Shakespeare, millennial classroom, language teaching, communication.

Plays which are extremely famous like Romeo and Juliet even among the millennial students, rather than focusing on the 'romantic tragedy' or the 'star-crossed lovers' concept, one can easily redirect the attention of the students toward the raging violence and toxic masculinity present in the play or the plaguing trauma along with the grief and coping mechanisms in Hamlet- 'How can one stop spiralling down when faced with personal loss and betrayal'. According to

the National Crime Records Bureau, India (NCRB), released data on suicidal deaths in India in August, 2022 and the figures were staggering. Where a total of 1,64,033 suicides were reported in 2021 which was an increase of 7.2% in comparison to the previous year in terms of total numbers. Indian Journal of Psychiatry states that a significant proportion of these individuals were mere students with toll being 13, 039.¹ Where texts like Coriolanus and Julius Caesar could be assuredly used in classrooms to teach various ins and outs of politics and public relations, Hamlet can be used as text to spread awareness regarding the importance of mental health and The Tempest could be read using a postcolonial lens. Three of Shakespeare's most problematic plays could be used as texts to battle the social issues afflicting the current generation worldwide- Merchant of Venice for its blatant deep anti-Semitism, Othello for its undertones of racism and the Taming of the Shrew for its intense misogyny.

With a few cutting edge exercises one can try to revert the ennui and boredom that students feel when they are forced to study and learn Shakespeare. Students in their final years at undergraduate level or during their post graduate years can be exposed to various problematic concepts in Shakespearean texts and a teacher can open the doors of conversation and provide an opportunity for the students to feel free to express their voices and put forth their arguments and be heard.

In the first two years of undergraduate studies, several texts could be used to teach **character building, role playing** even coming up with **one line headlines for the plays** which is quite shareworthy as soundbites.

Students could be urged to work on the main traits of Shakespearean characters and use similar techniques when creating their own, such as “strong desires and principals, that drive the action forward, or a fatal flaw or hamartia in characters that either impedes a goal or hastens a tragic downfall.” The activity allows the pupils to develop intricate character motivations like to those of the Bard. Additionally, the students learn how to create exciting climaxes, release any pent-up tension, and, if necessary, wrap up any loose ends.

Shakespearean plays were written to be performed and one doesn't need elaborate sets to engage the students into the activity of role playing. Such activities can be easily done in classrooms using materials available at hand. With a little creativity one can easily transform the classroom into a makeshift set using ingenious ideas where a desk can serve as a cauldron or an apple or an orange into a skull. Through such exercise, they learn skills used in real-world situations like negotiation, debate, teamwork, cooperation, persuasion. The students gain confidence to address the public and it helps in both ear and voice training.

Using activities like one line headlines for the plays, students are challenged to come up with bite sized synopsis of the plays in class, for example ‘Aging King Commits Grave Mistake in Power Transfer’ (King Lear) or ‘Prince Avenges Wrongful Death After Witnessing Father's Ghost’ (Hamlet) or ‘Power Couples' Unchecked Greed Heralds Downfall’ (Macbeth) etc. Students might find the activity tad bit challenging but nevertheless extremely fun.

In this millennial world, 'Fan Fictions' have come up to be an additional tool through which a student can show off their writing skills as well as their analytical power. A quick look through the various Fan Fictions websites, is enough to reveal some really innovative and ingenious works by writers who are advanced students themselves. According to Thompson and Turchi, in their book 'Teaching Shakespeare with a Purpose', 'For instance twenty-first century advanced learners recognise how the creation of 'Fan Fictions' requires deep if contested understanding of a particular text.' As much as such innovations are highly appreciated, quality of work is bound to suffer if the students lack proper understanding of the complex text. Teachers' role increase manifold when they are required to forge a bridge between the archaic texts and its contemporary adaptation. To make such innovations in classrooms, one of the many challenges faced by the teachers would be the institutions themselves as not all schools and colleges would be open to such avant-garde steps adopted in classrooms breaking through the clearly built walls of secure and conventional method of teaching.

Changes can be brought in through class assignments that force the students to come out of their comfort zones and demonstrate their learnings and understandings in ways that expand and enrich traditional essays or enactment of certain acts.

According to Cpet.Columbia.edu, in conventional classroom teachings, there are majorly three approaches the educators take to ensure student engagement in class. Firstly, Academic engagement- where the classroom situation is conventional and the primary focus of the teachers is to deliver lectures and complete the prescribed curriculum. In this kind of an environment, the lecture delivery mode is purely teacher centric making the classes for millennial students' tad bit boring and monotonous.

The second approach is Intellectual engagement- in this kind of classroom environment, open ended discussions are encouraged and the students feel more involved in the classroom activities when they are able to analyse for themselves the themes, concepts, relevance of the texts. The only drawback to such approach is it cannot ensure a wholesome participation from each and every student in the class, especially students who are generally introverts and are often reluctant to participate in the discussions in any form.

The third and the final approach is Social-emotional engagement which is mostly demonstrative in nature. A play's essence is best captured when it is performed not necessarily with all the fanfare and glamour. Even a basic enactment in a classroom environment is enough to ensure maximum student engagement in classes. It has been seen on multiple occasions that students who are mostly inactive or even absent in their regular lecture sessions but any interactive session as such has the ability to arrest the attention of the entire class.³

To organise such interactive sessions, teachers do not need a lot of resources to stage such events in a small scale at regular intervals.

If we look at the etymology- the study of words, words and phrases like "tongue tied",

“in a pickle” “hoodwinked”, “bedazzled” and many more such “cool” quips have Shakespeare to thank for their genesis. If Shakespeare is taken off of the syllabi of the students, the students would never get to know the semantics behind the words they use in daily basis. Shakespeare has managed to creep into our daily conversations. In James. E. Davies and Ronald. E. Solomone’s book “Teaching Shakespeare Today”, Leila Christenbury thinks, “the words of Shakespeare often give shape to the inchoate, and have, even in the latter part of the twentieth century, a freshness and sharpness worth our attention and study.”⁴ The usage of Shakespearean phrases and quotations can make students focus on the specifics of language, it also encourages students memorise newer words and improve on their vocabulary. In “The Aims of Education,” Alfred North Whitehead (1929) spoke against the widespread scrutiny of the matter by the students probably because of the academic pressures which in turn caused, in 1920’s England, “sudden destruction of [students’] enjoyment” and resulted in no less than “soul murder”⁵, noted by Christenbury. The language of Shakespeare is like the beauty of Cleopatra, what “age cannot wither.... nor custom stale.”

According to Berkeley Extension in the essay “Why Should You Study Shakespeare”, “Shakespeare’s works are pertinent, no matter when it is read.”⁶

“Shakespeare’s contemporary Ben Jonson in his ‘First Folio’, wrote that Shakespeare’s work was ‘not of an age but for all time’, which has proven to be a prescient,” says Trapp in the article”⁷ Like Trapp, most scholars and educators believe that there’s something in Shakespeare’s plays that make them more topical and universal, more than his own time.

Barry Wade and John Sheppard in their book ‘How Teachers teach Shakespeare’, have conducted a survey through a questionnaire which was presented to about 45 secondary schools in one Local Education Authority on methods of teaching Shakespeare in secondary schools and it has been found that quite surprisingly ‘traditional desk bound, literary study is shown to be the most popular, with performance-based strategies less popular and re-creative methods least popular’⁸. The scenario completely changes when it comes to students as they are the ones to raise several questions regarding learning Shakespeare in the traditional desk bound way.

Another way of ensuring student engagement in classrooms, according to Annette Drew Bear is to do a sound and movement exercises. In this kind of exercise, the students would use movements, gestures and sound to enact the scenes in their class without using the language. The improvisation helps the students the students to understand that words require movement, gesture and blocking.⁹ Such activities can be easily performed with texts having universal appeal and this factor plays a huge role in determining which texts an educator can use in their classes. In most cases than not, Shakespeare’s texts are used for their general acceptance worldwide. Students who study Theatre or Drama as their major or even English literature as their major often find such exercises being undertaken to make the classes more interactive however we often find in ESL classes as well where students come from all walks of

life and could be from various academic discipline, Shakespeare and his texts are often used through such engaging activities to hold the attention of the students in the classrooms.

All these activities will not only focus on the four LSRW aspect of ESL training but also could be instrumental in reshaping the ways millennials perceive Shakespeare. In conclusion, through this short article, the central idea was to re-instate the relevance of teaching Shakespeare in Millennial classrooms, break off the moulds of old orthodox and conventional methods of teaching and bring in newer and more advanced techniques in classrooms even with limited resources for better student participation and engagement in the process.

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Bio note: Anasuya Guha is an Assistant Professor at NSHM Knowledge Campus, Kolkata teaching English Communication and Literature, grooming and etiquette to students ensuring a wholesome development. Presented a paper on 'Indian Women Writers' (Kiran Desai's novels) at the International Virtual Conference organised by VELS Institute of Science, Technology, and Advanced Studies (VISTAS).

Teaching English Through Theatre

Saibal Chatterjee

Abstract

Millennial learners are actively involved in various extra-curricular pursuits like painting, music, theatre, etc. This rising interest in these areas with active support from the parents have opened the avenue for English teachers to exploit these extra-curricular activities as teaching tools to develop English language proficiency of the millennial learners. Theatre, as a teaching tool can be effectively utilised to develop language skills. This paper attempts to explore the benefits of using theatre in millennial English classrooms and some of the theatre activities that can be effectively conducted in order to develop English proficiency.

Keywords: Dramatisation, Motivation, Miming, Language personalisation

John Haycraft observes that English Teaching Theatre (ETT) “...makes students aware that English is not just words, structures and idioms, but it is a lively, dramatic and versatile means of communication. It emphasises too, that learning and teaching can and should be pleasurable” (Case and Wilson 2003). Haycraft’s observation about the benefits of theatre applies equally well to the use of drama activities in general. Theatre provides an excellent opportunity for students to develop proficiency in English.

Theatre, as a tool, is concerned with both the product (the performance) and the process of language learning. Using theatre in millennial classrooms gives inhibitive learners when speaking a foreign language, a character to “hide behind”. ‘Dramatising’, in this regard, is a fitting word as suggested by Phillips (2000). Dramatising means that the learners become actively involved in a text. This personalisation makes language usage more meaningful and memorable compared to drills and mechanical repetitions. Theatre involves multi-level engagement on the part of the learners – through their bodies, minds, emotions, language and social interaction.

Millennial learners are actively involved in various extra-curricular pursuits like painting, music, theatre, etc. This rising interest in these areas with active support from the parents have opened the avenue for English teachers to exploit these extra-curricular activities as teaching tools to develop English language proficiency of the millennial learners.

BENEFITS OF USING THEATRE IN MILLENNIAL CLASSROOMS

Using theatre in millennial classrooms has clear advantages for language learning. There are various factors that make theatre a powerful tool in the millennial language classrooms.

- Theatre helps learners to activate language and have fun. It encourages learners to speak and gives them the chance to communicate, even with limited language, using non-verbal communication. The use of theater can reduce the pressure that learners feel, so they become ready to talk sooner.
- Dramatising a text is motivating and can be conducted at all levels. Learners become more motivated about language learning when supplemented with video. Drama supplemented with video stimulate the imagination of the learners. Thus, the learners' 'integrative motivation' is triggered which enables the learners to acquire the language faster.
- Dramatising occupies an important part of learners' behaviour from an early age. Often they act being adults in situations that are part of their lives. Learners try out different roles in make-believe plays. They rehearse the language and the 'script' of the situation and experience the emotions involved, knowing that they can switch back to reality whenever they wish to. Such pretend plays prepare the learners for real life situations they will meet later on. Make-believe enhances their creativity and develops their imagination, simultaneously, giving the opportunity to use language that is beyond their daily needs. Language teachers can utilise this intrinsic desire to act out situations by asking the learners to pretend to be Mr. Higgins (*Pygmalion*), Natalia (*The Proposal*) or a policeman and to use all the language that grows out of that personality or role.
- Assuming a role, learners can easily escape from their real-life identity and lose their inhibitions. This becomes extremely useful with the learners who are shy about speaking and dislike joining group activities. If these learners are given special roles to play, it encourages them to be those characters and to abandon their inhibition. Thus, theatre instills confidence within the learners.
- Learners often require to work in groups or pairs when involved in a theatrical activity. They need to make decisions as a group, listen to each other, and value each other's opinions and suggestions. They require to co-operate and collaborate to achieve their aims, find ways of settling differences, and use the strength of each member of the group. Thus, theatre helps learners build skills in group dynamics.
- Theatre has an appeal for all kinds of learners. During communication, information is received and processed in different ways; the main ones are through senses viz. sight, hearing, and our physical bodies by touching. One of these channels tends to

dominate in each individual. When learners dramatise, they use all the channels, and each child draws on the one that suits him or her best. Consequently, all the learners in a class remains actively involved in the activity, and the language ‘enters’ through the channel most appropriate for each of the learners. Theatre in classrooms can be used at various levels; a drama activity designed for the elementary level can even be used at the intermediate level as it is enjoyed by learners of all levels. Teachers can ensure positive outcome from all such activities at all levels. Thus, theatre is appropriate for learners’ different learning styles.

- Dramatisation also allows learners to add emotion or personality to a text that they have read or listened to. The teacher may take any word, sentence, or short dialogue and ask learners to practise saying it ‘in character’. By interpreting the words, learners can deliver them in their own way. This also makes language memorable for them.
- Engaging the learners in theatre in English classrooms enables the learners to use the language in context as the plot of a play or even a chunk of dialogue from a play is put into a specific context. Thus, non-contextual teaching of language items in grammar, structure and vocabulary may be contextualised through the use of theatre.
- The aim of using theatre in English classrooms can be more than linguistic. The teacher can use topics from other subjects as well. For example, learners can act out scenes from history; one can also work on ideas and issues that run through the curriculum, such as, saving the environment, wildlife conservation, road safety, etc. Theatre helps to introduce the culture of the new language through stories and customs and with a context for working on different kinds of behaviour.

CLASSROOM THEATRE ACTIVITIES : FEW EXAMPLES

Listen-and-do activities can be part of almost any lesson. Such activities help learners - to acquire English by listening to instructions; be active and enjoy doing things in English; to use non-verbal cues to interpret meanings; to get used to understanding general meaning; to prepare for spoken interaction; to absorb good pronunciation and intonation patterns.

Miming practise is another interesting drama activity which can be tried out at the elementary level. Here learners learn gestures to go with words that are repeated in a story. Then, as the teacher reads the story aloud, learners do the actions when they hear the key words. An example of the procedure is given below:

Step 1 : The teacher selects a story with repeated words such as the story of *The Big Cat in the Big House*

Once upon a time there lived a **big** cat in a **big** house. The big cat had **long** hair and a very **long**, **long** tail. The cat was very **happy** that it was very **big**,.....

Step 2 : The teacher selects gestures to go with the repeated words.

Big: Starting above your head, trace a big circle with your hands

Cat: Show gestures like cats washing themselves, licking a paw.

Long: Stretch both the arms out straight to make a long line

Happy: Put a wide smile on your face.

Step 3 : The teacher shows the gestures with instructions for the repeated words.

Step 4: The teacher reads the story aloud, and make the learners do the appropriate gestures as they hear each repeated words.

Miming stories can be one interesting activity at the intermediate level which can be quite interesting for them as they would foster learners' creativity alongside their language skills. In this activity the teacher asks the learners to compose their own story. The teacher provides a list of words which the teacher wants to appear in the story; alternately, the teacher may provide a one liner cue or theme on which the learners are supposed to build up their story. When the learners have finished composing their story they take turns to mime their story while the other learners watch, guess and narrate the story. This activity has the advantage of drawing on both writing and speaking skills of learners.

Mining games can be effectively utilised at intermediate or advanced levels. The teacher makes a set of miming cards based on the content the learners have been studying. For example, the teacher may write down the names of different characters from stories that the learners have been reading. The name of one character should be written in one card such as Bluntschli in *Arms and the Man*. Each student selects a card, then writes a few sentences from the point of view of the character. The student then reads the sentences aloud without naming the character, using the mannerism, tone of voice, etc. of the selected character. The rest of the class guesses the character.

Another activity that is widely practiced is transformation of stories into mini plays. Many schools have included this in their curriculum; the West Bengal Council Higher Secondary Education has included dramatisation of texts in their syllabus and this activity is often assigned as an outside classroom project to the students. However, in most cases this remains restricted to writing scripts and enacting the scripts in classrooms is not explored by the teachers. Aiming at effective utilisation of the activity, the teacher first needs to select a narrative text or a short story from the texts already included in their syllabus or text books. Considering the level of the learners other texts beyond the syllabus may also be selected. The learners then require to create a script of the story ideally in groups. The learners are given time to prepare and practise enacting different characters of the play. Each learner in each group selects a character of their choice. Finally, the group is called to enact the entire play in front of the whole class. The other groups observe and give feedback on the performance of their fellow classmates.

Usage of theatre activities occupies a significant place in millennial classrooms. These activities provide meaningful and enjoyable language practise, and they encourage learners to explore the wonderful world of the English language through drama. Theatre activities also develop learners' intelligence by stimulating their imagination and creativity. Teachers too feel satisfied that they have made the learners' learning an enjoyable experience.

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Bio-note: Mr. Saibal Chatterjee, Assistant Professor, NSHM Centre for Language & Communication, is an accomplished language educator as well as a teacher trainer. Having done his M.Phil in Education, M.A. in English Language Teaching [ELT] & M.A. in English, he has undergone training in language teaching leading to Diploma in English Language Teaching [DELT]. His research interest includes Language Creativity and Task Based Language Teaching, he has published several papers and has authored course materials for reputed institutions. Apart from his academics he passionately pursues theatre.

Role of Science Communication in Strengthening Science - Society Relationships

Toposhree Taraphdar

Abstract

Science communication is usually described as interactive process through which scientific knowledge is being disseminated in the society through the interaction of various actors and institutions. The tools used for such interactions include popular science books, science museums, and media to have a better understanding of the world. However, in due course of time when the relationship between science & technology, public and environment challenges appears more pressing, the concept of science communication has become more of an important tool rather than just dissemination of knowledge.

So, the main aim of the paper is to provide an overview of the science communication process and its various tools used in disseminating knowledge. On the other hand the India's 5th STI policy draft recommends expanding the boundary of science beyond the confines of research laboratories and academic institutions. In this context the main aim of this paper is to highlight the importance of science communication in facilitating science-society relationship.

Keywords: Science communication, Science-Society, Communication, Science and Technology, India

INTRODUCTION

Communication play a decisive role in leveraging human development. As the world moves towards inclusive society, decentralized economic models and people centric development agenda, communication does play a significant role in stimulating people's awareness, participation and capabilities (Gibbons,1999).

Science and technology have also become a significant part in people's lives as artificial intelligence, biomedicine, and green technologies have made it easier for technology to interact with people in more ways. In this situation, it's important for people to have a say in how science and technology are used and how democratic decisions are made about them. Also, the importance of science and technology has led to important questions, such as whether or

not people understand scientific progress and how they will find out about the newest cutting-edge technologies. So, the main goal of science communication practices and research is to close this gap by making the relationship between science and society stronger (Dijkstra et al. 2020).

However, communicating science and technologies is mainly done in many forms. Educating the public about cutting-edge technological developments via scientists' writing, lectures, articles, and book publications; showcasing scientific findings via museum exhibits and seminars led by museum curators and academic researchers. Moreover, with the changing time the traditional style of scientific communication has shifted from a monologue to a dialogue as time has progressed. As a result, the study and application of science communication have become crucial in comprehending sustainable development (Bucchi & Trench, 2017).

The main objective of this paper is to provide an overview of the science communication process and practices. In addition to it the paper will also try to highlight various science communication methods used by various scientific organizations and research institutes in India in disseminating scientific knowledge in the society.

SCIENCE COMMUNICATION: AN EMERGING FIELD

Science communication has emerged as an emerging field of study since last 3 decades in many developed countries. The core methodology of this concept revolves around the interaction of science and technology with the society. Accordingly, a diversified collaboration, interaction and network has developed between various actors which includes scientist, researchers, policy-makers, activists, various other social groups, and government and other agencies for dissemination of scientific goals (Bucchi & Trench, 2017). Further, science communication as defined by the UK national coordinating centre states:

“Science communication is the process, outcome and implication of science- which is shared in the audience. The sharing of knowledge includes interactions, and dissemination of scientific and technical development.”

Moreover, the approach to science communication ranges from raising awareness, sharing findings, communicating science related opinion, views, and even policy references. On the broader note these approaches of science communication is not only to move the society towards scientific know-how knowledge dissemination model. Moreover, the field of science communication is always embedded in wider social and cultural influence either in local or global context (Guenther & Joubert, 2017). So if any changes occur either in the global or local context, the same is reflected in the research and practices of science communication. As an emerging field science communication is being confluence of other academic disciplines which includes natural, physical, biological and social science. Accordingly, such a diversified set of research base has made the field of science communication complex, challenging, and interesting (Sturgis & Allum, 2004).

Moreover, there are a variety of approaches to present scientific information, such as increasing awareness, discussing findings, communicating opinion and perspectives relating to research, and even referencing policy. In a larger sense, the purpose of these methods to science communication is to advance society towards a model of knowledge transmission based on scientific know-how. In addition, the field of scientific communication is perpetually entwined in greater spheres of social and cultural influence, regardless of whether the context is local or worldwide. Therefore, any shifts that take place in either the global or the local context are mirrored in the research and practices of scientific communication. This is true on both levels. Being a relatively new academic discipline, “science communication” is becoming increasingly interdisciplinary, drawing from the natural, physical, biological, and social sciences, among others. As a result, the complexity, interestingness, and difficulty of the subject of science communication have all been brought about by the existence of such a diverse range of research bases (Gibbons,1999).

SCIENCE COMMUNICATION METHOD: CITIZEN SCIENCE

Citizen science is usually described as voluntary engagements of the public, who involve themselves in the scientific projects of various disciplines, including natural history, astronomy, biodiversity, etc., out of their personal scientific interests (Irwin, 2002). In doing so, the general practices of the science have to be enlarged moving beyond laboratories and academic institutions, as these projects varies in design, motivation and output. There are some projects which are more participatory, whereas some are more concentrated in collecting and analyzing data (Bonney et al. 2014). In India there are numbers of citizen science projects already running which involves various scientists and social activists, these projects besides disseminating scientific knowledge also encourages people’s mainly students towards science education. The table below describes a list of some of the citizen science projects running in India.

TABLE 1. LIST OF CITIZEN SCIENCE PROJECTS IN INDIA

Sl No.	Name of the Organisation/Institute/ People	Theme/Focus	Contact
1.	Biodiversity Atlas – India https://www.bioatlasindia.org/about-bioatlas	Bioinformatics platform, designed for aggregating, displaying and analysing biodiversity data	Prof. Krushnamegh Kunte National Centre for Biological Sciences (NCBS)
2.	Earthwatch Institute India https://www.earthwatchindia.org/about	focus on scientific research, education and experiential learning, skill development, community-based conservation programmes	Earthwatch Institute India
3	RADatHomeIndia https://www.radathomeindia.org/	Astronomy	Dr. Ananda Hota

Sl No.	Name of the Organisation/Institute/ People	Theme/Focus	Contact
4	Prof. Pankaj Sekhsaria	Protection of Wildlife Anadaman Nicobar Island	Prof. Pankaj Sekhsaria IIT Bombay
5	Bird Count India https://birdcount.in/	Supporting listing and monitoring of birds across India	Bird Count India

Besides, these initiatives with lack of network and policy mechanism these activities seem to be delinked with each other. On the other hand, the India's 5th STI policy draft recommends expanding the boundary of science beyond the confines of research laboratories and academic institutions but with lack of data governance, formal structure and no policy mechanism has halted the science communication objective to be limited within a certain boundary. On the other hand, during the Covid-19 pandemic science communication played a significant role in competing with the pandemic and even creating awareness among people

SCIENCE COMMUNICATION AND COVID-19 PANDEMIC

The Covid-19 pandemic has brought out the significance of science communication and its role in disseminating scientific knowledge in the society. Moreover, the pandemic has brought a new standard in the life style of the common people which includes physical distancing, wearing of masks, and usage of sanitizers, marked as the new normality in the life of humans. Accordingly, this science communication has played a life savior role in combating the pandemic and translating the views of the people as science as life savior (Dharmpalan & Mahesh, 2022). In addition to this during the pandemic the scientific community became more open and shared most of their articles in the public domain. The information published in pre-prints was immediately communicated in media by the science communicators. Only a good qualified science communicator could succinctly communicate reliable facts and findings to the public. On the broader note, science communication does play a vital role in combating Covid-19 pandemic and establishing its importance as one of the important tools in strengthening science-society relationship (Jennifer, 2020)

CONCLUSION

The discussion up to this point has made it abundantly clear that the field of science communication plays a vital role as an important instrument in the process of disseminating scientific knowledge by fostering people's awareness, participation, and capacities. Despite all of this, the purpose of the science-society relation appears to be somewhat delinked due to the absence of a network, linkages, and collaborative efforts between the many players and organizations. To sum up in order to leverage a stronger scientific-society relationship, better and more comprehensive science communication strategies will be required in the future.

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Bio-note: Toposhree Taraphdar is a PhD Research Scholar at Utkal University. She can be reached at toposhree003@gmail.com

Sports Communication and Its Influence in the Sports Industry

Abhijay Halder

Abstract

Sports has developed and grown into a multibillion-dollar industry with various departments working together like marketing, operations, communications etc. This paper systematically focuses on the niche area of sports communication. This research was mainly done by reviewing secondary data through literature review and online search. It objectively focusses and highlights on the importance of communication in the success of the sports industry. From negotiating with sponsors, to developing solid strategies, to creating and maintaining heroic public images, sports communication plays a huge role. The insularity of sports industry is also highlighted. This industry operates on the basis of networks and referrals. This paper also connects literature with the field of sports. It briefly describes the role of English language in sports communication and how classroom methods of teaching the language should be modified to practically prepare students for real life situations. The connection of the cultural language with sports communication, which in succession, is connected with the growth of the sports industry, is meticulously demonstrated.

Keywords: Sports Communication, Sports Industry, Cultural language

Sports communication is an aspect of communication that is linked with the sports industry. It includes interpersonal and organisational communication (both verbal and non-verbal) between participants within a sport (e.g. players, coaches, managers, referees, and trainers), fans, and the media; and the way that sports are represented and communicated in the media. It is not only limited to the professionals but at all levels, even high school. Communication is constant in sports, and works best with people who will be willing to coordinate well with each other. Studies show that communication in sport can be both positive and negative depending on the participants and their interactions. Example of positive communication are motivating talks, complimenting each other and giving warm hugs. Negative communication involves foul language, not greeting each other, gossiping, etc. Positive communication is shown to have many benefits like good trust and respect among peers and colleagues. On the contrary, negative communication will only cause you more harm than good. Therefore, one must be very tactful in choosing his words, if they want to build a good rapport and healthy workplace.

Today, sport is one of the largest economic sectors in the world. The global sports market grew from \$121 billion in 2010 to \$512.14 billion in 2023 at a compound annual growth rate (CAGR) of 5.2%. The Russia-Ukraine war disrupted the chances of global economic recovery from the COVID-19 pandemic, at least in the short term. The war between these two countries has led to economic sanctions on multiple countries, a surge in commodity prices, and supply chain disruptions, causing inflation across goods and services and affecting many markets across the globe. The sports market is expected to grow to \$623.63 billion in 2027 at a CAGR of 5.0%. Thus, it is experiencing tremendous growth at all levels. This growth has in turn led to the demand of people who are good in communication and the discipline of sports communication has eventually come up as an integral area in the overall field of sports management.

While the most obvious way in which communication influences the sport industry is through the media (such as newspaper sports sections, sports television and radio broadcasts, sports websites and social media platforms, and sports magazines), it also impacts interpersonal interactions, sport event settings, organizational functions, and any other areas of the sports industry in which communicative activity takes place. In an attempt to glorify and stress upon the wide-ranging influence of communication in today's world and the sports industry, this paper will present a unique view of the subject.

The paper defines the evolving field of sports communication, its roles in sports management, journalism and communication.

Sports communication has a major role in building public relations. Creating a heroic and respectable image is one of the key functions of the PR team, which is an application of effective sports communication. What communication does, is take stories and rumours and gives them limelight such that the subject becomes larger than life. It helps create heroes and celebrities, build brand and product loyalty, enhance charity relationships, solve problems, sell advertising, grow interest in healthy lifestyles, increase television viewership and internet traffic, grow awareness of universities, and help sell magazines, photography, memorabilia, and newspapers. Often it also increases the brand and product value by creating hype. The business of sports is growing. However, it is also a very insular business, and especially on the publicity side you do not have to look far to know someone who knows someone. Therefore, your reputation is key with both the media and the business contacts. It is a business of networking and referrals, and those contacts you make from day one will help you grow, as you move up the ladder. This is where Sports communication comes in handy, helping to socialize well and build those crucial connections. The great thing about the communications industry is that the skills we acquire are skills that can translate into all other areas of our professional career. Learning good writing and notetaking, learning how to deal with people and products, and selling ideas are all essential skills that we can use in another area. Sports is a passion. Many other areas of business are not. Half of the MBA (Master in Business Administration) graduates don't even like the degree or the specialization but do it for it being one of the

highest ROI (Return on Investment degrees). We have a very good opportunity to use our passion in business, whereas others who enter this industry to make it a business and don't understand the passion may not succeed.

Furthermore, moving into later topics, we will see more detailed explanations and broader viewpoints on the field of sports communication. Without the help of this area, sport would never have been so successful as a business as it is today. Starting from negotiating with sponsors to handling fans to managing high profile clients to effectively improve player performance and many more, the contributions this niche has on the industry as a whole is immense.

The present study was taken from secondary data, based both on literature and website analysis. All the data presented in the paper are collected from secondary data such as-

- Sports books
- Research papers
- Internet sources
- Sports magazine

Because of its vast size, the sports industry is best understood when its various components are categorized into segments. Sport communication had its own segmentation model industry's core. In each of these segments, a vital role is played by communications, starting from employee interactions in a sporting goods firm to broadcasts of a golf tournament through social media

Each segmentation model illustrates the vital role that sports communication plays in this industry. For example, Meek's (1997) model includes the media (television, radio, newspapers) in sport entertainment, his model's first primary sector, and Eschenfelder and Li's (2007) sport activity model addresses sport media as one of its six subsectors. Beyond sports communication, sports media also includes inter-personal and small group communication; organizational communication in sports, sports public relations and other components of the field not categorized in the models such as sports advertising and the newer realm of sports social media (Instagram, twitter handles of sports teams or organizations). Without sports communication, players would not be able to build and communicate strategies, advertisers would be unable to sell their products to the masses and media would not be able to cover sports. Thus, it is vital for the continued healthy growth of the sports realm.

In the context of culture and sports, communication is formal and connected through teamwork. The organization's organizational structure, as well as actual norms and functional relationships between individuals, collectives, and compartments, according to both implicit and explicit rules, force channels via which this is accomplished. Thanks to the numerous networks and communication processes that offer the business environment at the level of sports facilities coherence, it is built and maintained. Communication acts as a key tool

for preserving organizational unity, inspiring workers, reducing staff fluctuations, and, of course, achieving organizational goals in the business environment, at the level of sports facilities. Moreover, in order to be satisfied, the staff of the sporting unit must first feel that they are accepted and recognized, something that requires a certain degree of information via communication.

The benefit of communication for any sports venue is that knowledgeable players and other staff members have the chance to think like the organization does, which allows them to take initiative and participate in organizational decision-making. Teamwork is therefore promoted, but employee effort can also be increased, for example through increased accountability.

We all remember the historic speech of one of the greatest footballers of all time, Lionel Messi in the locker room, ahead of the Copa America 2021 final between Brazil and Argentina. His flaring speech acted as the catalyst for tremendous morale and confidence boost of the team. It made sure that everyone gave their blood, sweat and tears during the match, eventually winning it by 1-0. Argentine star Angel Di Maria quoted in the Netflix documentary, 'Sean Eternos: Campeones de America' that during Messi's last speech he lost his mind, This shows how passionate and impactful as a leader he was. Proven clearly by this perspective, the idea of communication at the level of a sports organization allows the movement of information inside the organization that enables the internal team to advance and achieve to the highest standards.

Now let us have a look at how not only communication but English communication is a vital factor in sports.

In the world of competitive sports, English is chosen to be the first language for international competition. Being the most widely spoken language of the world, with over 350 million native speakers, almost all sporting events are conducted and carried out in English. Moreover, knowing the language opens up to a plethora of opportunities for any professional's career. The multicultural diversity of people working together in a sports industry and their linguistic differences make it a necessity to have some sort of common language. Apart from this, it is the language of the business world as well and most of the major events are held in English. Therefore, learning English helps in communicating with your teammates from any country, race or culture. Many times, a Spanish football player might get a French teammate in his club. How will he understand or speak to him then? This is where knowing the international language of the world helps. For example, when Cristiano Ronaldo came to Manchester United, he faced this problem of communication. Nobody could understand or talk to him as he spoke Portuguese. Most of his teammates were English thus preferred communicating in English. Eventually, Ronaldo felt desolated and left out of all activities. He overcame this issue by learning the language, which removed a major barrier from his life. Furthermore, he admitted that learning English improved his team chemistry during the match which led him to score more goals than before.

Similarly, a lot of other benefits comes from knowing the language. A major one is communicating with the fans and media. Even though there are translators available, but only the player can express and articulate his thoughts the best. By knowing English, we can connect with the fans better. Getting into their minds and making them comprehend your words can only be done by speaking in the common to all language. Also, knowing the language makes it much easier for the player to stay comfortably in foreign countries. It is impossible to always carry a translator around.

Former Indian captain and legend Kapil Dev revealed in the Hindustan Times Leadership Summit that not knowing English and speaking in Hindi during interviews and matches, almost cost him his captaincy. This proves the dominance of the language in the world. We have no choice but to co-operate with it.

Now let us move over to the cultural aspect of classroom English learning. How is it linked with sharpening communication skills of a student? While reading literature, a student's mind is highly enriched by good vocabulary, rhyming skills, intellectual words. All of these are not only sources of entertainment for the student but also build up his creativity, knowledge, thinking ability, etc. Prose is the most enriching form of literature. From reading it, he develops nouns, pronouns, adjectives, conjugations, verbs and phrases. All these subparts make up the basic framework for constructing sentences and communicating. The more he reads, the better he gets in communication. This is a major reason why reading books is highly encouraged among children. Doing so, continuously enhances their existing knowledge about any topic and makes the mind continuously think about the language which eventually makes them a master at it. As a result, whenever they speak, they never run short of words or ideas.

The teaching model can be modified, so that students who are involved in sports are more prepared to face realistic real-life scenarios instead of just mastering theoretical skills. Learning English should not just concentrate on developing language abilities like vocabulary, pragmatics, phonology, and the critical thinking component but should be approached as a multi-layered model that is gradually introduced, with careful preparation and modelling on the part of the instructors. Higher education students who study sports have the chance to be exposed to a wide range of contexts and situations that would allow them to broaden their knowledge of not only their particular sports discipline but also all other sports disciplines and contexts they might encounter in their professional lives. A model of English instruction that places a context-based emphasis on practicing communication skills in the study of physical culture has to be developed for higher education institutions. This indicates that the curriculum and learning environment should expose students to a variety of contexts and situations where they can engage in realistic simulations and role-playing of the sport or training related situations.

The development of communicative competence is essential for appropriate communication in a foreign language, according to our observations of the language learning process. For that reason, it is claimed that the teaching-learning of foreign languages requires the adoption

of a communicative ability development model for students in the physical education area (Cusen, 2000). The experience of teaching English at the university level has revealed that the majority of students struggle with verbal communication in English. According to Nastas (2017), students of sports at the university level were not entirely able to communicate successfully in their field of study using the traditional methods of how foreign language is taught. The conclusion drawn from the classroom experience demonstrates that the earlier textbooks were determined to be unsuitable for professional learning goals and to contain a significant amount of professional specific terminology. The processes of setting objectives, involving all staffs, harmonizing actions with the original objectives, and eliminating errors are based on the principle of receiving and sending messages only.

Reviewing the analysis of data, we found out the importance of communication in the sports industry. Starting from attracting and bringing sponsorships by convincing investors, ensuring smooth flow intra-organization, building and communicating innovative ideas among players to creating healthy and attractive player images by healthy public relations with the media, it has various roles in the sporting industry. All the basic groundwork is ensured by the medium of communication only. It helps the organization function at the highest standard and promotes coordination and teamwork. Communication can also bring out the best of performances and results. According to Michael Hall (1995), the founder of Neuro-Semantics (NS), “an effective communication could help coaches to enhance their clients’ self-regulation, which in turn contributing to their performance enhancement.”

Furthermore, we found out that the field of literature is mutually connected with the field of sports since any form of literature involves communication and communication is an integral part of the sports industry. Specifically, communication in English is shown to be the most fruitful one due to it being the world’s most spoken language. As a result, comprehending and communicating with people from any nationality will be a piece of cake.

Methods on how to modify the existing models of teaching language, in order to prepare students for more realistic real-life situations are also spoken about.

CONCLUSION

- Without sports communication, sports industry would not be half as booming and successful as it is today.
- The sports industry is a very insular business. It works on the principle of you knowing someone and that person knowing someone else, eventually becoming mutual contacts. Thus reputation and referrals are key.
- Communication brings in sponsorships which in turn bring revenue for the organization. Therefore, it contributes to a huge amount of profits.
- It inculcates motivation and constructive feedback among players, which eventually leads to much better performances on field

- All the business organizations are linked together and work harmoniously via the medium of receiving and transmitting messages
- Maintaining heroic images of players and teams in front of the world is achieved through an efficient Public Relations team. They use communication as their greatest asset to create hype and get into the minds of the masses
- Verbal and written communication are the foundations of every industry. Mastering them not only helps you in sports business but in every other industry
- The mutual connection of the field of literature and the field of sports is proven
- The importance of using English, more than any other language during communication is stressed upon and its reasons are mentioned

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Bio note: Abhijay Halder is a third year undergraduate student from Nshm Knowledge Campus currently pursuing BBA in Sports management.

Masked Terrorization

Bipasha Sharma & Adrija Karan

Abstract

Advancements in communication and inventive entertainment have opened up access to information and created a forum for those whose opinions would no way have been heard. Social media has tragically also turned into a platform for misinformation and deceptive traps. This paper focuses on bringing up to the front, different negative aspects of social media masked by the curtain of glamour and the race of being streamlined. One seeks social company on similar platforms but what if one mustering up her courage and sharing her confidential details with her close associate is being heard and watched by a hidden personality in the concealed wall? Wouldn't it be haunting and petrifying?

Privacy is a delusion. What if one dresses up and shares their picture on a social media platform but is bad mouthed and trolled for their body type or colour to the extent of offending their character and

parenthood? Wouldn't that be disheartening and saddening? Trolling is the new term of online criticism which has made everyone their prey. Adding to a new check released by transnational computer security company McAfeeCorp, over 85% of children in India have reported being the victims of cyberbullying, making it the loftiest rate in the world. Competition is a part of our everyday life. Media is no exception to this. The necessity of capturing moments is no longer about keeping recollections of the present to cherish in the future but about ruling the present. It brings a sense of insecurity among those who cannot manage with the reel life, making them lose their confidence and end up getting depressed. Social media wasn't created for this, man created it for the good, but now man himself is digging its grave getting trapped in so termed Masked Terrorization. Safe, secure, and

dependable communication has accessibly been replaced with the spreading of fake rumours, unsafe surroundings, trolling, and demeaning personalities. The tool to spread love and to be loved has now turned into an agent of contempt, aggression, and a source of negativity. Is the world becoming kinder, safer and more cordial or initiating a darker, unsafe and perilous world?

Keywords: Trolling, Cyberbullying, Masked Terrorization, Depression, Competition, Delusion, Reel life.

INTRODUCTION

A one-on-one conversation was the only form of communication in the past. But, as technology developed, digital communication emerged. Social media is an online platform for communication that enables people to have discussions, exchange knowledge, and produce web content. The ways we communicate have evolved and have many restrictions since the rise of social media. There is a barrier between the sender and the recipient of messages in social media and online interactions. As people believe they can say anything without fear of penalty, these interactions are unfiltered talks. Individuals prioritise social media connection over in-person relationships. Teenagers are adversely affected by it because it diverts them, interferes with their sleep, exposes them to bullying, and spreads rumours.

AIM

The aim of the research paper is to highlight the negative aspects of communication that is affected by social media and the ways to overcome it. The following reveals the darker side of social media communication:

TROLLING AND CYBERBULLYING

Online trolling occurs when people purposefully post information or remarks meant to provoke a negative response, such as a disagreement, conflict, or hate towards others. Think of trolling as “feeding the fire”; Trolls, according to Hardaker, are discussion participants whose true motive is to obstruct communication or stir up conflict for entertainment. Cyberbullying, is when victims are targeted through online platforms including private chat, social networks, and open comment sections, is a more recent epidemic. Sending unpleasant messages or content, as well as posting defamatory or cruel content online that makes the victim feel depressed or ashamed, are all examples of cyberbullying. Despite the fact that these two activities may seem identical, there is a significant difference in intent. Online trolls frequently don’t know their victims personally since they want a broad response, regardless of who is giving it. On the other hand, cyberbullying frequently involves more intimate details. Cyberbullies frequently are familiar with their victims, and the abuse is frequently repeated and targeted. The best way to combat trolling and cyber bullying is to:

- Verify the username and profile image of any suspicious accounts.
- Do not feed the troll is a warning that frequently appears in comment threads since trolls thrive on responses.
- Block the troll and report him.
- Describe your internet experience with comments sections.

PRIVACY CONCERN

The right to privacy is the freedom from outside interference and decides with whom we share our feelings and thoughts. Information privacy is the right to some degree of control over how one's personal information is gathered and used. It is crucial because it safeguards the data by preventing the access from the outside sources. Due to the high usage of data on user social media accounts, scammers can easily find enough information to spy and steal identities, then attempting scams. These issues arise mainly when user's personal information is not protected. Data breaches has increased in recent years that alarmed many users to minutely share information. By pretending as a friend any cyber criminals can steal the information and trick one into sending money or any private details. In May 2021, status from Air India airline was breached and over 4.5 million approx. passengers' personal data was compromised. The data breaches can be put to an end by following measures:

Cyber threat hunting - Through cyber threat hunting method one can disrupt current threats and enhance security measures.

Insider threat security - This security protects the organization from malicious or unintentional insider threats by detecting and investigating these threats and responding to attacks with insider threat security solutions.

Data enrichment - is based on a single data point. This process can be better done through reverse email lookup which leads one knows how risky the user is based on a single information of an email address.

HEALTH DETERIORATION

Ironically for a technology that's designed to bring people closer together, spending too much time engaging with social media can actually make you feel lonelier and isolated – and exacerbate mental health problems leading to health deterioration. While many of us enjoy staying connected on social media, excessive use can fuel feelings of addiction, anxiety, depression, isolation, and FOMO.

FOMO (fear of missing out) has been around far longer than social media, sites such as Facebook and Instagram seem to exacerbate feelings that others are having more fun or living better lives than you are. This can impact your self-esteem, trigger anxiety, and fuel even greater social media use, much like an addiction. Similarly, we all are aware that other people tend to share just the highlights of their lives, rarely the low points that everyone experiences. But that doesn't lessen those feelings of envy and dissatisfaction within us. A study at the University of Pennsylvania found that high usage of Facebook, Snapchat, and Instagram increases feeling of loneliness while conversely decrease in usage

can make you feel less lonely and isolated. Digital communication not only impacted our mental health but also had severe physical health problems like prolong use of digital media as

a mode for communication resulted in sleep deprivation i.e., insomnia. It also led to increase in screen timing that resulted in acute headache and back pain.

These mental and physical health issues can be dealt with following some measures. They are:

Try reducing the screen time.

Spend more time with offline friends.

Practice mindfulness by eliminating thoughts of what ifs and if only and inclining towards living in the present moment.

Severe mental as well physical health issues can be addressed and taken care of by effective counselling and therapy sessions.

CANCEL CULTURE

Some may not have heard the term cancel culture, but it plays a very significant role to certain people. It is a mass withdrawal of support from the public figures or influencers from the acts that are not accepted socially. Influencers nowadays plays a very important role in influencing a vast amount of people through videos, stories, posts on social media. These types of cancelling occur in most of the social media platforms such as Twitter, Instagram, or Facebook. Cancel culture sometimes causes intolerance and leads to cyberbullying. Not everyone is cancelled without given a chance, for that, the calling in method i.e., (a person is privately informed of their problematic actions and are said to stop) is followed. When calling does not work for the individuals, only then cancelling is done. Cancelling can also be named as calling out i.e., when a person or an organization is demolished publicly, mainly on social media. Cancelling or calling out comes in power when calling in fails. Calling in fails most of the time because the individual or the organization is too powerful to be removed. Another powerful action takes place i.e., boycotting which withholds financial support from an organisation in order to force change the inside policies or practices. The support gets resumed, once the demands have been met. For instance, in the year 2020, early June, the author of the Harry Potter series, J.K. Rowling came under fire for controversial tweets she posted about the transgender community and was cancelled for the reunion of the series, Harry Potter. In today's modern India, cancel culture is only used to shame people for their mistakes or inappropriate stands instead of fixing those problems in a guided way. Cancel culture encourages accountability and normalizes bringing offensive behaviour in front of many people so that they realise their wrongdoings and take accountability for it and educate themselves further for a better prospect of life. Wrongdoings that take place cannot be taken back by the influencers but they should take the responsibility and grow. This will serve as a good influence towards other teens. Many derogatory situations take place due to the cancellation of the powerful influencers. For instance, not only the influencers but also those who stand their arts get public backlash and are cancelled from the all-over social media. Cancel culture has now become synonymous to ostracising people and promoting toxicity. As time goes on, cancel culture will continue to improve as people highly uses social media more nowadays and will hopefully use the platform

to fix problems in a guided way instead of only shaming and demeaning someone.

SURVEY

As social media communication has surfaced, it has both positive as well as negative impacts on the users. To get an idea as to whether social media communication has greater degree of benefits or harms, a survey was conducted through a Google form. For the survey, students of English medium school, of the age group 15-19, of South Kolkata, were chosen as the sample. The main motive to conduct this survey was to take a record of how comfortable do people feel using social media sharing their day-to-day information to their vast groups of people. COVID has also been a medium for the high operation of social media. Thus, this survey has also helped us to know the difference that COVID created in people before and after it.

HYPOTHESIS

According to our assumption, the social media communication had greater negative impacts affecting the lives of individual majorly youths resulting in various life problems and severe issues.

For this, we used the questionnaire method to conduct the survey.

QUESTIONNAIRE METHOD

Q1. Which one of them do you find more comfortable

I) Online communication

II) Offline communication

Out of 285 responses, 69.8% of people has voted for offline communication and 30.2% of people has voted for online communication i.e., the highest vote is for the offline communication which is because anything that is posted online, you do not see their facial expressions, hand movements or body language, you only see what is shown. So, you may not know the genuine emotion behind what they say, it becomes challenging to judge a person's real emotions and what they try to portray. Also, the pictures and profiles you see of other people may not reflect who they really are. You may be disappointed to find out that somebody you consider a friend online may only be a pretender.

Q2. How safe do you feel communicating on social media?

Rating: Where 1- (stands for the least) – 5 (stands for the maximum)

Out of 285 responses, 32 people voted 1 i.e., the least, 64 people voted for 2 i.e., rarely, 42 people voted for 4 i.e., often, 17 people voted for 5 i.e., the maximum and 130 people voted for 3 i.e., sometimes. It is observed that people not always but sometimes feel safe communicating

on social media because there is a darker side of digital communication including hacking, spreading of fake rumours, and demeaning of personality making it an unsafe environment for interactions. At the same time, it also has a brighter side of blocking, reporting or banning an account to put an end to all the issues. As a result, the users communicate and interact with others with the uncertainty and hesitation which still lies somewhere within them.

Q3. How different do you find your personality being portrayed on social media compared to in real life?

Rating: Where 1-(stands for the least) – 5(stands for the maximum)

Out of 285 responses, 42 people voted 1 i.e., the least, 65 people voted for 2 i.e., rarely, 54 people voted for 4 i.e., often, 21 people voted for 5 i.e., the maximum and 103 people voted for 3 i.e., sometimes. It is observed that sometime people's personalities are portrayed in a different way rather what it is in real life and that happens when a person communicates online, it becomes hard to know what is real and what is not and it becomes easier to misjudge a person's personality. Most of the personalities are pretended to fit in a social group. The response to this question shows that their personalities sometimes are portrayed in a different way and this happens because it's a human tendency to conform with the social group to prevent social rejection. There are many people who out of fear of getting judged, camouflage their emotions and post things accordingly on social media.

Q4. What is your social media usage hour pre COVID?

I) 1-4 hrs per day

II) 5-8 hrs per day

III) 9-12 hrs per day

Out of 285 responses, 83.5% of people voted for 1-4 hrs, 13% of people voted for 5-8 hrs and very few people (3.5%) voted for 9-12 hrs per day. The result itself shows that before covid19 people hardly used social media as such, because before lockdown the daily life discussions were an essential part of living. The maximum inclination of the youth was towards the television and importance of family gatherings, spending time with each other, knowing about one another was the usual thing before COVID 19, making "direct communication the KEY".

Q5. What is your social media usage hour during COVID?

I) 1-4 hrs per day

II) 5-8 hrs per day

III) 9-12 hrs per day

Out of 285 responses, 12.6% of people has voted for 1-4 hrs, 63.9% of people has voted for

5-8 hrs and 23.5% of people has voted for 9-12 hrs per day. The statistical data shows that during covid, people started entering into a new world of advanced social media and the usage increased to 5-8 hrs per day. This is mainly, due to the finite contact with each other and an increase in social distancing, social media played a significant role in connecting with the people during the COVID-19 pandemic, largely increasing the usage to 5-8hours per day. In addition to this, the television serials and the shows went off air during the time of COVID which made social media as the centre of attraction. Thus, people who were isolated at home turned to social media and used it as an entertainment to pass the time. At the time of lockdown, social media also emerged as a medium of imparting news of COVID outbreak. The platform was used in a commendable way by the users who provided medical aid to the victims by sharing details of blood donation, availability of bed and oxygen cylinders.

Q6. What is your social media usage hour post covid?

I) 1-4 hrs per day

II) 5-8 hrs per day

III) 9-12 hrs per day

Out of 285 responses, 34.7% of people has voted for 1-4 hrs, 29.1% of people has voted for 5-8 hrs and 36.1% of people has voted for 9-12 hrs per day. The statistical data shows that after covid, people started excelling in this field and it became an addiction which resulted in using social media for 9-12 hrs per day. Although after COVID, there were no more social distancing, schools re-opened, work from home was replaced with work from office but once human gets accustomed to something, it becomes a part of their habit or a daily routine. People realized that in the rough time, social media was the only way out to keep a contact with the closed ones. It became a social lifeline as well as a way to get all the information without relying on the newspaper. Therefore, the more and more they used social media for a purpose, it became an addiction leading 9-12hrs screen timing.

Q7. How safe do you feel joining groups on social media having strangers?

Rating: Where 1-(stands for the least) – 5(stands for the maximum)

Out of 285 responses, 26 people voted 1 i.e., the least, 89 people voted for 2 i.e., rarely, 99 people voted for 4 i.e., often, 23 people voted for 5 i.e., the maximum and 99 people voted for 3 i.e., sometimes. It is observed that people sometimes or rarely feel safe to join groups having anonymous people. Groups are a beneficial part of social media but recently it has been misused by the people. Sometimes in goal-oriented groups strangers shift from the main agenda of the conversation by involving in baseless conversations as a result diverting from sole purpose of making the group. Also due to the fear of identity theft, people are afraid to share information about them. Therefore, some does not feel safe in groups having unacquainted people in them.

Q8. Would you rather:

- I) meet someone in person
- II) meet someone virtually

Out of 285 responses, 13.3% of people prefers to meet a person virtually and 86.7% of people prefers to meet a person in real life. Therefore, most of them prefers to meet a person offline because when a person talks to you personally you get the detailed version of the information and it gets easier to understand without leading it into any miscommunication which is not possible in case of online conversation. For example, when someone receives any instructions online, they do not get to see their hand or body movements, when specially a person needs visual cues to actually understand the assignment. It becomes difficult for both the receiver and the sender to communicate instructions online as the other person is not present in front and unable to guide the pathways. A solution still lies i.e., video chats but again it feels limited to some extent as it can't compensate the personal touch of face-to-face interaction.

Q9. How often do you find yourself talking to someone else in your phone while sitting in a room full of people?

- I) always
- II) often
- III) sometimes
- IV) rarely
- V) never

Out of 285 responses, very few people (5.2%) voted for always, 35.1% of people has voted for often, 26.7% of people has voted for sometimes, 26.3% of people has voted rarely and only 6.7% of people never indulged in conversing with someone on their phone. It shows that the platforms like Instagram, Twitter, Facebook and many more acts as a great distraction as it affects the communication between people keeping them engaged for a longer period of time. So often people are found using phone while sitting in a room full of people.

Q10. Which one of them negatively affects you more?

- I) trolling on social media
- II) getting criticised in real life

Out of 285 responses, 27% of people get affected by trolling on social media and 73% of people get affected by getting criticised in real life. This is because everyone is very conscious about their image and the type of personality that is portrayed to others. A remark made by one

matters and affects us emotionally and mentally making us happy or upset. Criticising in real life hits us more than being trolled on social media as the former is done on one-to-one level while the latter is done behind the screen anonymously.

CONCLUSION

Our assumption that states, the social media communication has greater negative impacts on the life of individuals has been found to be correct according to the chosen sample. The major part of the sample prefers offline communication to online communication. Not only were their personalities portrayed differently digitally but also a sense of uncertainty was felt by most respondents. From pre-Covid to post-Covid we notice an increase in usage of digital communication resulting in lack of one-on-one conversation skills and usage of the phone even while sitting in a room full of people. Through this survey, we reach to the conclusion that even though digital communication connects people worldwide, it can never replace communication in real life and its importance will remain for lifetime.

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Bio note: Bipasha Sharma & Adrija Karan are B. Sc. Psychology students from NSHM Knowledge Campus, Kolkata

Major Communication Challenges Faced by Foreign Students in India: A Case Study

Jyotirmayee Mishra

Abstract

Communication is a basic need and skill which needs to be honed by each individual. It is not a skill which can ever be optional rather it is very primitive and primary as per the individual need is concerned. So when it comes to students they also do not have any other alternative. One may avoid public speaking to a great extent, but cannot avoid the need of proper communication in a formal setup. Presentations, conversations, discussions and collaborations all are possible with successful communications which are inevitable parts of student life. This paper goes for a survey to find out what are the major communication challenges faced by foreign students in India. It lists out the issues after getting the summary of results of the questionnaire circulated to students who are in India for their study. The survey has included students from twenty eight countries across the globe. They are right now residing in the eastern part of India spread in three universities which are situated in urban area. So it has taken into account around three hundred students. It has also invigilated the challenges on the different skill basis and categorized them. Starting from listening skills to writing skills it has catered to all four basic language skills and an analysis has been done in these skill segments. This paper has been committed to address the communication challenges of foreign students and labeled them on the degree of difficulty basis. The case study has also scrutinized the socio-cultural causes for such problems for communication. It also suggests a few points to reduce the gap and resolve the issues from both the ends. As this paper only includes challenges that they face while having verbal communications hence the future research scope can focus on the non-verbal communication on an immediate next level basis.

Keywords: communication challenges, case study, foreign students, verbal communication, skills of language

INTRODUCTION

Communication is a basic need and skill which needs to be honed by each individual. It is not a skill which can ever be optional rather it is very primitive and primary as per the individual need is concern. So when it comes to students they also do not have any other

alternative. One may avoid public speaking to a great extent, but cannot avoid the need of proper communication in a formal setup. Presentations, conversations, discussions and collaborations all are possible with successful communications which are inevitable parts of student life. We are aware of the need for and importance of communication as it is a general phenomenon. Nowadays communication is playing a vital role in every walk of an individual. Wherever life exists, communication also exists. There are many changes taking place in the corporate world; it has become an important tool in the management analysis and managerial process. While considering all these aspects, the success of any business/profession depends upon proper communication. 70–80 percent of working time is spent on some kind of communication. We are reading, writing, and listening to our co-workers, or having one-tone conversations with our supervisors.

COMMUNICATION IS AN UNAVOIDABLE SYSTEM.

It is a two-way process.

It is a social activity.

It is a continuous process.

It is universal.

It may be formal or informal.

Communication is the heart of any organization. Everything you do in the workplace from the results of communication. While developing your career you will get to know why communication is important. Communication plays a very important role in the management of any organization. As it is a tool for sharing thoughts, ideas, opinions and plans in various parts of an organization. Good communication is required not only in building relationships but also for a successful business. That is why communication is having tremendous importance in the organization. Communication helps to increase efficiency at the workplace. Communication is important to express oneself. It also satisfies one's needs. One should have effective communication for advancement in the career. In your personal life, effective communication skills can smooth your way and your relationships with others by helping you to understand others, and to be understood. Communication is a basic tool for motivation. This can improve the morale of the people. With effective communication, you can maintain relationships. It helps to increase productivity. In the future students will become doctors and then they need to communicate effectively with their patients. They need empathy, friendliness in their profession for interacting with patients. In the future students will become political / business, entrepreneurs, and leaders, in all these fields they need to communicate effectively. It is important to be friendly with others. Good communication builds strong friendships. It will give confidence. In this way, communication skills enhance the ability to understand and share the feelings of each other. It is important for making friendly relationships. I would like to say that communication plays a major role in promoting the life of an individual. The need of communication as a mean of education, made this attempt to know the challenges

faced by students in an educational setup is a very evident step. We generally discuss the issues that Indian students face while communicating. We also discuss how Indian students face problems and challenges in other countries especially in European countries. We discuss accent issues, structural linguistic issues, pronunciation issues of Indian students. We do also discuss the problems in approaches and methodologies of teaching in classrooms. We take teachers and teaching style issues for research and analysis. But here we are not talking about all these which have been in discussion and scrutiny for such a long time. For the first time I am talking about the issues faced by foreign students being in India. Here we will discuss all the issues that an international student faces during its pursuit of higher education in India. So it is like seeing the prevailing style and system through the lenses of a third party. The case here that I am trying to study, deals with the situation of international students present across a few universities in the eastern part of our country. I tried my best to reach out to international students as much as possible. Because the result of this study will help us know our lacunas and strengths. For which we can work on our lacunas for our growth and betterment and keep nourishing our strengths. To have this survey to find out the reasons and issues of foreign students in India, I have conducted several interviews and questionnaire. This process included students across twenty-eight countries. The list of the countries is as follows:

1 Indonesia	11 Uganda	21 Angola
2 Thailand	12 Nepal	22 Zimbabwe
3 Nigeria	13 Afghanistan	23 Zambia
4 Egypt	14 Yemen	24 Sudan
5 Malaysia	15 Syria	25 Swaziland
6 Bangladesh	16 Rwanda	26 Bahrain
7 Kenya	17 Liberia	27 Ivory Coast
8 Ethiopia	18 South Sudan	28 Libya
9 Sri Lanka	19 Bhutan	
10 Tanzania	20 Ghana	

In this quest to know the problems as a host country or host institute we have for the guest students which refers to the international students present in our country specifically for their higher studies. For this I have personally interviewed around 20 students to know the reasons, obstacles and problems they face for their communication in an academic environment. A Google form has been circulated among international students present in the different universities of eastern zone of our country. I tried to focus on the problems basing on their language skill involvement and categorize them too. All the four basic language skills are taken into consideration. Questions in the form are designed such a way which included all the four skills and have been discussed distinctively in each skill segment. Reading is the easiest but also the most important skill. It is the easiest because if you cannot understand what is written

you have the opportunity to read it again, or as many times as needed. If you encounter an uncommon phrase, expression, or abbreviation, you can use a dictionary or translator. On the other hand, it is the most important skill because for most open source projects the main means of communication are mailing lists and IRC. Reading notice, mail, instructions, questions are very common thing in student life and it is found from the study that they have some issues like structure of sentence and sometimes the written communication lacks clarity. These are the two points that can be concluded as the problem areas in reading segment. English grammar is an issue especially for languages that structure sentences differently. This may pose a problem for communication in writing emails and communicating via IRC channels. For some, writing long and beautiful sentences is difficult, and the reliance on simpler sentences is prevalent because these are easy to write and convey understanding. Putting ideas correctly for the receiver is a serious challenge while keeping the grammar and structure of sentences in an acceptable standard format. This is a real challenge for all as all of us are non-native users of English language. So sometimes there are misinterpretations which lead to further confusion and seek clarification for proper understanding. So this is like a common problem not only for foreign students but also for us. Listening is more problematic than reading and writing for non-native speakers. Normally, conversation between native English speakers is very fast, which makes following the discussions for those still learning difficult and limits their participation in those discussions. Furthermore, trying to understand the variety of accents in a globally spread community adds to the complexity. Here comes the most difficult challenge. The accent is very different and who does not have a standard accent and pronunciation skill becomes a great challenge for them. Most of the international students have complained that we Indians speak English very fast. The pace of utterance is the biggest challenge they face in this category. So they can't listen and interpret the ideas or words properly. For them we are very fast speakers. They also pointed out that teachers often use Indian terms or words in Hindi or regional languages which make them feel left out in the class as they can't follow them. They particularly asked not to have such a practice when they are associated or involved.

Speaking is more difficult than listening because the participant's vocabulary may be a bit limited. Furthermore, English phonemes and grammar are often very different from a non-native speaker's mother language, making an interaction even more difficult to understand. So this problem prevails in this case too. They are slow and steady speakers and expect others to be the same type. Sometimes for their accent and use of vocabulary they are often misunderstood by others. Repeating themselves while speaking is a common practice for them in India. So they wait and confirm their spoken communication after getting appropriate feedback. Each culture has different norms when interacting with other people. This section describes some specific cultural differences that you might encounter. This socio cultural sensitivity plays a vital role for their disappointment with us in the field of communication. The students even told me that they find Indians very rude. To them most of the Indians are not very friendly. When I enquired further I get to know that this is an issue related to the formal limits we

incorporate in our day today official life. The hierarchy that is there in our professional life is not very much accepted by them. In their culture the degree of existence of all these things are very less in comparison to ours. We even have an existence of hierarchy between student and a teacher, this concept bothers them the most. So they find us to be rude and not considerate at all. The kind of friendly attitude and approach they have is not present in us.

CONCLUSION

Accommodating foreign students to our educational environment is not any university's cup of tea. It needs special attention and care to nourish these foreign young minds and make them enough to be able to contribute to their society and country positively. Even today it is found that not all teachers are efficient enough to deal with the communication part. There are majority of teachers, administrators and academicians who need to work on their soft skills rigorously. This lack of required soft skills is the greatest hurdle to cater the different needs of international students in our country. Imparting soft skills training on regular basis along with inputs regarding socio cultural sensibility to the members of staff especially the teaching community will help to improve the situation to a greater level. Challenges related to language skills are easier to overcome than cultural ones. Cultural differences need to be respected, while English skills can always be improved. In order to brush up on your English skills, be in contact with the language as much as you can. Do not think about your limitations just do your best and you will eventually improve. Read as much as you can, because this will help you gather vocabulary. Communicating through chat and mailing lists daily helps, too. Some tools, such as real-time dictionaries and translators, are very useful with these platforms. Talking to others or yourself helps you become comfortable speaking out more frequently. Having one-on-one conversations to express your ideas is easier than discussing in larger groups. Speak and write your opinion, and ask your questions; this participation is always a good opportunity to exercise your English. Do not be afraid. For meetings, make sure you prepare yourself in advance so you will be comfortable with the subject and more confident about the opinions you are expressing. Make friends who are English speakers and talk more to practice your English skills. Writing and reading blogs and technical articles in English are also great ideas. With such working tips we can certainly create a better educational environment for the ideal growth of international students.

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Bio-note: Ms. Jyotirmayee Mishra is a full time research Scholar of C V Raman Global University, Odisha and she currently works for the university's International Education Cell. She has more than a decade's experience in teaching English Language, Communication along with imparting Corporate Readiness training to Engineering and Management students. Her research areas include Translation, Indian aesthetics and stylistics.

Millennial Religiosity and Speculative Fantasy

Moomal Majee

Abstract

We millennials take great pride and arrogance in proclaiming that religion has become dead for us. Apart from participating in festivities, a very small portion of today's youngsters will admit to being a believer in religion and mythology. But as Roland Barthes stated, it is difficult to extricate ourselves from this primal part of our being. As the title of this article suggests, millennials derive their religious succour from fictional universes rather than organised religion. So, for instance, if someone is a Harry Potter fan, chances are that the idea of evil for them is synonymous to the infamous Lord Voldemort, who is the archvillain in this Gothic fantasy universe created by J. K. Rowling. The author does try to present him in a nuanced way by providing him a troubled backstory, but the overall portrayal tends very much towards the satanic. While Voldemort felt wronged by the sheer go(o)dness of Harry Potter, Satan too had a past where he felt unjustly treated by the Almighty. On the 'right' side is the Chosen One, Harry Potter, who is a saviour figure, much in the lines of Moses or Christ himself. Granted that he may not be all good because he is susceptible to foolhardiness and defiance sometimes, like the adolescent boy that he undoubtedly is, but Harry Potter is quite an idol. This is how the Christian religious mindset translates into the millennial milieu. Is there then something like modern paganism? Indeed, Greco-Roman mythologies have received a new life with the publication of Rick Riordan's extremely popular series of Percy Jackson & the Olympians with its numerous sequels. The evil in these books is embodied in the figure of Kronos and his associates, who rise time and again to wreak havoc with the order in the world, and must be repeatedly defeated by the heroes. The author here has tried to make the characters of both the heroic demigods and of the gods themselves as relatable as possible for the human readers, by making the gods exhibit adolescent traits of selfishness, recklessness and casual conduct. But this article aims to read that very relatability as proof of the continuing importance of these myths and figures in millennial lives. The terminology itself makes it easier for Percy Jackson to be considered in a somewhat religious dimension, but Harry Potter has hardly any lesser claims to religiosity. This article therefore attempts to examine, by going back to the basic functions of religion as a social institution, how faith is a fundamental component of humanity. It will explore how even though millennials

may not admit to being any kind of believers, they do draw strength, knowingly or otherwise, from these global phenomena of Harry Potter and Percy Jackson, which thus constitute institutions of their own. The article focuses on these two specific texts as instances of how speculative fiction leaves a great impact on the millennial mind.

Keywords: Religion, Mythology, Millennial, Speculative fiction, Fantasy

INTRODUCTION

Leaving aside fundamentalists, the millennial generation is not very religious-minded as a whole. For instance, a Pew Research survey (Lipka, 2015) found that at least 36% younger millennials in America are not affiliated to any organised religion, and the numbers are definitely growing. Many still admit to being part of certain religious festivals or rituals because they provide a sense of belonging to their community. But, religiosity as a concept is rather rare. In this regard, it is essential to make a distinction between religion and religiosity before proceeding with the analysis, in order to avoid all possible confusion. Religion in this paper indicates what its standard sociological definition is – for the sake of convenience, one may refer to Yinger’s definition: ‘Religion is a system of beliefs and practices by means of which a group of people struggles with the ultimate problem of human life’ (1957). It is therefore a system of beliefs and practices of a certain kind. On the other hand, the term ‘religiosity’ would refer to not the system of beliefs but rather to what degree of effect these beliefs would have on societal and individual life. Put simply, it is the role of religion in life. So, for example, if the members of a society are all Christian but Christianity does not have a noticeable role in their daily lives, their religiosity is low. The purpose of this paper would be to study the degree of religiosity among the millennial population through the kind of speculative fiction they are reading.

DISCUSSION

This kind of study begs a brief foray into the basic functions of religion as a social institution. As any sociologist would state confidently, the functions are several. An organised religion lets a community be more invested in itself, and encourages fellow feeling. However, religion is most importantly a source of solace and comfort to people in their lives. Whatever problem there is, there is undeniably a huge relief in making a superior supernatural entity responsible for all of it. That is also why rituals can acquire so much power that they can turn into noxious superstitions, and make Karl Marx call religion ‘the opium of the people’. Thus, when modern individuals killed God with our obsession with rationality, as Nietzsche had famously proclaimed, people also lost the anchor for all their fears and doubts. This is of course not to say that no youngster today is religious-minded, but to analyse a general trend only. So, when there was no supernatural entity to heap all troubles onto, people had to necessarily find

an outlet for the tremendous amount of stress caused by modern life. And since organised religion had taken a backseat, speculative fantasy came to the rescue.

HARRY POTTER AND THE SATANIC

One may start by looking at the *Harry Potter* universe and tracing some parallels with Christianity that the author J. K. Rowling may or may not have intended. It is to be noted that these analyses are not to be considered as distillations of authorial intentions, and the textual evidences are to be regarded only as proof of the paper's hypothesis. The study begins with Lord Voldemort, alternatively known as the Dark Lord, You-Know-Who or He-Who-Must-Not-Be-Named. To an educated reader, it rapidly brings up reminiscences of the Evil One in Christianity who also lost his name when he defied God. In the beginning, Satan was one of God's archangels, and his original name was Lucifer, which translates into 'Light-Bringer'. He used to be a favourite of God before he felt belittled by God for making Jesus the head of the angels rather than himself. This led him to defy God and he was thrown from heaven into a hell that was created especially for him. John Milton vividly describes Lucifer's fall in *Paradise Lost* (1667/2001): 'Him the Almighty Power/ Hurl'd headlong flaming from th' Ethereal Skie/ With hideous ruine and combustion down/ To bottomless perdition, there to dwell/ In Adamantine Chains and penal Fire' (lines 44-48, Book I) because he aspired 'To set himself in Glory above his Peers, He trusted to have equal'd the most High' (lines 39-40, Book I). Now, he is already given the name Satan which translates into 'Adversary'. In a similar vein, Voldemort is not his real name. He did not start off as evil but merely ambitious, as most members of the Slytherin house were wont to. He was Tom Marvolo Riddle. He desired to be the most powerful wizard in the world and become immortal. This impossible desire proved to be the reason for his undoing. Though Dumbledore (Headmaster at Hogwarts) states modestly: 'Voldemort had powers I will never have' (Rowling, 1997, p. 8), he is only one that Voldemort fears. Dumbledore too with his white hair and beard can be a likely representation of God, though he has a quirkier personality.

Rowling does try to balance out Voldemort's character by providing him a backstory to justify his evilness, but it is not given too much importance. He might have had a father who abandoned him and his mother due to her magical powers, but how is that a justification of his cruel deeds? His chosen form of revenge was to raise an army of Death Eaters to do his bidding, just like Satan raised an army of fallen angels, and he went on to fight against Dumbledore and Harry Potter himself. Voldemort's preparations for the final battle spanned over years, and his planning and plotting involved many of his followers dying for the cause, as well as innocents dying as collateral damage. Harry Potter fans, or 'Potterheads' as they call themselves, all unanimously hate Voldemort though they may admire him for his powers – this is because he is the concrete embodiment of evil for them. What is even more interesting is that Voldemort and especially his pure-blooded followers nurse an irrationally intense hatred against Muggles and mixed-blood (i.e. one of whose parent is a Muggle) people. Before proceeding

further, it is to be clarified that a Muggle is a 'non-magic' person or one who is not born with magical powers, as Hagrid explained to Harry in their first encounter (Rowling, 1997, p. 40). Voldemort's animosity towards the Muggles and the mixed-blooded arise from the fact that they 'pollute' the pure magical blood, and this can be interpreted in a very modern context, if one views the Muggles and the mixed-blooded as minority communities who supposedly threatened homogeneous communities. In that regard, Voldemort is a typified xenophobic and racist, which is all the more reason to identify him with evil. Moreover, Satan is known for his serpent form with which he tempted God's favourite children Adam and Eve into eating the Forbidden Fruit and directly disobeying God's orders (Genesis 3:4). Voldemort had a snake called Nagini who was in a way part of his soul, and he too tried his best to convince Harry to come into his fold of Death Eaters and acquire more power than he ever could if he kept to the righteous side – however, his attempts were in vain and Harry remained firmly on the right.

HARRY POTTER THE SAVIOUR

The culminating Battle of Hogwarts scene (Rowling, 2007, p. 557-589) may be read as an archetypal battle between good and evil, represented by Harry Potter and Lord Voldemort respectively. In fact, since Harry's survival as an infant is inextricably tied to Voldemort's soul, as is revealed in *Harry Potter and the Deathly Hallows* (2007): 'Harry understood at last that he was not supposed to survive. His job was to walk calmly into Death's welcoming arms. Along the way, he was to dispose of Voldemort's remaining links to life, so that when at last he flung himself across Voldemort's path, and did not raise a wand to defend himself, the end would be clean' (p. 628). So, to finish off Voldemort for good, Harry must die too. This brings to the fore the idea of self-sacrifice which is another major tenet of Christianity. Christ the Son of God underwent the excruciating pain of death by crucifixion (Mark 15:21-41) only so that humanity could be redeemed of their sins. Self-sacrifice for salvation of others is also a trope used in *Harry Potter* where the fated young boy is portrayed quite obviously as the Chosen One. His childhood, his survival, his ability to speak 'Parseltongue' (the language of snakes) and his inborn magical powers are all miraculous, and everyone in the world of magic either loves him dearly or hates him because of his sheer fame and go(o)dness. He is sometimes definitely foolhardy and defiant because he is after all an adolescent boy, but he is quite the idol. And owing to his connection with defeating Voldemort forever, he is very much a saviour figure, a biblical Messiah – like Moses who led the flock, or even Christ himself.

The adolescent tantrums and emotional dichotomies that Harry suffers from contributes to his accessibility as a character which encourages millennials to connect to him at the same time as idolising him. This is also something that is true for the other such protagonist examined in this paper, Percy Jackson. In fact, *Harry Potter's* continuing significance in millennial lives can be evidenced in the fact that there are *Harry Potter* theme parks in Orlando

(<https://www.universalorlando.com/web/en/us/universal-orlando-resort/the-wizarding-world-of-harry-potter/hub>) and California in the USA and also the wildly popular

fan website Wizarding World (<https://www.wizardingworld.com/>) which earlier used to be Pottermore. The website regularly publishes articles, posts and quizzes related to various aspects of *Harry Potter* and has a thriving fanbase with well-priced franchise items too. There is a feature that allows one to get sorted into one of the four Hogwarts houses – Gryffindor, Ravenclaw, Hufflepuff and Slytherin. This is often a conversation starter in many new groups, which has been observed in many personal experiences too. And while of course not everyone is constantly aware of the religious implications of this Gothic fantasy universe, this is precisely how the Christian religious mindset translates into the millennial milieu.

PERCY JACKSON AND MODERN-DAY PAGANISM

Is there then something like a modern version of paganism too? Indeed, Graeco-Roman mythologies have received a new lease of life with the publication of Rick Riordan's extremely popular series of *Percy Jackson & the Olympians* and its numerous sequels. In fact, the terminology in the books itself makes them likelier to be considered in a somewhat religious dimension. To start with, most civilisations in the world did not start with a monotheistic faith but rather with worshipping the elemental forces of nature to keep them appeased for their own well-being. Hence, the Greco-Roman mythology, the Egyptian one, the Norse one, and even the Inca one - all consist of gods and goddesses representing the different elements of nature. This paper studies only a modern rendition of the Greco-Roman mythology in the context of Rick Riordan's works. And as Barthes (1957/1972, p. 118) rightfully stated, 'we can say that the fundamental character of the mythical concept is to be appropriated'. So, all those ancient legends of the Greco-Roman mythological system replicate in Riordan's texts in a contemporary context. 'A mythology has everything you would want for a good story. It's got romance, action, mystery, murder, villains, heroes, monsters. What more can you want?' (The St. Louis Post-Dispatch, 2010, 00.46) The quest of the demigod is a very familiar and recurring mythical trope, so Percy, the modern-day son of the sea god Poseidon, goes on a heroic quest to retrieve Zeus's lightning bolt in the first book *Percy Jackson and the Lightning Thief* (2005).

If one is to first look at the antagonists, the evil here is constituted mainly by Kronos. He is a Titan and father of Zeus, but was deposed of power because of his un-paternal and cruel actions towards his children. He was banished to the darkest underworld of Tartarus, but he keeps attempting to rise time and again to wreak havoc with the order in the world, and must be repeatedly defeated by the heroes or demigods. Kronos, for example, was a typical tyrant, and though he 'called his reign the Golden Age because men lived innocent and free of all knowledge', it was actually 'a time of darkness and savagery for mortals', as Chiron explained to Percy (Riordan, 2005, p. 102). Kronos even tempted power-hungry mortals to join his side and work as his minions, much like Voldemort did. He manipulated their minds to serve his own purpose: 'Everything. Kronos had done it to bring another chess piece into play-another chance to control the prophecy' (Riordan, 2006, p. 186). This makes him into

an astute modern-day politician who knows how to gain and stay in power. His character demonstrates the dangers of power, and provides ample opportunities of demonising the quest for power which is an eternal phenomenon. Millennials would not have to go far to reach for a contemporary significance of these myths, and their unconscious would easily find political figures who represent similar Kronos-like qualities.

OLYMPIAN GODS AND RELATABILITY

The Olympian gods in Percy Jackson, on the other hand, are more human than divine. They have their own petty quarrels, selfish agendas and character flaws along with awesome supernatural powers thanks to their immortality. So, they really are very humanised, which makes them seem like gifted but ordinary human beings. Even the demigods are like that, and they are more human too. It is also essential to note that Riordan makes it a point to include a lot of diversity in his books, which is a central tenet of the modern cosmopolitan world that we live in. Millennials would empathise with Percy's last request from the Olympian gods to accept their children as their own and even acknowledge the presence of the minor gods, to avoid any kind of resentment, as is evident in the passage (Riordan, 2009, p. 306) quoted below:

“From now on, I want to you properly recognize the children of the gods,” I said. “All the children . . . of all the gods.”

The Olympians shifted uncomfortably.

“Percy,” my father said, “what exactly do you mean?”

“Kronos couldn't have risen if it hadn't been for a lot of demigods who felt abandoned by their parents,” I said. “They felt angry, resentful, and unloved, and they had a good reason.”

Zeus's royal nostrils flared. “You dare accuse—”

“No more undetermined children,” I said. “I want you to promise to claim your children—all your demigod children—by the time they turn thirteen...”

There are multiple other examples of diversity in Riordan's fantasy universe. In the Egyptian mythology-based series *The Kane Chronicles* (2010-2012), both protagonists are of African- American descent. In the Norse-mythology based *Magnus Chase and the Gods of Asgard* series (2015-2017), there is a character who is gender-fluid. In the *Percy Jackson* series itself, there are characters like Nico di Angelo and Will Solace who are queer, and of course most demigods suffer from learning disabilities in school. Riordan's own son Haley was dyslexic, so ‘in Riordan's world, ADHD is a sign you might be a demigod, while Percy's dyslexia is attributed to his being hard-wired to read ancient Greek’ (Flood, 2020). All of this ensures increased relatability of Riordan's characters and fiction to the millennial populace, offering a different kind of religiosity and faith in an energy greater than ourselves.

STATISTICAL EVIDENCE

A brief examination of the sales figures and reception of the movie adaptations of both the fantasy series in question would serve as proof enough for their popularity among millennials. *Harry Potter* is told to be the best-selling book series in history (https://en.wikipedia.org/wiki/Harry_Potter) because it has sold more than 600 million copies worldwide, with the first book *Harry Potter and the Philosopher's Stone* (1997) itself having sold more than 120 million copies. The series has also been translated into 80 languages, which makes it a veritably global 'cultural phenomenon' (Gunelius, 2008). The final book of the series i.e. *Harry Potter and the Deathly Hallows* (2007) is also the fastest-selling book of all time - it sold about 15 million copies worldwide within 24 hours of its release. The books have all been adapted into movies which are so popular that the titular Harry Potter and his friends Ron and Hermione are synonymous to the actors who played them, respectively Daniel

Radcliffe, Rupert Grint and Emma Watson. The first and the last movie are among the 50 highest-grossing films of all time, holding respectively the 49th and 16th positions, with \$7.7 billion in worldwide receipts. *Percy Jackson* too as a series is a force to reckon with. The complete series has sold over 180 million copies worldwide, with 100 million copies in the USA only (https://en.wikipedia.org/wiki/Percy_Jackson). The books have been translated into almost 40 languages. The first two books of this series too have been adapted into successful movies, with the second movie *Percy Jackson and the Sea of Monsters* (2013) taking the No. 2 spot at the domestic box office.

CONCLUSION

The statistics of sales and of the reception of cinematic adaptations of both these series leave no doubt of their degree of impact on the millennial population. They can themselves be studied as almost separate cultural institutions that have gained a global dimension. This demonstrates how very relatable they are to millennials and proves the continuing importance of these myths and figures in our lives. This article has thus explored the basic functions of religion as a social institution, and how faith is a fundamental component of humanity. It has concentrated on how even though millennials may not admit to being any kind of believers, they do draw strength, knowingly or otherwise, from these global phenomena of Harry Potter and Percy Jackson, which thus constitute institutions of their own. It has successfully seen how millennials derive their religiosity from such speculative fantasy, and has thus gauged the impact of reading speculative fiction on the millennial mind through these telling examples.

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Bio-note: Moomal Majee is final year student of English Honours at St. Xavier's College (Autonomous), Kolkata. Interested in the fields of sociolinguistics, postcolonial literature, gender and language, etymology and modern language use. Proficient in French (B2 level) and Spanish (A2 level).

Green Shades of Literature- Women Carving Out Ecology Within A Capitalist and Patriarchal society.

Aishiki Bandyopadhyay

Abstract

Literature carves out a sphere that reflects contemporary society often in two distinct ways: First being, as T.S Eliot says “Humankind cannot bear very much reality.” Literature often through fiction precipitates society’s attempts to fill up the complications created through ground realities. Another style of literature directly mirrors the immediate problems of the surrounding society. Ever since the romantic period the incorporation of natural elements, omnipresence of nature and its vital role in society has been inescapably associated with literature. With the massively impacting conditions in the current ecological system and with decades of discourse in the field of climate change, contemporary environmentalism has cautioned of an approaching ecological apocalypse which in turn resulted in literature and environment creating an expansive and widely sprawling prospect globally. Eco-literature specifically encapsulates a range of literary works, including speculative fiction, poetry and criticism, which emphasizes on ecological issues. Climate fiction, popularly known as cli-fi, is primarily concerned with climate change and global warming. The paper attempts to examine texts in literature written and the way they concretize the concept of ecology and environment across culture. Additionally, the paper centralizes gendered aspects of Eco fiction with regards to the correlation of ecology and women

In the rat race that has gripped the world currently, the importance of ecology and its protection takes a backseat leading to collateral damage thus caused. People from diverse sectors need to be sensitized about the encroachment of the progressing artificial world upon the natural world, gradually deteriorating the biota. Educating millennials on the importance of the natural world and its preservation should be prioritized in the multi-disciplinary discourse. Essentializing ecology through branches like eco-literature not only develops serious awareness in fundamental understanding but also evokes a sense of empathy about the same in young minds. The analysis is invested in an effort to deconstruct the capitalist narrative that foreground most of the society’s perception towards the rapidly changing environment.

Keywords : Ecofeminism, Ecology, Women, Speculative fiction, Capitalism, Patriarchy

INTRODUCTION

Ecocriticism is the study of literature and ecology from an interdisciplinary point of view, where literature scholars analyse texts that illustrate environmental concerns and examine the various ways literature treats the subject of nature.

Eco-fiction essentially encompasses fictional and fantastical tales that portray the vital co-relations, needs, as well as dependent interactions between people and the natural sphere along with elements of the same.

The central claim of ecofeminism is that there is a link between environmental degradation and the subordination of women, and to identify and promote alternatives to liberation. Feminist ecocriticism is expounded through the work of authors as diverse as Rachel Carson, Barbara Kingsolver, Ursula K. Le Guinn, and Mary Shelley.

The past decade has seen a body of literature dealing with the question of the relationship between female dominance and natural dominance. We call this “ecofeminism”. Numerous works in various literary genres have dealt with ecofeminist themes, ranging from scholarly works in philosophy, politics and the history of thought to activist writings, poetry and novels. Both have been valued entirely or primarily in terms of their usefulness to others (e.g., men in the case of women, humans in the case of nature, etc.) uniquely. Likewise, in both cases attempts have been made to impose a distinct division on the natural continuum. Between gender traits in one case, and between human and non-human animal traits in the other, the distance between each side maximizes polarity.

Consequently, ecofeminism goes beyond literary criticism to find and explain liberating values that may be implemented in the real world, so altering daily life. Ecofeminist literature, for instance, offers an alternative to obstinate individualism and encourages a more gratifying sense of interdependence with both society and the environment.

WOMEN AND ECOLOGY

Woman became the embodiment of the biological function, the image of nature, the subjugation of which constituted that civilization’s title to fame. For millennia men dreamed of acquiring absolute mastery over nature, of converting the cosmos into one immense hunting ground. Men were indoctrinated in this from their birth. They proudly boasted this quality of theirs.— Horkheimer and Adorno, *Dialectic of Enlightenment*

The primary form of difference is based on the kind of relationship men and women share with ecology in general and environment in particular. Feminine quality is compulsorily attributed and imposed upon nature. These reasons stem up giving rise to terminologies like “Mother Nature” and “Mother Earth” that are used to describe nature. Society has already connected women with nature because of certain stereotypical traits. Men on the other hand often use nature as something secondary in their writing. Nature is used to develop a

background for all the actions to take place. Instead of human beings having a more nurturing relationship with the ecology that women may be keen to display, men tend to create this divide where human beings are in the world of their own.

Women carving out ecology is very different from a man writing about the same in the field of literature. Women as they write about environment tend to have a more closely intertwined attachment with it and extend a wider sense of empathy for both women and nature are subjected to similar forms of oppression rooted from desire to conquer over. The traditional role of both women and nature has been conceived as an instrumental one.

Marxist ecofeminism through : THE WORD FOR THE WORLD IS FOREST

A contemporary science fiction novel, *The word for World is Forest*, focuses on the potentially devastating effects of people's anthropocentric attitudes towards the environment in the future. The Athenians seem to have created an ideal future for nature lovers, but unexpected horrors await in this dream world when they meet the people of Earth called the Yumens. There is a stark contrast between the Yumen, who turned the world into a desert after years of irresponsible consumption of natural resources, and the Ash, who managed to do just that, and thus the environment. It aims to analyze this study from a critical perspective. Strike a balance between material wealth and spiritual needs. Le Guin used the example of greedy, cruel, and violent military attacks against innocent people on the new planet they discovered as a way to respond to the Vietnam War. Instead of learning from these peaceful peoples who formed communities without disturbing the balance of nature, the military continued to cut down trees and enslaved and eventually ignored the natives as they did on previous planets. Failed. In order to protect their planet, the Ashuania, who had never faced such violence in a female-dominated city before, attacked them, led by Selvar who had fled Yumensu. I decided to. The language of the world is the forest, demonstrating what we may face in the future if the social and environmental impacts of our current interactions with nature are not properly considered.

The only one to commiserate with Atshean's blending into nature is Terran Raj Lyubov, who himself is a passionate advocate for ecological consciousness "The substance of their world was not the land, but the forest" (p.21). But Lyubov was initially afraid of the dark side of nature. When the first Terrans came to colonize the planet Aceh, he felt "pointless and indifferent" (p.70). He gradually develops a romantic attitude towards nature, that all beings exist and have the right to live their lives, and no one is better than another. His longing for nature continues to grow as he finds it a haven from all of civilization's corruption and exploitation. He "becomes an individual as part of the environment, and through the therapy of dreams and songs used by the Asheans, Lyubov sees "an intoxicating scent of power" (p.70).

The exploitative Davidson is the epitome of the Terran capitalist attitude. He continues to represent the patriarchal ideal man. "A man is not a real man until he has a wife" (p.30).

Plumwood states that “the denial of women’s bodies and their dependence on nature underlies the Western dualist approach that has led to the creation of a dualism between man and nature, man and woman” (Plumwood, p. 40). In *Patriarchy*, she argues that patriarchy naturally seeks to dominate women in Davidson’s persona. A “tall, muscular man” (Le Guin, p.11) who looks forward to choosing a “colony bride” for sexual gratification. His sole mission in the colony was to “tame the nature and indigenous peoples of Asche” (p. 9) and to “have a large number of females and breed them for new colonies so that they could serve as major human beings.” to maintain a stock of “(p. 9). Davidson’s objectification of the female body and its description as the “sex cow” offered to the settlers are all references to the Terran patriarchal, masculine and sexist culture. He raped and killed two female Athsheans. Here’s why: “They don’t feel pain like humans do” (p. 19). Davidson is a so-called “master model” (p. 19) who sees the Athsheans as “passive, fertile animals, content cattle.” Women are perceived as ‘humans and others’ as ‘nature and others’. Davidson heroically described his mission as civilizing the primitive Ashuans. “Tame it” (p.50). Davidson and Terrans “discount the virtues of building a more real relationship between humans and nature” (Peter, 2002, p. 17). However, since sexual intercourse is likened to “raping an animal” and cutting down the forest is nothing but “ending the darkness”, the attitude towards nature is no different from that of local women (p. 58). Both nature and women are objects to be trolled, exploited and destroyed in favor of the male master model boss, Evolden Dep. She believes the Terrans are responsible for the ecological destruction of their country. In response to Selver’s insistence that the Terrans are not going to bring her wives until they find a place suitable for them, Edor Ednep remarks: “I should have sent the woman first. They are crazy” (p.54). The principal argues that a Terran woman cannot be as “crazy” as her ecologically estranged husband. Women can also have relationships with other natures and other female beings.

The principal argues that Terran women cannot be as “crazy” as their ecologically estranged husbands. Women can also relate to other natures and other female beings. This shows the contrast. Le Guin highlights the destructive nature of the capitalist effort through the conflict between the capitalist Terrans and the exploited Athenians. Eric Otto (2012) argues that “the novel’s central conflict requires a critical reading of capitalist modes of production and expansion” (Otto, 2012, p. 110). Capitalist Davidson sees forests as an inexhaustible resource and natives as slaves to be exploited. Marxist environmental criticism argues that “environmental exploitation is the cause of the environmental crisis that follows capitalist exploitation” (Bertens, 2008, p. 205). Terran capitalism not only exploits the non-human environment, but also enslaves and exploits the Ashuan workforce. The exploitation of labor, in Marxist terms, becomes more apparent when Davidson refers to Ashuan as “Kreechy’s work.” (Le Guin, p. 17) Terrans he is in Athsea, using their harmful technology to exploit the natives, but their work is “worth more than gold on earth” (p. 16). According to Otto, Davidson is a manifestation of the capitalist mode, criticized by the novel critique of “nurturing a fetish for the market and emptying the cultural and environmental meanings that turn people

and places into objects of exchange.” (Otto, 2012, p. 111). Davidson said in an address to his lieutenant: Colonizing Earthlings don’t care about their lives if their capitalist motives are satisfied. When Assheen workers become involved in a rebellion, Hynia officials question Mr. Reponan Davidson about his abuses of the natives. Davidson explains: “They were well fed, well housed and not overworked” (p. 68). But Asseen is exhausted from work, undernourished and has little time to sleep. In a way, the rebellion is the ultimate revolution, challenging Terran capitalist ideology and labor exploitation. Leaving a devastated Earth behind, the colonizing Terrans are at war against the eco-centric and peaceful Ashuans. Ecocriticism foresees that “all things are connected to all things” and “coexist and cooperate in the biosphere”, but the anthropocentric use of science and technology harms the non-human environment. as well as destroying humans (Rueckert, p. 107). The biggest ecological challenge to this traditional view is the concept of biocentrism. This means that humans are neither better nor worse than other life forms on Earth (Campbell, 1996, p. 128). The misuse of science and technology has had devastating effects throughout history, and Le Guin claims that the devastating bombs and weapons possessed by the Terran were used against the Athsheans for the benefit of both human and non-human units. A manifestation of overused technology and progress, Davidson drops a bomb that pierces a large hole in the forest. Later he threatened natives with bombs just to “prove their superiority” (Le Guin, p.51).

HYPOTHESIS

After revealing the oppressive male/female and nature/culture dichotomy that underlies today’s environmental problems, feminist ecocriticism focuses specifically on liberation strategies adopted by ecofeminist literary critics as antidotes. and ask what our lives would look like if these strategies were increasingly successful. overcome oppression. Thus, ecofeminism is not limited to literary criticism, but also helps identify and articulate ideals of emancipation that can be realized in the real world, transforming everyday life in the process. For example, as an alternative to harsh individualism, ecofeminist literature promotes a fuller sense of interdependence with both community and country. It reveals liberation strategies that are beginning to create more hopeful ecological narratives.

The blooming connection between the subordination and oppression of women with the subjugation and exploitation of nature in a broad analysis through the lens of history, politics, culture, economy in the social sphere is the basic foundation for eco-feminism. Ecofeminism cannot be definitively encompassed within a few words. It is a philosophy and movement which took birth from the conjoinement of the discourses of feminism and ecological welfare. Its principle belief lies in the fact that the stereotypical socio-cultural mentality leading to the subjugation and domination over women is directly linked with the socio-cultural mentality that factors the environmental abuse of the planet by humans. This discipline concerns itself with the philosophical intersection of feminism and environmental studies. It suggests that the masculine instinct for development and profit in the public sphere degrades not only women

but also nature. Hence, the overall efforts to protect the environment are therefore integral to overcome the oppression of women. Recently, women are starting to fight back, which is a positive outlook because a woman's definition of a healthy domestic and public environment can be an important source of strength for Green politics, also translating to a challenge for runaway capitalism.

CONCLUSION:

Le Guin as a woman author aligns herself to the environment while writing. Within the patriarchal frame work of the society women being the oppressed gender, empathise with a closer view of how the environment as well exploited to be conquered. Writing is an important tool for women to voice their experiences - of identity, sexuality, oppression where the depiction of ecology here is however as epitome of a woman's body. The writer also sheds light on the destruction of the biosphere with a broader aspect which escalated into wars and genocides. During problems such as the extinction of , certain species, poisoning of natural resources, deforestation, irreversible damage to the ozone layer and global warming, ecological awareness has risen. With the detrimental effects on ecology, literary works have been an effective means of increasing ecological awareness and empathy for the biosphere. Speculative eco fiction envelopes the contexts divorced from reality and transcends into the imaginative realm only to reflect on the critical aspects of the reality and its fictional parallels of the same to provide the audience with a closer view.

Le Guin's fictional work is in this respect a significant attempt to respond to the growing fear of nature and the biosphere. The novel shows the ecological alienation, capitalism, and exploitation of Terran Davidson, while the ecological concerns are portrayed through the native people of Athshea. Throughout the novel, Le Guin tried to draw a sharp line between Athshea 's integration into nature and the terran's destructive attitude. While the Athsalians live in harmony with the ecosystem, the Terrans of population plunder it, consuming its most valuable resource and people. The attitude towards the natural ecosystem is evident in the way their cities and homes are built, showing complete integration with the environment: clans and cities are named after trees. For an Acehlan to have mental and physical health, he must be connected to his roots. However, the violent culture of the Terrans is the result of alienation and uprooting. This conflict between the attitudes of Terrans and Athsheans towards the biosphere is an example of Novell's larger dialectical structure: the inhabitants of Athshea live in balance with their environment, while the Terrans exploit and destroy it.

Analysing from an ecofeminist lens, Le Guin devices the protagonists: Lyubov, Selver and Davidson to depict historical attitudes to the biosphere are represented. As a woman she takes a look at the gendered aspect. Davidson embodies the nature-fearing machismo of the early explorers, while Lyubov has a romantic idea of the forest. Selver, on the other hand, lives in perfect harmony with nature. Le Guin drenches her narrative with a sense of optimism and paints hope for the future with the environmentally conscious Athsean Victory.

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Bio-note: Aishiki Bandyopadhyay is an undergraduate student majoring in English from St. Xavier’s University, residing in Kolkata. Her interests lie in embracing the world of literature with a passionate love for poetry in particular.

Indian Solarpunk and Multispecies Sustainability: Is It Possible to Create Hopeful and Green Urban Spaces?

Sayantani Sengupta

Abstract

The climate change related issues have been the primary concern among activists, scholars and environmentalists recently all around the world. The climate emergency demands that the areas around multispecies justice, interconnections, hope, suffering, loss and kinship are revisited to find the interrelatedness between humans and the natural world. Solarpunk stories have portrayed futuristic tales that are based on justice, equity, empathy and unity as a means to create hopeful and greener future. Understanding the human nonhuman interdependence can lay the foundation for constructing a future that disregards anthropocentrism and focuses on the multispecies justice.

*In this paper, I intend to analyse the hopeful stories by three Indian fiction writers, Priya Sarukkai Chabria, Rimi B. Chatterjee and Shweta Taneja in the recent anthology, *Multispecies Cities: Solarpunk Urban Futures* edited by Christoph Rupprecht, Deborah Cleland, Norie Tamura, Sarena Ulibarri and Rajat Chaudhuri. This article proposes to explore the importance of multispecies interconnections, empathy and the role of communication between the humans and the non-humans. In Chabria's "Listen: A Memoir", the importance of listening to the language of nature is established, while in Chatterjee's "Arfabad" and Taneja's "The Songs That Humanity Lost Reluctantly to the Dolphins" the multispecies interconnections and multiplicity of voices are highlighted. These three stories will be studied through the lens of multispecies sustainability which might play the pivotal role in establishing a greener and hopeful urban space within and beyond fiction.*

Keywords: solarpunk, multispecies sustainability, interdependence, multispecies justice, green cities

"It isn't an investment if it's destroying the planet." --- the well-known Indian ecofeminist, Vandana Shiva's saying holds relevance when it comes to the question of climate change and how our planet can be saved from further destruction. The areas centred around our regular

investment and the lens through which we look at the human-non human relationships are expected to be revisited and altered for a better understanding of the scenario and also to create safer and greener spaces for all. The indigenous communities all around the globe are known for their close relationships with nature and how their livelihood, daily customs and practices as well as knowledge are centred around nature and not necessarily around humans and their well-being only. Nirmal Kumar Mahato, in one of his books, stated the Adivasi-nature relationships and how their identity is developed through nature. “Multispecies ethnography sheds light on mutual dependencies of human and non-human...the Adivasi worldview (*Jansim binti* and *Karam binti*) advocates the mutual dependence between human and non-human world. Thus, their worldview is contrary to the European worldview where human is placed above animals.” The indigenous stories, symbols, customs and myths reveal quite a few facts about their belief in nature and the interspecies collaborations. Orijit Sen’s *River of Stories* depicts the relationship between the indigenous people and nature in the most prominent way centred around the construction of the Narmada dam. Many lands in India, popularly known as the sacred groves, are still protected from human intervention on the grounds of religious beliefs, hence these nature-centric individuals have established their ways to save the various species of trees and animals from the humans, thus laying the foundation for multispecies justice and sustainability.

Like the indigenous practices and wisdom intends to protect nature and work towards the climate change-related issues, Solarpunk, a nascent speculative fiction genre, which primarily developed to refuse the dystopic and apocalyptic facets of Cyberpunk, is trying to plant the seeds of hopeful futures through optimistic stories. This genre believes in solidarity, equity, multispecies justice and the usage of traditional knowledge as well as the scientific research with the purpose to form a better and greener world. In a news article, the New York based solarpunk teacher, Michelle Tulumello opined, “Solarpunk is really the only solution to the existential corner of climate disaster we have backed ourselves into as a species. If we wish to survive and keep some of the things we care about on the earth with us, it involves a necessary fundamental alteration in our world view where we change our outlook completely from competitive to cooperative.”

Multispecies Cities: Solarpunk Urban Futures (2021), is the latest anthology of solarpunk short stories that are based in the Asia-Pacific region, the underrepresented zone in the solarpunk movement until now. “Since its beginnings, solarpunk has reimagined the places most children born today grow up in: cities. Defying the glowing dystopias of cyberpunk, skyscrapers are painted with living green, plants and trees against the grey of urban existence.” and this anthology has considered the urban spaces as the backdrop of all the hopeful stories. However, these urban futures do not only belong to the humans but other species as well because when to learn to coexist and depend on each other, we can flourish together in a better way. “... a view of trees from our windows, dirt and plants as kids’ companions during daycare,

the endless joys of chance encounters with multispecies neighbours” can not only improve the human health but also create spaces where we care and are cared for in return.

IMPORTANCE OF HUMAN-NON HUMAN KINSHIP IN “LISTEN: A MEMOIR”, “ARFABAD” AND “THE SONGS THAT HUMANITY LOST RELUCTANTLY TO THE DOLPHINS”

The human-non human bond has been appropriately described by the anthropologist Deborah Bird Rose as “mutual life-giving” where “kinship is both a structure that is perpetuated through time and an ethics of practice that gives substance and meaning to the structure... the process is circular: bonds of mutual-life giving congeal as kinship, and kinship calls forth bonds of mutual life-giving.” When the non-humans are seen as subjects with their own feelings, opinions, preferences and inner lives, instead of objects, the humans can aim towards multispecies justice, not only in fiction but beyond that. The importance of interspecies bond and communication have been the core theme of Priya Sarukkai Chabria’s “Listen: A Memoir”, Rimi B. Chatterjee’s “Arfabad” and Shweta Taneja’s “The Songs That Humanity Lost Reluctantly to the Dolphins”, where love, respect, care and friendship are highlighted.

“Listen: A Memoir” captures the harmonious bond between nature, non-humans and an eight-year-old Tamil child. Amidst the hustle and bustle of a city life one is most likely to be lost in the heap of tension, competition and lack of time so much so that he or she may not be enthusiastic enough to get indulged in the mysterious and mesmerising nature and showcase the interest to listen beyond the human conversations. However, in this tale, there is a mention of “Protected Zones” where nature is abundant and “life moved at a leisurely pace --- like a chameleon soaking up morning sun which won’t stir though you are inches away”, where Transport. Time. Tension could not interfere with the lives of humans and non-humans as they lived in “safe secure solitude”. In this zone, people could converse in “Preserved Tamil, the Language of Choice” and thus, saved the language from becoming extinct by making their comfort and choice the priorities over forcing to embrace a foreign language. In an interview with the author, Chabria stated, “when we lose a language, we lose a world: its knowledge systems of medicine, culture and wisdom traditions; we lose its inherent sacred connection to the earth...by silencing languages, we imperil ourselves and future generations.”

While the Tamil child believes that the stars communicate with her in its own language, her grandmother could not hear or witness the singing star because she kept herself busy in the domestic chores throughout the day. The child could not only hear the stars but could also feel the movements of the dragonflies, befriended the squirrels and parrots and became overwhelmed when she saw the mongoose chasing the snake. These activities happen on a regular basis, perhaps in our garden or backyard, but how many find the time to notice them, listen to them and appreciate the interspecies connections? These entanglements echo that fact that “we are not alone, a separate species, separated.” Nature gives us everything needed for survival, nature communicates with us to express its happiness and pain, terrifies us at

times and warns us about the future, the world we have created for our needs, that may get washed away if nature shows its destructive side, and it also appeals to us to take actions immediately to set things right. The poetic tale concludes with an appeal, an instruction and a demand, “Listen with all your senses; listen: everything speaks.”

“Arfabad” narrates the tale of young Zigsa’s journey from the world of innocence to experience along with her five tribe-mothers. This young girl, like the Goddess of Nature, pledges to protect all the species in a Survivarium, after getting enlightened about the unacceptable and grim condition of the world, surrounded by the “hanyos”, the human males who were conceived after 2030, that prefer destruction over growth and survival and lived a resentful life. A deft juxtaposition between the destroyers of the world and the protectors is highlighted by Chatterjee when the tribe-mothers describe the dark and materialistic “hanyo-town”, who consider nature to be “either trash or resources” and the two fictional lands, Ashqabad, the land of love and Arfabad, the land inhabited by dogs, “some of these dogs used to be dogs in the world of matter, and some are people or other creatures who’ve chosen the forms of dogs...” This land showcased the fact that every species has the right to survive in their own terms and those who support this can enjoy the fruits in Ashqabad. Through the description of Arfabad as, “Everything in Arfabad is dog-sized. There are little doggy houses on stilts with ramps and walkaways leading to them, and soft cushions to curl up on. There are ponds and lakes and mud wallows. There are places to play and places to bask in the sun, and sandpits to dig, and piles of leaves to jump about in.” the author has created a pleasant space to encourage the humans to imagine a future where dogs, the loyal companion of good humans would have a land to stay and live in the way they want and not how the humans want them to behave or eat or live.

Acknowledgement of more than human needs, understanding the engagements and interdependence can build a solarpunk future beyond the boundaries of a fictional tale. “Only a broadened concept of sustainability that includes more-than-human well-being is likely to successfully support diverse life on earth, because species’ needs are inherently and irreducibly interdependent”.

Are humans above all species? Can they control everything around them? Perhaps, no! “The Songs That Humanity Lost Reluctantly to the Dolphins” refuses to believe in the concept of anthropocentrism when the dolphins, usually known as a friendly and timid species, takes control of the human world and creates havoc among people. The empathetic songs sung by the dolphins attract the children, it alters their system and teaches the humans the actual way to live, not alone but with the other species. The cities which are choked with the skyscrapers, where AI controls most of the things, the various transports and technologies are meant to make our lives easier without taking the other species into consideration, have drowned in the sea of greed, desires and self-satisfaction. “We were [are] blinded by our own needs, desires, wants, and silicon screens. All of us. All human adults --- women and men. That is how we had grown up.”

Amidst the process of everyday consumption and extraction, humans have abandoned the other species, disregarded their voices, neglected the songs of the polluted sea and the sea animals but the new generation is able to hear these songs, empathise with them and learn “empathology”. Though their parents feel they have become “aliens overnight” and the “devilish songs” tempt them away, the children continue to follow the dolphins and build a sense of empathy within them. When the helpless and enraged parents declared a war against these innocent animals, who had dared to rise against them and threaten their cities and became adamant to destroy the dolphins by bombing the oceans, humanity lost and the sense of empathy among the non-humans became prominent. Soon the “human-built world of desires and things crumbled”, the songs that the children sung with the dolphins and the other non-humans cracked the bricks and the concrete roads, crawled up the walls of the buildings and glass domes to start a “true green revolution”. The song symbolizes justice, equity and respect towards all the species, the song of empathy has the power to stop the humans from “infecting the world”, it demands to create spaces for all to live in harmony, humans are requested to come out of the loneliness and the self-centered world for the song can enliven the entire universe. Taneja’s tale uniformly knits the future where the non-humans can take control and destroy the materialistic world of humans until the latter is determined to listen with all their senses and become one with the song.

The three solarpunk stories by Indian authors do not reduce the non-humans as mere resources but as subjects or actors with prominent voices, feelings, needs and interests. In a research article, multispecies sustainability has been defined as - “meeting the diverse, changing, inter-dependent, and irreducibly inseparable needs of all species of the present, while enhancing the ability of future generations of all species to meet their own needs.” Developing a bond of oneness with the non-humans can not only enhance the sustainable goals but can also create a greener space for the future generations who would learn to live in the presence of other species. While the importance to use all our senses to listen to nature is established, the need to refuse capitalism and anthropocentrism is also stated with clear approaches. The ultimate goal of the solarpunk stories is not to provide solutions to all the problems but to be the torchbearer and show the way to live in a better and greener way.

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Bio-note: Sayantani Sengupta is as an assistant professor at NSHM Knowledge Campus, Kolkata. She is a research scholar at St. Xavier's University and her area of interest is environmental fiction, especially solarpunk. Ms. Sengupta has qualified UGC NET in 2019 and has presented papers in several national and international conferences.

An Exploratory Study of Students' Learning Experience During Pandemic Period in Selected Business Schools in Kolkata

Dr. Shampa Chakraborty & Dr. Supriya Biswas

Abstract

The objective of the study is to explore and analyze students' experiences regarding the impacts of online and offline learning in business education in some selected institutes in Kolkata. COVID outbreak in early 2020 has compelled the students as well as the institutes to embrace an online mode of learning. Tech solutions from IT majors to cope with such setbacks in the learning eco-system have been in place right on time, for example, Zoom, Microsoft Teams, Google Meet, WebEx, etc., have wired the students with their faculties. Some of these tools had been operative much before the pandemics but their importance and spread grew exponentially, like a wildfire, during the pandemic period. But could this virtual environment successfully connect the mind spaces of academic stakeholders? In harmony with the industry concept of 'Work-from-Home' (WFH) widely practiced during the pandemics, is academic sector too heading towards a concept of 'Class-from-Home' (CFH)? The study has undertaken a genuine attempt to search for the truth, beyond the answers. Research is the pursuit of truth through an objective and systematic method of finding solutions to a problem (Kothari, 2004, Nyanjui, 2013). In this study, the respondents from B School have been chosen as there is least lab involvement in their curriculum, which also ensures a fair degree of homogeneity. The study, apart from examining the effectiveness as well as the preferred mode of education explores in clear terms the degree of acceptance of each of these modes. There has been a collection of data from respondents through Google Forms as well as a field survey. Data analysis and findings in some instances pointed out the value of online education. Observation of outcomes makes one surmise some abysmal dismal experiences, nevertheless few of its benefits cannot be ignored. Precisely speaking, despite its murky association, respondents did not altogether denigrate the generosity of online services. On the other hand, the offline mode of education still seems to be close to their hearts. The study concludes with the most preferred blends of online and offline substantiated through validation of the research hypotheses.

Keywords: e-Learning, COVID 19, LSI, VARK Model, Kinaesthetic Perceptual Style

INTRODUCTION

Pandemics have wrought massive changes in the world's social, business, political, and economic activities. There has been a complete paradigm shift in the processes which people used in output deliveries. Work-from-home became the order of the day. There has been a growing impact of online transactions in goods and services. The academic sectors were no exception to this sea change. e-Commerce existed before and its popularity was growing by leaps and bounds. But the impact of the pandemic made it a custom and widely accepted. For the academic sector, the scenario was slightly different. Online classes emulated the work-from-home approach of business organizations. Although machine-based learning and tests were not uncommon in the pre-pandemic scenario, nevertheless the major examinations were conducted in physical presence that was mandatory during pre-pandemic conditions. But to prevent the spread of COVID, online exams were introduced with a strongly monitored system. In the context of the academic sector, the impacts of online classes are important to understand from students' viewpoints. The study has endeavored to gather and analyze responses of students from different institutes about their perceptions of the pros and cons of online and offline learning processes adopted by the institutions during the pandemic period. To maintain a fair degree of sample, members' homogeneity in terms of experience, the study has been conducted taking only the respondents from business schools. Besides, the study has been conducted during the full lockdown as well as when institutes operated in the blended model.

LITERATURE SURVEY

The literature survey has been conducted in two stages. In the first stage, the relevant research works about the rise and growth of online education have been subjected to analysis with appropriate data followed by a survey of manuscripts related to the adoption of online teaching by the institutes. The second stage of the literature survey covers the research works conducted during the pandemics in a generalized manner.

There has been substantial growth in online learning during the last decade and it's needless to say that this growth has been further fuelled by the COVID scenario since early 2020. A study of the information on online enrollments will corroborate the matter. While in 1998 there have been few students enrolled online to count, by 2009 over 5.6 million students were taking web courses (Allen & Seaman, 2010). Nearly 30% of scholars were taking a course online. The identical study also found percent of enrolment growth was 21%, while overall growth in the educational activities was only 2%. Moreover, the 21% rate of growth for online enrollments far exceeds the 2% growth of the general pedagogy student population. These numbers indicate that online learning has become a vital mode of delivering instruction in the academic domain. Although the number of scholars taking online courses is growing, research indicates that the scholars are in some ways the identical students who take courses

offline (Doyle, 2009). There are instances showing students taking online courses tend to be slightly older than those students in offline (Doyle, 2009). Such research most often compares online to offline courses in experimental or quasi-experimental studies (Bernard et al., 2009; Gunawardena & McIsaac, 2004; Lockee, Moore, & Burton, 2001). The studies suggest that online and offline instructions often have similar or slightly more positive outcomes within the primary areas of cognitive gain (Means et al., 2009; Sitzmann, 2006). Alongside, it's also important to know these students' experiences with online learning since such information may gain an advantage in the sphere of upper education in an exceeding number of important ways. Data about student experiences can also provide information to assist institutions and colleges design and delivering better courses, which could help improve student learning in these courses. Such data also could help institutions and colleges to explore what challenges students face, which could successively improve persistence and retention in online courses (Blackmon, 2012).

With a change in time, decent many institutions have adopted online teaching methods with distance learning courses. They work on specializing or adapting the courses in step with learners' needs (Hamilton-Pennell, 2002). Learners' needs include different learning styles which may influence learning performance (Mitchell, 2000; Chen & Lin, 2002; Morris, Finnegan, & Sz-Shyan, 2005; Hummel, 2006). Learning style is an individual's preferred way of gathering, organizing, and puzzling over information. it's considered because the behaviors are associated with the psychological, cognitive, and affective domains of interaction with learning environments. Research studies on learning styles have shown that learning will be enhanced through consideration of non-public characteristics in the design and delivery of the instruction (Dziuban, Moskal, & Hartman, 2004; Fearing & Riley, 2005). Researchers have argued that learning style also functions as a useful indicator for potential learning performance (Kolb & Kolb, 2005; Smith & Ragan, 1999; Sun et al., 2008). Thus, various models are proposed by theoreticians and utilized by educators to live learning styles, and various instruments are used. Coffield et al. (2012) provided an in-depth report which involved a minimum of 71 learning style models. The models have some components different from one another associated with the extent that they'll change over time for learners. Some popular instruments were various extensions of Jung's (1970) psychological types and Gardner's (1993) multiple intelligences. One of the widely used models in this area has four combinations of perceptual qualities and ordering abilities: concrete sequential, abstract random, abstract sequential, and concrete random (Gregorc & Butler, 1984). The model considered that every individual is strong in one or two of the four styles. In contrast, Felder and Silverman (1988) didn't consider learning styles to be constant. They mentioned that learning preferences may change because of the time and situation. Fleming's (2001) VARK inventory, which incorporates visual, aural, read-write, and kinaesthetic perceptual styles, and therefore the specific inventory measuring learning preferences across four bipolar preferences, active-reflective, sensing-intuitive, visual-verbal, and sequential-global, are well-known examples

derived from the models above (Felder & Soloman 1997)

One of the favored learning style inventories for determining adults' learning styles is Kolb's Learning Style Inventory (LSI) that constitutes four dimensions: concrete experience manifested in feeling, watching, thinking and doing (Kolb, 1985). Through four dimensions, Kolb determined four learning styles: accommodative, divergent, convergent, and assimilative.

The Covid-19 pandemic has changed the method of teaching and learning in instruction and interaction between the scholar and teachers (Ahmad, Saffardin & Teoh, 2020; Juliana, Saffardin & Teoh, 2021; Juliana, Fairos & Teoh & Kee, 2020). As a result of this pandemic, universities are limited in completing exclusive activities (Sobiah, Hasanein & Abu Elnasr, 2020). Many countries have taken steps to forestall the broader spread of the virus (Teoh, Gan & Seow, 2021). The institutions make a shot to stay the education process and education around the world continuity going, by using online learning (Ali, 2020; Teoh & Kee, 2020). The information is going to be collected employing a survey form from various colleges and universities in various countries to work out the efficacy of study through online learning and offline learning. Literature Review in step with Allo (2021), the impact of the pandemic on education has become a vital topic for researchers, considering things caused by the COVID 19. Besides, students gave positive perceptions of e-learning and found it useful. Allo (2021) conducted a survey involving 424 universities around the world, which showed that education has been laid low with the COVID 19 pandemic situation, and online learning is incredibly necessary to hold out educational activities (Suresh et al. 2018). Teachers must be ready to adapt to technological developments within the educational process and convey knowledge by e-learning (Sun, Tang, & Zuo, 2020). Studies have also found that perceived usefulness, perceived ease of use, self-confidence, and material norms have a big positive effect on the employment of e-learning in students. Some important features within the online process must be implemented to maximize learning in certain situations (Khafit et al 2020). Those important features are the administration and development of internet infrastructure to forestall interruptions, especially during video conferencing, the utilization of friendly tools to assimilate and understand students' information, the provision of reliable, interactive, and diverse electronic resources, the employment of social networks to make students' online communities cut back their feelings of isolation (Huang, Tlili, Yang, Chang, Wang, Zhuang, & Liu, 2020).

Kaur et al. (2020) observed through their research studies the specific impacts of learning through web technology, communication, skills, and knowledge in medical students by conducting a typical cross-sectional survey from a sample size of 983 and analyzing the results using mean and variance. The results of the paper were that online learning is equally effective compared to offline learning in some parameters. Research on students' engagement and learning through the adoption of technology and teaching through an interview conducted with a sample size of 20, reveals category engagement is healthier online than offline (Shenoy

et al, 2020). A similar study was conducted on the effectiveness like convenience, flexibility, freedom of usage, skills and technical enhancement, and barriers like administrative issues and lack of interaction/motivation of the net learning platforms that affect the intention of the scholars of using online platforms. The survey results led to the conclusion that some technical loopholes within the online learning platforms exist. (Rohatgi et al. 2021).

RESEARCH HYPOTHESES

Following four sets of research hypotheses can be stated to frame the study

H1: *Online classes saves time and energy for the students*

H2: *Online classes provide excellent study materials with recordings to the students*

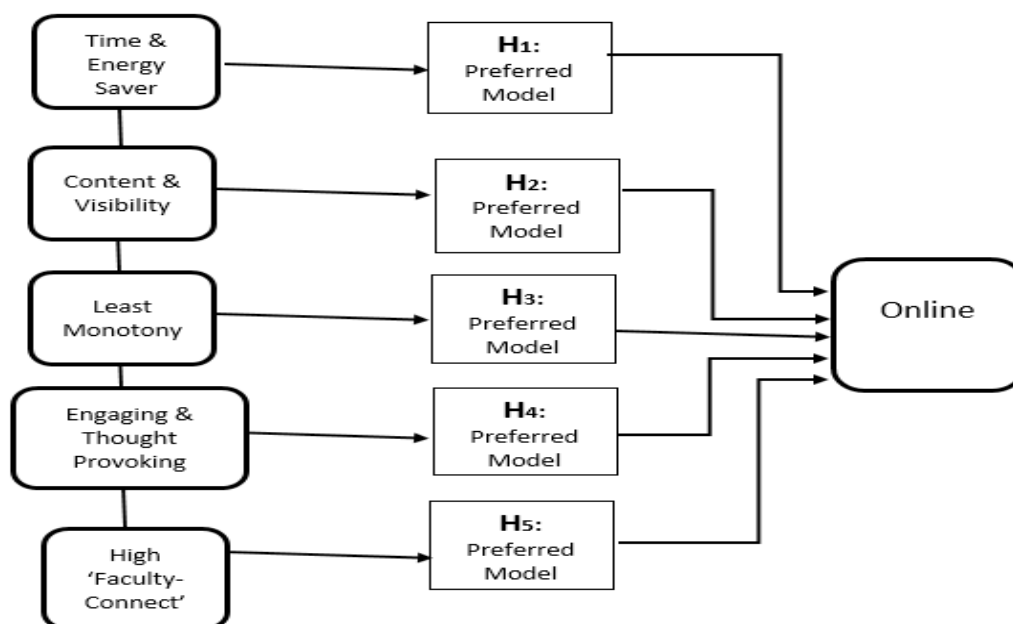
H3: *Continuous Online classes lead to monotony and mental fatigue*

H4: *Offline classes are thought-provoking and promote deeper involvement*

H5: *High degree of faculty connect in online classes*

Statistical analysis has been undertaken concerning the response furnished by the several groups of respondents in selected business schools. A schematic diagram of the inferential options from different hypotheses testing results is furnished in Figure 1.

Figure 1 – Schematic Diagram from Hypotheses to Inference



RESEARCH GAP

Although research has been conducted to determine the superiority of one over the other, those studies did not reveal clear empirical evidence of the choices per se. There were also findings that online education ends up in the somewhat lower performance of scholars (Trawick et

al. 2009). Further explored was the existence of marginal evidence on whether the delivery of education through online and offline modes has any specific role in the completion of courses by students (Olson, 2002). There were opinions that the performances of scholars do not seem to be determined by imparting education either by online or offline mode (Huh et al. 2010). Whereas, there were suggestions that online education provides a better learning experience (Detwiler, 2008). Most of the studies are conducted within the western countries where the condition and network connectivity is nice with significantly less population and geographical coverage after we compare with India. India could be a country of impeccable diversity, where the economic condition of individuals, accessibility to education, network infrastructure, and also the related factors have such a lot of variation among the population. It is a proven fact that there is a favourable trend for online education and it may become a replacement for normal on account of the COVID pandemic. There are numerous opportunities and challenges related to modern online education and traditional offline education (Biswas & Dey, 2020).

However, on a survey of pieces of literature related to the research problems, some gaps have been identified, and those can be a) sample members are heterogeneous, rather generalized, and not focused on a particular group. For example, students who are undergoing business studies in the evenings find it more conducive to attending the online sessions from home than coming in the evenings and attending the classes. In one of the surveys, medical students were covered b) Instead of focusing on the experience, the existing studies have been critical about merits and demerits c) Complete disapproval of online classes or full approval of offline can lead to an impression, irrespective of their statistical significance or insignificance, may not be a right one. The study undertaken had undertaken an unbiased approach to the fact-finding exercise.

RESEARCH DESIGN

As regards the backdrop for deciding the research design, the preferred option for the research problem is the exploratory research design. Exploratory research is usually qualitative naturally (Ahuja, 2010) and is undertaken firstly for its feasibility, secondly, it helps the generation of recent ideas, views, and the opinions for the correct understanding of the matter, and thirdly for familiarising the researcher with the social context of the difficulty, that is, details about the relationship, values, standards, and factors associated with the research topic (Sarankatos, 1998).

Creativity coupled with excellent insight drives the spirit that is instilled within the exploratory research. Social science exploration could be a broad-ranging, purposive, systematic prearranged undertaking designed to maximize the invention of generalizations resulting in description and understanding (Stebbins, 2001). Although some theoretical works encourage qualitative works without having much recourse to hypotheses

and focusing on an inductive system (Glaser & Strauss, 1967). However, some studies offer freedom from the contraption to the inductive approach (Casula et al. 2020). This research study has elicited an exploratory approach as well as an empirical analysis of data and arriving at inference based on the stated hypotheses.

About the sample profile, a total of 131 respondents have been considered in the study in business schools located in the metro city of Kolkata and the students from the metro and non-metro locations have enrolled.

RESEARCH METHODOLOGY

An online survey was applied using Google Form because the questionnaire is the best-suited way and can effectively gather information or data (Lim & Teoh, 2021; Ooi & Teoh, 2021). A survey could be a research instrument that contains several inquiries to collect information from interviewees. Questionnaires are often considered as an interview in writing. They will be done by phone, by post, by computer, or face to face (McLeod, 2018). The basic goal of the questionnaire is to grasp the respondents' views on the effectiveness of online learning and offline learning. The Likert scale questions were generally went to get the responses on the effectiveness of online learning and offline learning through instruction. Since the information set gathered from the study is non-parametric, the chi-square test has been considered for testing the hypotheses.

DATA ANALYSIS AND INFERENCES

Analysis of the input data has been done in the following tables where the first few tables describe the respondents' profile and the rest of the tables highlights diverse response to the subject matter of the study

Figure 2 - Respondents' Gender Profile Analysis in Numbers

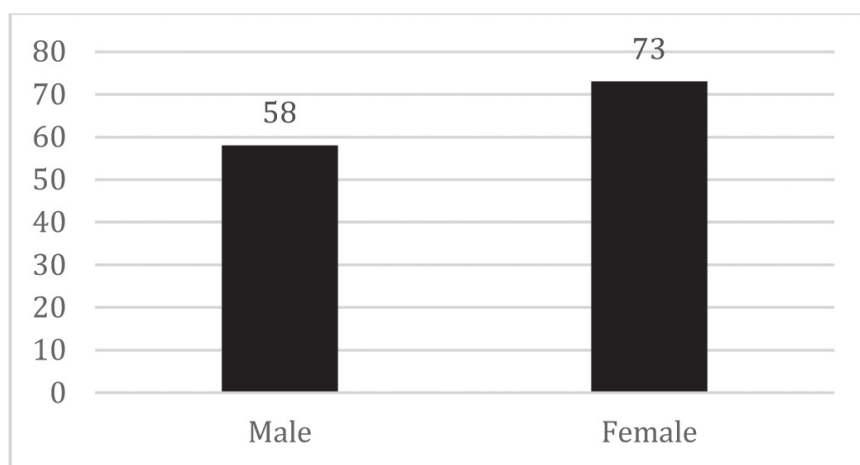


Figure 3 - Respondents' Age Profile Analysis in Numbers

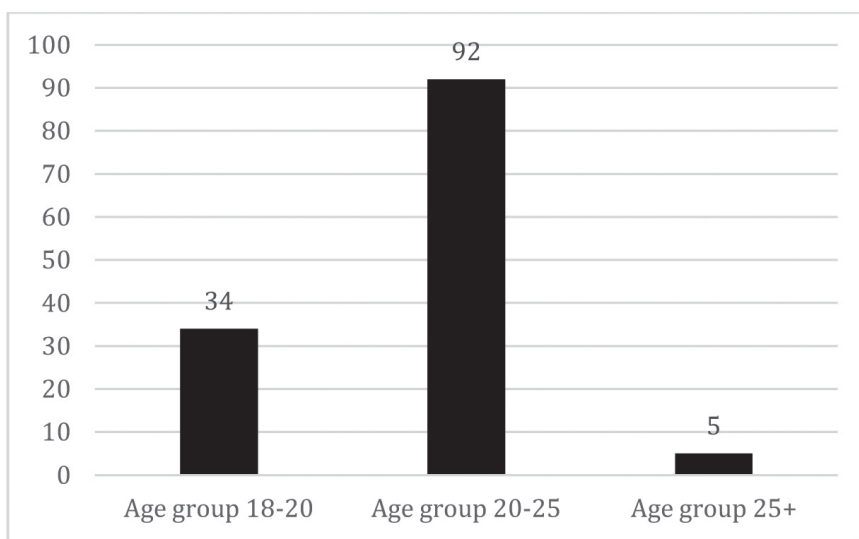


Figure 4 - Respondents' Location Analysis in Numbers

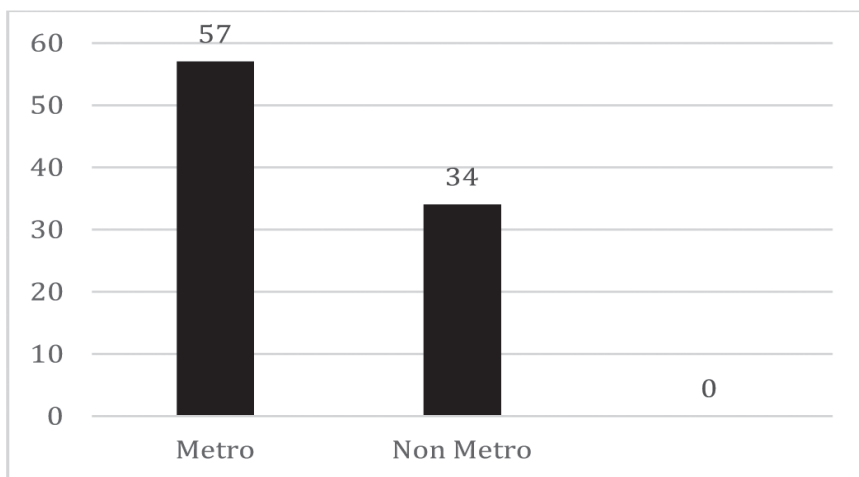


Figure 5 - Attention Span in Online & Offline Class

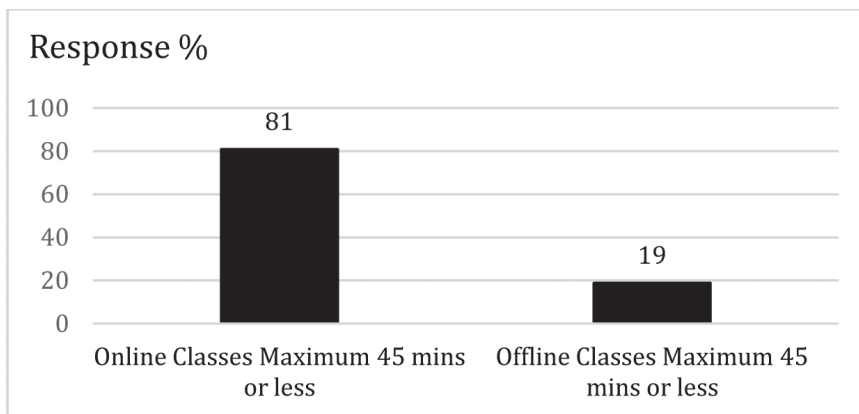
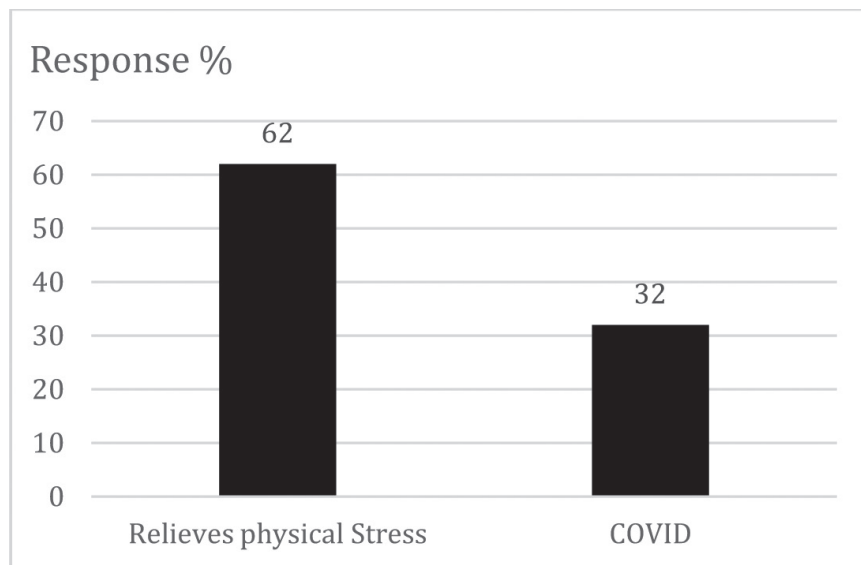
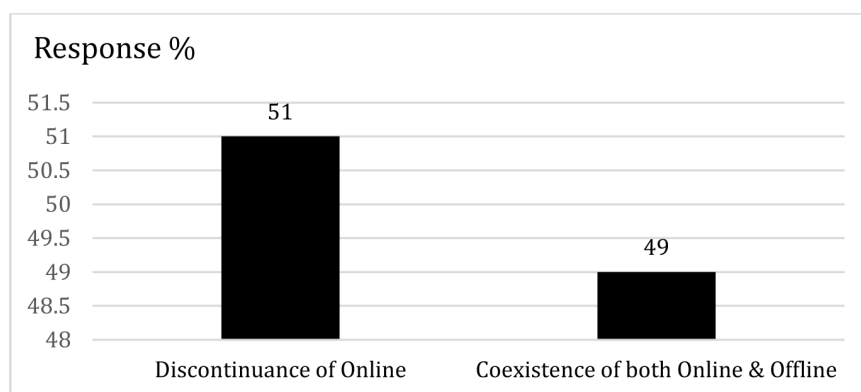


Figure 6 – Perceived Entity Association of Online Class**Figure 7 – Post Pandemic Acceptance Level of Online and Offline**

From the above diagrams, regarding the respondent profile it is observed that the a) respondents have higher proportions of females than the males b) a large group of sample members constitute the age group 20-25 c) there is a mix of students from metro and non-metro locations but mostly are from metro location. Most of the respondents feel that the length of time of online when exceeds 45 minutes it becomes boring and monotonous and it becomes difficult for them to retain attention. They feel although online classes save lot of their time and energy, nevertheless at the back of their mind COVID also has some association with online classes. Finally, they disapprove complete discontinuance of online classes, rather they prefer to have in blended mode.

To ensure internal consistency of each item, internal correlation and consistency was tested and ones having weak fitting into the set of questions were eliminated. Thereafter evaluation of reliability was conducted in terms of Cronbach's alpha which was greater than 0.7 conforming with exceeding the accepted threshold value (Nunnally & Bernstein, 1994).

Measurement items considered for Cronbach's alpha were the aggregate responses under each hypothesis. Along with this, KMO & Bartlett's tests to verify any redundancy between data sets were also conducted showing values within an acceptable range. In addition, the fit indexes of the sample, namely, Comparative Fit Index, Tucker Lewis Index, Goodness of Fit were also evaluated these results correspond to the accepted range

Table 1 – Cronbach's Alpha, Kaiser Mayer Olkin (KMO) test values and Bartlett's Test

Cronbach's alpha	KMO value
0.712	0.793
Bartlett's Test of Sphericity	
Bartlett's Test Statistic	149.51
Approximate chi-square value	157.610
Degrees of Freedom	130

Table 2 – Model Fit Indices

Comparative Fit Index	Tucker Lewis Index	Goodness of Fit Index	RMSEA
0.912	0.891	0.903	0.079

Table 3 – Response Summary of Different Hypothesis

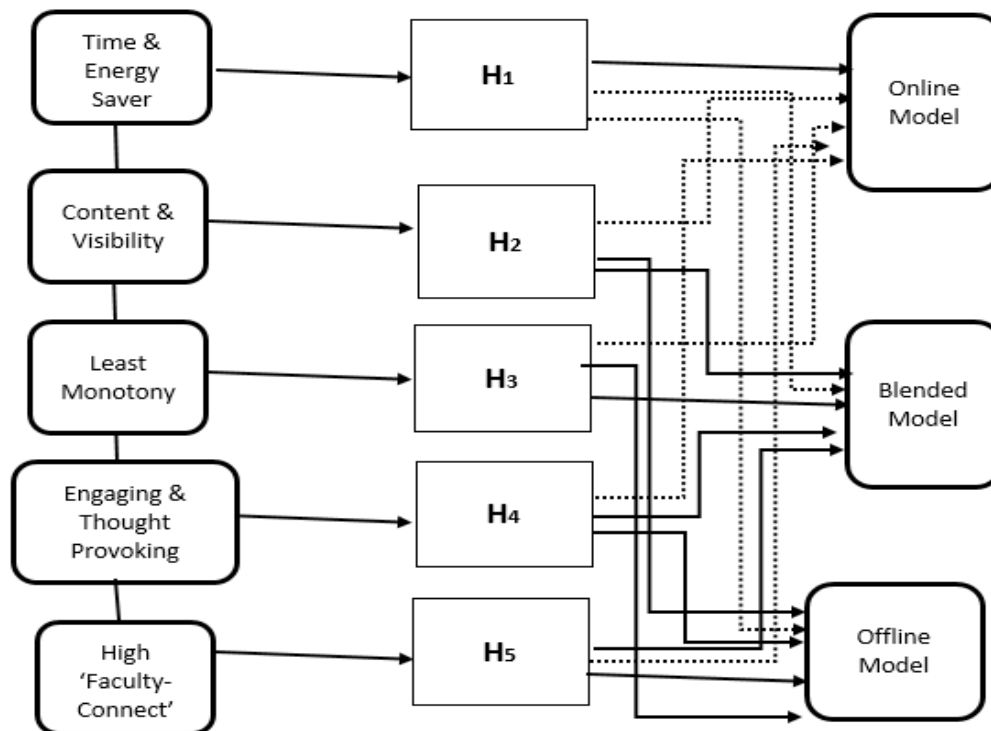
Hypotheses	Description	Mean Response (%)	Standard Deviation	Co-efficient of Range
H1	Time Saving (online)	75	7.28	0.10
H2	Better content & visibility (online)	49	14.6	0.39
H3	Monotony & mental fatigue (online)	50	8	0.16
H4	Thought provoking and engaging (offline)	71	10	0.19
H5	'Faculty-Connect'(online)	42	17.7	0.58

Table 4 - Results of the Chi-Square test on each Hypothesis

Hypotheses	Degrees of freedom (df)	Chi-Square value at 95% confidence level	Observed value	Accept/Reject
H1	2	6	1.45	Accepted in favor of online
H2	5	11	21.4	Rejected
H3	2	6	7.19	Rejected
H4	6	13	9.75	Accepted in favor of offline
H5	6	13	14	Rejected

Figure 8 – Schematic Diagram from Hypotheses to Observed Inference

(The dotted lines indicate weak association with the inference boxes)



χ^2 values shown in Table 4 along with the schematic diagram (Figure 8) indicate the outcomes of the tests of different hypotheses. Observed $\chi^2 < 6$ affirms that H1 is accepted agreeing upon the time and energy-saving benefits of online classes. This is backed up by figure 6 where 62% of respondents confirm that perceived entity association of online class is time and energy saving. Besides, the coefficient of range is 0.10 in the responses highlights the unity of response. However, apart from the positive aspect of time and energy-saving criteria of online classes, the negative aspect of online classes is their association with the COVID pandemic which makes them feel that they are somewhat constrained to attend the online classes more for their hygiene and safety than a learning experience. In case of H2 observed value of χ^2 far exceeds the range (11), and thus H2 rejected. Hence the respondents feel content and visibility is not as strong as they feel in case of offline classes. One of the major reasons could be the availability of network services, and technical barriers in communications, particularly for the large section of students hailing from non-metro locations where uninterrupted network services are a big challenge. For H3, the respondents experience monotony in online classes which is not so for offline classes. The attention span depicted in figure 5 affirms this statement. In case of H4, there is a large consensus that online classes are but thought provoking or engaging. Their consistency of response can be observed from the value of coefficient of range that is 0.19 as well as from figure 5 describing the attention span for online and offline classes. The respondents feel that offline classes are able to generate deeper involvement in their learning

process. Finally, high 'faculty-connect' in online classes is rejected by the respondents because they feel it is more effective in offline model. It may be noted that:

- Although the majority of the students do not prefer 100% online or offline, the blended mode of learning is the most acceptable model for them.
- The overall response indicates a higher 'feel-good' factor towards offline mode than online
- They grossly miss the physical presence of faculty that create an invisible gap in the perceived benefits provided through online delivery. This establishes that students have inexplicable reservations on 'faculty-connect' through online mode

Summarily the responses present a unique scenario of cognitive consistency or dissonance of most students who reluctantly endorse online classes succumbing to the 'fact-of-the matter' logic of time and energy saving. Online classes restrict the freedom of their natural habitat in the physical learning environment even while enjoying the comfort of attending classes from home. As opposed to their imagery of a learning place, class-from-home (CFH) might have resulted in some psychological agony. Like any other natural associations, students and classrooms are inseparable entities just like lions cannot hunt in the oceans or sharks cannot hunt in the jungle

LIMITATIONS OF THE STUDY

With all the efforts exerted in meeting the objectives of the study, there remain some limitations that future researchers would be able to address. The following limitations can be cited:

1. The study has made a genuine attempt to explore the perceived benefits or flop side of experiential learning by the students in two diverse modes. Biasness towards a particular model in the questionnaire may inadvertently prevail, nevertheless, future researchers are expected to work out the questionnaire with adequate deliberations.
2. The study is focused on the students of selected middle-tier business schools located in Kolkata where a mixed group of students is available. This could be undertaken for institutions of a higher tier.
3. Researchers conducted the study during the full lockdown and post lockdown when the COVID scenario was improving and normalcy was gradually prevailing. There is every likelihood that the changed scenario might have some impact on the answers leading to a slight margin of error.

FUTURE ROADMAP

There is every possibility of a biased impact on the study undertaken during the pandemic period and subsequent normal period. During the peak pandemic period, there is every likelihood the respondents would somewhat favor the online although online learning technique is growing

in terms of its popularity. However, the study can be conducted considering those groups who have voluntarily opted for such online learning and understanding their experience of online over offline sessions. This would certainly lead to an appropriate evaluation of each of these learning techniques. Also, location, age, and gender-based analyses are expected to reveal the unique patterns in the learning exercise.

CONCLUSION

Pandemic brought a sea change in every walk of life and the academic vertical was no exception. During that period the students had no option other than going for online classes which initially dampened their interest in their learning spirit, all the more because many of them had to put up with disturbing experiences around them. The students had been missing the classroom environment while attending classes from home which offered a zone of comfort in their long-standing learning habits leaving aside the ordeals of the journey. Also evident is the fact that many of the students are residents in non-metro locations where the uninterrupted service of the Internet remains a challenge. Besides, there are some reservations about the student's perceptions of online because apart from the time and energy-saving factors, namely, retention of focus and attention beyond a certain period, natural disturbances at home, and similar other causes. However, they disapprove discontinuance of online classes even after the pandemics are over, and to sum up, they have accepted online if not fully but unhesitatingly as and when required to be seamlessly coupled with offline.

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Bio-notes: Dr. Shampa Chakraberty, Professor, NSHM Business School, Kolkata, has an expertise of more than two decades in the jute industry and an enriching experience over 18 years. Her expertise are in the areas of Organisational Behaviour, Organisational Development, Compensation Management, Human Resource Management, Labour Laws, Cross-cultural management, Organisational Design and Team Dynamics at Work. Prof. Chakraberty is a life member of the National Institute of Personnel Management (NIPM), Indian Society of Training and Development (ISTD), Calcutta Management Association, and National HRD Network (NHRD). She has numerous national and international journal publications to her credit.

Dr. Supriya Biswas, Professor of IT & Marketing at NSHM Business School, Kolkata; Ph.D in Business Management from the University of Calcutta; formerly Deputy General Manager of CMC Ltd. (merged with Tata Consultancy Services)

Fear of Failure: Current Level, Impact and Corrective Action

Mrs. Saborni Karara

Abstract

A small amount of fear before an important speech/work serves a purpose – it encourages us to focus on your topic/goal and avoid making a fool of ourselves. Fear of failure is one of the types of fear that can be useful to sharpen our minds. The fear of failure is so strong; we often become hesitant to focus on inner dreams because of past failures. The purpose of survey is to find out the prevailing fear level of the organization, the impact of fear of failure on the employees, and providing suggestions to overcome it.

The research is exploratory in nature. The primary data is collected by 194 employees of five leading companies of the IT and ITES with the help of two questionnaires namely, the guessing test questionnaire which is a standardised set followed by a General self-made questionnaire through random sampling. out of 194 employees, 189 (97.5%) said that yes they do feel that fear of failure affects performance to great extent whereas 5 (2%) said that it hardly matters, whatever the circumstances they work and perform in the same way. 133 individuals (68.55%) said that fear of failure mostly affects performance in a negative way, whereas 56 (26.67%) believe that it has a positive effect, while 5 (2.56%) said it affects in no way. Most people claim to understand the importance of goal setting in order to attain a better life, but in fact, approximately 80 percent of people never set goals for themselves and 20 percent of the population that does set goals, roughly 70 percent fail to achieve the goals they have set for themselves. The survey also denotes; it effects on employee's behaviour, performance and success level. Based on research finding we can suggest following corrective actions to overcome with fear of failure; organization must undertake measures like checking on the level of work pressure to reduce the fear, giving insight of goal-setting process, encouraging healthy competition, Team interventions and motivating group goals rather than individual targets, strong HR practices and a healthy environment.

Keywords: Fear of Failure, Performance, Goal- setting, Work Pressure, Healthy Competition and Team intervention

INTRODUCTION

What is Fear?

Dr. David M. Burns says, “Remember that fear always lurks behind perfectionism. Confronting your fears and allowing yourself the right to be human can, paradoxically, make you a far happier and more productive person.”

Emotions play an important part in our daily lives. Fear is one such emotion that is pre-programmed into all animals and people as an instinctual response to potential danger. As for what is fear biologically speaking, when a person experiences fear, certain areas in their brain such as the amygdala and the hypothalamus are immediately activated and appear to control the first physical response to fear. Chemicals such as adrenaline and the stress hormone cortisol are released into the bloodstream causing certain physical reactions such as; rapid heart rate, increased blood pressure, tightening of muscles, sharpened or redirected senses, dilation of the pupils (to let in more light), increased sweating etc.

What Causes Fear?

While it is important to be aware of potential and real threats, it is just as important to react appropriately to them. For most of us, our initial startle response subsides as soon as we realize that there is no actual threat or danger. However, this is not always the case. There are many people for whom fear becomes maladaptive, as they struggle with anxiety, phobias and panic attacks. Children are also at risk of overactive fear, as they are not always able to rationalize fears that are unrealistic or unfounded. What is fear like for children? Children experiencing fears and phobias feel very real threats and parents often have difficulty consoling or reassuring their child that there is actually nothing to fear. Childhood anxiety can have a negative impact on their healthy development and may predispose them to problems in later life.

What is Failure?

“Failure is the tuition you pay for success.”—Walter Brunell.

Failure is one of those life experiences most of us would rather not encounter. Generally, we tend to connect failure with intense self-judgment and inner criticism. The fear of failure is so strong; we often become hesitant to focus on inner dreams because of past failures. We would rather not fail again. It’s easier to say, “Oh well, I tried.” then to view failure as what it really is: an expected component in the process of change. Failures are so difficult because they trigger and initially reinforce limiting beliefs that we already hold about ourselves. Failure in itself isn’t so bad; it’s the belief that gets triggered along with the associated uncomfortable emotions that we wish to avoid. It’s often painful to face a belief rising to the surface that suggests we are unworthy or unacceptable. Somewhere in our lifetimes, the word failure became synonymous with the word “loser.” There’s often great embarrassment and even shame for grownups to

have this experience of failure. Yet as children we repeatedly allowed ourselves to fail. Without failure none of us would have learned how to walk, talk, write, or even ride a bicycle. As adults, we shy away from new experiences to avoid risking failure. Failure is not bad. Actually, it's probably the only way to become successful. The obstacles, setbacks, and stumbling blocks are an anticipated aspect of any journey. Failure is really just feedback telling us to adjust the plan or to try a new approach. It is essential to success. While it's certainly a giant leap to welcome failure with open arms, perhaps we can begin with acceptance that failure is a natural aspect of every ultimately successful journey. The only true failure is when we concede defeat and absolutely give up. Failure is when we beat ourselves up and learn nothing from our setbacks. Confucius is quoted as saying, "Our greatest glory is not in ever falling but in rising every time we fall." If we embrace our failures along with our successes, learning from each, we will grow and achieve. The only people who do not fail are those who fail to try. A little known formula for success is that success happens because of failure.

LITERATURE REVIEW

Chally Focus (2004) he talks about 'Failure' being one of the "dirtiest" words in our society — including all the four letter words. Many people would rather be odd, hostile, overworked or many other "terrible" things than be seen as a failure. With the tremendous stress we place on success, this isn't surprising. After all, successful people are winners aren't they? This paper is about the extent of the effect of failure.

A study from Lifehack Management published on May 28th, 2007 about "How Fear Of Failure Affects Success" was conducted by means of Descriptive Research. It says that Trial and error are usually the prime means of solving life's problems. Yet many people are afraid to undertake the trial because they're too afraid of experiencing the error. They make the mistake of believing that all errors are wrong and harmful, when most of it is both helpful and necessary. Error provides the feedback that points the way to success.

Fernando D. Segovia of Rochester Institute of Technology gave a new perspective to "Peer Commentary and the Benefits of Avoiding", which said that Avoidance-type goals or motives lead to negative personal outcomes, inefficiency, and inner-turmoil. One of the popular websites says that 'Overcoming Fear Of failure is one of the greatest fears people have. Fear of failure is closely related to fear of criticism and fear of rejection'.

Another paper by Öhman A, Munger M, Tancer B. suchiya N, Moradi F, Felsen C, Yamazaki M, Adolphs R. Kahoe, R. D., & Dunn, R. Berdoy M, Webster J, Macdonald D talks about Experts opinion on Sensitivity and the Effects of Fear. It says that fear is an emotional response to a perceived threat. It is a basic survival mechanism occurring in response to a specific stimulus, such as pain or the threat of danger.

Also, Lee E. Warren B.A., D.D. talks about The Negative Effect of Fear on the Mind. The most powerful forces known to man are not nuclear weapons, nor nature's awesome wonders,

such as the might of an earthquake, the power of the sun, or mastery of a hurricane, but the thoughts and ideas of the mind. The irony of thoughts or ideas is that no one has ever seen or handled them with the physical senses nor have the philosophers proven their existence. Yet everyone personally has conceived an idea and reflected on a thought in their mind. In fact, no one would argue that the mind is ever without a thought or idea.

Then, Wallace conducted a brief study on, "What is Failure and should it be Considered Not an Option wherein he concludes that Failure is indeed a part of Success. If you don't fail means you're not doing anything. STOP! Think about all the Successful people throughout history. They all had failures, for the truth about Failure is It is a Lesson. You learn one more thing that doesn't work, and that can be of great value. Because it helps you, through time, determine what does work.

Greg L. Thomas also did a great study on "What is Failure?" As per One Leader's Perspective by means of Experts opinion he says that "Failure is a strong word". It even sounds harsh and judgmental. In the western world it is often applied to people in a condescending way. It is also typically used in a way that emphasises permanence. When someone is designated a failure it is often implied they have little value and the opportunity to change their situation is minimal. When an event is called a failure it is often implied that the results were miserable and unchangeable. But is this really the correct definition of this coarse word? Is this the proper perspective for a leader to have?

Michael Lee did a study on "Achieving Freedom from Fear". Fear management and curriculum development. How to manage fear of rejection (Descriptive research): When you look at successful, confident people, they may look like they are in full control of their lives, with freedom from fear. In truth, though, fear attacks everyone, even the most confident, successful person. There is no absolute freedom from fear, but there is freedom from paralyzing fear. This is what successful people enjoy that others do not.

Also, International Journal of Knowledge, Culture and Change Management, Volume 9, Issue 4 talks about a term called Tobophobia, which is defined as the fear of failure in education (Exploratory and qualitative research): Educators being the participants were required to provide their responses to the open-ended questions in writing. Teachers admitted that their greatest fear is lacking the knowledge to teach their subjects as required in the new curriculum.

Richard Ferguson talks about "Overcoming the Fear of Failure" in his study conducted by means of Exploratory and qualitative research. The study says that, "Everyone experiences the fear of failure at one time or another, be it in running, work, or relationships. But why is the fear of failure such a major factor in human motivation? For many people the fear of failure develops in the childhood learning environment. If at a young age we fail to perform well or lose a competition and adult significant others (i.e., parents) respond with negative feedback, such as shame, guilt, or ridicule, in the future we may associate negative feedback with any

failure.”

Carlin Flora, published on October 26, 2004 - last reviewed on June 17, 2008- Embracing the Fear of Failure Breaking out of your comfort zone and facing your mistakes can lead to innovation and stronger relationships. (Qualitative research): Unless we learn to embrace failure (whether it's led by an unavoidable mishap, a moral lapse, or a risk miscalculated), we remain snugly tucked inside our comfort zone. The pressure to be perfect leaves us tip-toeing around family members or coasting on automatic pilot at work, feeling safe but stagnated—and not quite alive.

P. Thomson- Working class fear failure (Qualitative research): The Staying On report, which includes a survey of more than 1,000 young people, represents one of the most comprehensive pictures to date into the education and career aspirations of 14 to 18 year olds. It found that the fear of failure could be the result of the overwhelming focus on academic achievement with options such as vocational training and apprenticeships not sufficiently promoted as alternatives.

RESEARCH METHODOLOGY

The methodology that has been followed is a combination of Primary and secondary research. The Primary Research has been conducted by means of Questionnaires. Our team used two questionnaires for the purpose of data collection. The first one is a Standard questionnaire called the guessing test followed by a General Questionnaire that has been self-made and developed by the team. Various one on one interviews were conducted across the industry and thus data was collected. For Manager's (HR) the interviews were primarily telephonic whereas for the executives, senior executives and associates the personal interviews were conducted by visiting the various organizations. A total of eight HR managers were interviewed across five IT/ITES companies. A sample size of two hundred employees was chosen by means of stratified random sampling across five companies of the same industry. Out of the two hundred employees only one hundred and ninety-four questionnaires could be used for analysis as the rest four were incomplete as well as data could not be retrieved. The Secondary Research was done by elaborate study from the web sites, several Research Papers, Journals, and Articles etc.

Research Instruments:- Inclusions of Primary & Secondary Research

ANALYSIS & INTERPRETATION

Secondary Research Findings:

Fear of Failure Meaning: Fear of failure also known as Atychiphobia is an intense fear of failure. It comes from the Greek word “atyches,” meaning “unfortunate.”

People with atychiphobia may avoid any situation where they see a potential for failure, such as an exam or job interview. It can also mean being afraid of a failed relationship, a failed

career or being a disappointment to others.

The fear often becomes self-fulfilling. For example, if you're so scared of failing a test that you refuse to take the test, you may end up failing an entire class.

Fear of failure can lead to a broad range of emotional and psychological problems, including shame, depression, anxiety, panic attacks or low self-esteem. It may negatively affect how you perform at school or work, or how you interact with friends and family members.

Fear of Failure Signs and Symptoms: Atychiphobia, as with all phobias, is an extreme, irrational fear. Phobias, generally, keep us from enjoying some aspects of life. The fear of failure is often one of the most paralyzing phobias. Sometimes, we're so concerned about failing that we don't try an activity we want to try. Other times our fear of failure is so strong we subconsciously undermine our own efforts so we don't have to continue to try. This is why many have linked it with the fear of success. Like so many other fears, this phobia is often so strong it brings about the very failure that was feared.

7 Signs That Fear of Failure Is Holding You Back

1. A sense of hopelessness about the future
2. Chronic (versus occasional or limited) worry
3. Concerns about what others will think of you if you fail or don't do well
4. Frequent procrastination
5. High distractibility, being pulled off task by irrelevant or unimportant things
6. Avoiding tasks or people associated with a project or general goal
7. Physical symptoms (fatigue, headaches, digestive troubles, joint or muscle pain) that prevent working toward a goal

Fear of Failure Causes: Often, this phobia is linked with early life causes, like demeaning parents or siblings, or traumatic events where a major embarrassment was the result of some minor failure. Afterwards, the fear keeps building as the failures and embarrassment add up over childhood. It doesn't help that our culture seems to imply that perfection can be achieved in looks, relationships, careers, etc. Perfection is an illusion, but the person with atychiphobia won't try until perfection is assured.

Four of the most common causes of fear of failure include:

1. Patterns Learned from Parents

Parents have tremendous influence over their children in terms of fear of failure. Children whose parents are overprotective or place a very high value on accomplishments and success could increase the odds of their child developing a fear of failure.

2. Traumatic Life Experiences and High Stress

High stress and traumatic experiences are linked to a variety of mental health conditions, and fear of failure is no different. Physical, sexual, or emotional abuse or emotional neglect are all possible causes of atychiphobia.

3. Genetic & Biological Issues

Parents can affect a fear phobia through their actions and communications, but they can also influence the condition through their biological makeup and genes, as anxiety has a genetic component. When a parent or other close relative has a phobia, the child will be much more likely to have the same anxiety.

4. Perfectionism

Someone with an intense and unmanaged need for perfectionism could see a fear of failure develop as a related outcome. If people are so set on presenting themselves as perfect, any failure will be unacceptable and greatly feared.

Fear of Failure Treatment: Much of the treatment for fear of failure is through self-help and motivational techniques. Some therapy is available to retrain the way we think, but all of this can be done with self-help.

Fear of Failure Self Help: Based on my own experience with fear of failure, the best way to beat atychiphobia is to face the things you fear, gradually, accepting that failure is simply necessary for success. Break the fearful activities down into small, manageable pieces and do more and more of them until you're relatively comfortable...then move to the next larger fearful step. I was afraid of failure at sales, so I practiced, smiling, then greeting, then eye contact, then meeting people, then calling them, setting appointments, follow-up, etc. If your fear of failure involves test-taking (fairly common) take all the tests you can on things that don't matter to you until you're comfortable with the anxiety of the process. The key is to manage the fear so it doesn't paralyze you. I'm still nervous with people, but it doesn't stop me anymore.

PRIMARY RESEARCH FINDINGS:

Experiment 1: Data collected with the help of a standardised guessing test questionnaire

Company: A

NUMBER OF SURVEYS DONE:

MANAGERS- 2

EMPLOYEES- 35

TOTAL NUMBER= 37

MEAN VALUE = 6.405

STANDARD DEVIATION= 0.797

Company: B

NUMBER OF SURVEYS DONE:
MANAGERS- 1
EMPLOYEES- 30
TOTAL NUMBER= 31
MEAN VALUE = 7.032
STANDARD DEVIATION= 0.897

Company: C

NUMBER OF SURVEYS DONE:
MANAGERS- 2
EMPLOYEES- 41
TOTAL NUMBER= 43
MEAN VALUE = 4.55
STANDARD DEVIATION= 0.973

Company: D

NUMBER OF SURVEYS DONE:
MANAGERS- 1
EMPLOYEES- 39
TOTAL NUMBER= 40
MEAN VALUE = 8.95
STANDARD DEVIATION= 0.714.

Company: E

NUMBER OF SURVEYS DONE:
MANAGERS- 1
EMPLOYEES- 42
TOTAL NUMBER= 43
MEAN VALUE = 7.2558
STANDARD DEVIATION= 0.902
OVERALL ANALYSIS:

Interpretation: From the graph we can understand that the Mean value of Company D being the highest is the organization where the level of fear of failure among its employees is the highest followed by Company B, then Company E but that of Company A is considerably low whereas the level of fear of failure among Company C people are lower still which is a very healthy sign. Also the SD values prove that mostly people of all the BPO are of similar type opinion as SD for each organization was less than one and that of Company D is again the lowest which means most people has that fear factor in mind.

Experiment 2: Informal Interview conducted with the help of a general self-made questionnaire.

1] DOES OF FEAR OF FAILURE EFFECT PERFORMANCE:

Interpretation: Among the 194 employees 189 that is almost 97.5% said that yes they do feel that fear of failure affects performance to great extent whereas 5 of them that is approximately 2% said that it hardly matters, whatever the circumstances are they work and perform in the same way.

2] WHAT EFFECT IT HAS:

Interpretation: According to the 194 surveys done 133 individuals which comprises of 68.55% said that fear of failure mostly effects performance in a negative way, whereas 56 of them i.e. 26.67% believe that it has a positive effect, while 2.56% i.e. 5 of them say it effects in no way.

3 (a)] POSITIVE EFFECTS OF FEAR OF FAILURE:

- **Motivation:** Many of the employees were of the opinion that when there is a fear to fail in your mind many a times you begin to work harder than you actually can to avoid failure and thus in an indirect manner it can be a motivating factor for employees to perform better.
- **Less risk:** Some employees were of the opinion that when someone fears failure they usually avoid taking risks and hence this results in smooth performance of work. Generally, those who fear failure would take minimum risk and work efficiently in the normal process of the organization.
- **Efficiency:** Some of the employees even said that fear of failure increases efficiency among employees as they are scared to face the consequences and hence they begin putting in more effort and thus efficiency increases.

(b) NEGATIVE EFFECTS OF FEAR OF FAILURE:

- **STRESS:** The foremost effect of fear of failure is stress. Majority of the Employees were of the opinion that the fear of facing the consequences of failure causes immense stress and thus stops an employee from putting in his\her best efforts and thus affects performance.
- **AVOIDANCE:** Employees even said that it is the fear of failure that creates an avoidance technique among individual which basically is a quality of avoiding tough situations and problems and thus feeling as if the problem or challenge is solved.
- **PEER COMPETITION:** Several employees stated that generally when people possess a fear for failure in their mind then they tend to compete even within their peers and teams and slowly it becomes unhealthy competition and group members just begin aiming at outshining each other.

- **NEGATIVITY:** Fear of failing is a negative feeling all together and hence stops an individual from achieving what he\she actually deserves or can achieve.
- **DESTROYS CONFIDENCE AND COMPETENCY:** Fear is something which harms the confidence of an individual and hence most of the employees have a feeling that fears to fail is a major cause that shakes confidence and destroys competencies to great extent. Even if someone is capable of doing a particular work, that person also loses confidence when the fear factor knocks his brain.

4] POSSIBLE CAUSES OF FEAR IN WORK LIFE:

- The first reason is negative outdated conditioning of the mind. New expectations or goals combined with old contradictory programming. Like a new computer program running on old outdated software: it's bound to crash!
- The other reason is people suffering from fear of failure have not yet learned and internalized how to powerfully set up, run and manage a project from beginning to end. They have not applied proper thought to all the controllable, all the variables, the external circumstances, their skill set, the resources, the risks and the expectations. The project has no greater context within which it lives and has not been mindfully planned.
- **Work pressure:** Excessive work pressure is another reason of fearing for failure. Thoughts like what if it is not done, what if I fail etc is caused if too much of work is assigned as per the capability of the individual then it does cause fear inside.
- **Target and goals:** most organizations in the ITES sector emphasizes too much on target achievements and hence this causes a sense of insecurity among employees of what will happen if not achieved and thus causes the fear of failure.
- **Competition:** Sustaining the kind of competition that exists within and outside an organization is another major a reason.
- **Lack of concern for employees and job insecurities:** Mostly employees of the ITES sector believes that the organizations to great extent lacks concern for its people and so there is an insecurity among the people of losing job if they can't perform sometime exists which causes fear and thus effects performance.
- **Peer /social/ family pressure:** Fear of what colleagues will do or think of how to face society, what answer to be given to family and friends etc are all to some extent causes of fear for failure among the employees.

CONCLUSION

Most people claim to understand the importance of goal setting in order to attain a better life, but in fact, approximately 80 percent of people never set goals for themselves. This is especially

prevalent among people who are not involved in some sort of business or entrepreneurial endeavour that promotes goal setting. Even more surprising, of the 20 percent of the population that does set goals, roughly 70 percent fail to achieve the goals they have set for themselves. When it comes to goals, there are two categories: “be” goals and “do” goals. In other words, who do you want to be or what do you want to achieve? Within each category, there are four areas of goals: wealth, health, relationships, and self-fulfillment. So any goal you set for yourself will fall into one of these areas. When a business professional sets a goal, it tends to be either a wealth goal or a relationship goal. However, achievement involves all four areas, and success means finding balance in the four areas. But before you rush out and set goals at random, you need to know what traps to avoid. Following are the top ten reasons why people fail at achieving their goals. Avoid these roadblocks and goal attainment will be yours.

- Lack of understanding about the goal-setting process
- Lack of commitment to the goal
- Inactivity
- Analysis paralysis
- Lack of a real destination
- Failing to plan
- Having too many goals
- Feeling unworthy of the end result
- Lack of motivation to change

Goal achievement doesn't have to be an elusive target. You really can be whom you want and do what you want. By balancing your goals into the four categories mentioned and avoiding the mistakes that hinder people's results, you can achieve any goal you set for yourself and reach new levels of personal and professional success.

SUGGESTIONS & RECOMMENDATIONS:

From the employees: -

- Many employees suggested that the organization must undertake measures like checking on the level of work pressure to reduce the fear.
- Also they said that encouraging healthy competition can be helpful.
- Then Team interventions and motivating group goals rather than individual targets can be a helpful factor.
- Employees also suggested that strong HR practices and a healthy environment which will portray concern of the organization for its employees can be really helpful.

From the HR perspective:

- **Counselling:** Proper counselling of candidates by professionals wherein they will be enquired about the major cause for the fear and thus will be counselled properly to

avoid that cause and bring about a change.

- **Employee engagement activities:** Several employee engagement activities like engaging employees for further education for future growth etc, will show the concern of the organizations for its people and hence reduce the fear level.
- **Training sessions:** proper training sessions and assurance in regular intervals about the organizations concern for its people can help reduce the fear level.
- **What do you need to do? – Think about all of the things that you want to get done today.** Write them down and carry them with you so you can refer to them throughout the day.
- **When does it need to be done by? – When you have your list of goals (things to do) for the day, write down when each item needs to be done.** Does the lawn need to be mowed by noon? Do you have a presentation for the boss that must be done by 1:30? It is very important to list when the goal must be completed as this will help you organize the order in which everything must be done.
- **Did you schedule time for yourself? – This is a very important item that should not be overlooked.** It is very important to have 15-30 minutes scheduled just for yourself to be alone with no interruptions. What you do with this time is not important as long as the focus is on you and not anyone else. I use my time for self-hypnosis and meditation.
- **Did you set your daily plans (Goals) realistically? Keep your goals very realistic.** For example; I am going to clean my work station today. I am going to play blocks with my child for 15 minutes.
- **Generating multiple points of reflection:** Multiple points of reflection before (web portal), during (daily learning journals) and after (on-going learning) a program, allow changes in the mental frame to occur and stabilize.
- **Generating multiple points of feedback:** Multiple points of feedback before (company executives), during (peers, Faculty and/or coaches) and after (post-program coaching or support) a program, allow key insights to be reinforced and existing mental frames to be challenged before a new frame is adopted.
- **Applying the learning:** Project reviews either with or without the support of program directors further allow the learning to be systematically evaluated and generalized beyond individual projects.
- **Linking learning outcomes to internal systems:** Linking program learning outcomes to company systems like performance evaluations and reward allows executives to see consistency between company policy and program objectives. Programs where company policies reinforce the lessons learned have a higher chance of showing impact.

- Creating a support infrastructure: Systems and tools to facilitate learning – such as networking facilities, shared platforms or other forms of exchange, either within the company or by business schools – help foster the creation of company norms.
- Knowledge sharing

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O Michael McKinney is president of LeadershipNow

(A version of this article first appeared in Vision—A Journal for a New World, Spring 2000)

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Bio-note: Saborni Karara is a Master Trainer with RASCI (Retailers Association Skill Council of India) and a Visiting Trainer with NSHM CLC team. She has a keen interest and specialisation on Employability Skill Training, Personality Development and Management fortes. Previously she was A research associate with IIM Ahmedabad and a Communication trainer with Wipro, Kolkata. She has a publication with IRR (Indian Retail Review) and worked on various management-oriented research projects.

Representation of Hustle Culture on social media: Perceptions of Indian Youth

Shriya Malik

Abstract

The problem which is being addressed in the proposed study is to understand the under researched area of youth's perception towards the hustle/grind culture in the Indian workspace and how it is represented on social media platforms. The proposed solution to the problem stated in this study would be conducted through the research of perceptions and workplace behavioral expectations of youth and how they choose to project and perceive its representation on social media platforms within their immediate and extended culture of connections. The study will also undertake the sense of purpose behind engagement towards representation and glamourization of hustle culture, whether they are related to self-branding and workplace validation. This study aims to understand the pattern of content floating on social media around workplace achievements, experiences and habits. Explore how youth perceives content advocating 'Hustle Culture' and how they choose to participate with it. Understand whether there is a clear positive or negative connotation attached to the portrayal of hustle lifestyle on social media amongst Indian youth and their suggestions. The objective is to dive deep into the perception of portrayal of 'Hustle Culture' on platforms like LinkedIn and Instagram, discussion-based platforms like Reddit and Quora. The objective of the research is to cover youth who are students and individuals at the brink of their professional careers and have a presence on social media platforms. Secondary research would be conducted through scholarly works and articles written on topics broadly related to hustle culture, gig economy, workplace expectations, burnout etc. to get a deeper perspective on these concepts in research space. This study is relevant to explore new communication patterns and trends among the millennials and gen z's as 'Hustle Culture' is one of the trends heavily glorified on social media platforms and is also at a rise as a keyword searched and mentioned online according to the analysis of Google Trends. In this research, the social media communication of youth will be observed and analyzed to understand emerging patterns of digital communication on hustle culture in depth.

Keywords: hustle culture, social media, burnout, workspace, Karoshi culture

INTRODUCTION

“Hustle culture” is a phenomenon that has gained significant popularity in recent years, especially on social media. It refers to the idea of working hard and pushing oneself to the limit in pursuit of success, often at the cost of personal health and well-being. This culture is celebrated and promoted by many public figures, entrepreneurs, and influencers on social media platforms like Instagram, Twitter, and LinkedIn.

STATEMENT OF THE PROBLEM

The problem addressed in this research study is the less explored sphere of perception of Indian youths towards hustle culture, their stance on the topic, and their participation with the representation and influence of this phenomenon on social media. The study is relevant in today’s time amongst the largest populated country and influential set of young population where this cultural phenomenon is at its peak and is predicted to grow in the coming years as well.

SIGNIFICANCE OF RESEARCH

Overall, this study will contribute to our understanding of the impact of social media on the well-being of young people, and the role of hustle culture in shaping their attitudes towards success and achievement. The findings of this research will be useful for educators, policymakers, mental health professionals, and others who work with young people in India. The results may also be relevant to individuals and organizations that promote or endorse hustle culture on social media. The problem is particularly important because the consequences of promoting a culture of overwork, burnout, and exhaustion can be severe, particularly for young people who are still developing their identities and sense of self. Therefore, it is necessary to understand how young Indians are responding to the representation of hustle culture on social media. According to ‘Is moonlighting ethical? IT industry veterans have divided opinions’, written by Majumdar. R, in Ishwarbharath .S, Vaitheesvaran. B, published in The Economic Times in 2022, the workplace environment has completely changed with the introduction of hybrid, remote, and gig labour operating models. This has strengthened the hustle culture, which encourages people to believe that they are not “doing enough” if they don’t have numerous jobs, a side business, or other sources of money.

PURPOSE OF RESEARCH

This study aims to investigate the perceptions of Indian youth towards the representation of hustle culture on social media. The study is motivated by the fact that India is a country with a significant youth population, and social media is a dominant force in their lives. Through this research, we hope to gain insights into how young Indians perceive the glorification of hustle culture on social media, and its potential impact on their mental and physical health.

LITERATURE REVIEW

According to Balkeran, in the article ‘Hustle Culture and the Implication for Our Workforce’ published by Cuny Academic Works in 2020, hustle culture was a phenomenon that promoted worker exploitation and appalling working conditions before the Industrial Revolution’s work safety rules. These include risky working conditions, low pay, and long work hours. According to Jones, P. & Muldoon, J., in the article ‘Rise and Grind: microwork and hustle culture in the UK’, published by Autonomy in 2022, the neoliberal school of thought discusses that, “hustle culture” is the notion that people should be working all the time and that success is judged by constant effort and the achievement of an entrepreneurial ideal, microwork and other types of digital piece work are starting to play a major role. This article talks about the line between work and non-work which has become more hazier as businesses find new methods to extract value from employees’ labour. Workers are left feeling anxious, worn out, and unable to unwind from their time at work. Working seven days a week while hustling puts additional strain on employees’ mental and physical health and contributes to an unhealthy overwork culture.

According to the article ‘The Truth About the Hustle Culture’, published by Taylor’s University, written by Arfa A. in 2021, Today’s definition of hustle culture is the act of working excessively till it becomes a way of life. Every day of our life is spent working to the absolute limit and leaving no time for our personal life. Throughout the years, self-help books which are seen in book shops, social media, and even well-known entrepreneurs have modernised overworking into what we now refer to as hustle culture. Tesla founder Elon Musk stated in a tweet that “Nobody ever changed the world on 40 hours a week” and added that “You need to work approximately 80 hours to sustain, peaking at 100 hours.” When pursuing their own success, many young people look to numerous publications, social media sites, and entrepreneurs as inspiration. It is now common to see people becoming victims of the hustle culture, where there is no distinction between success and excessive effort, in a society that strives to achieve its goals. The negative consequences of hustle culture are also covered in this article. The article explains it through how hustle culture has a potential to wear out our body, whether physically or emotionally. We frequently develop or adopt harmful habits to support our working environment under the strain of adhering to the pressures of this culture. It results in habits like taking caffeine at odd hours, missing daily amounts of sleep, skipping meals, and going to extremes to perform at peak. This creates an imbalance in life as less time is dedicated for self-care or socialising. This lifestyle is an unfortunate fact of a hustle-glorified culture.

It is crucial to discuss the impact of hustle culture on individuals in their work life. Job burnout is one of them. According to the article ‘Job Burnout’, written by Maslach C., Schaufeli W., Leiter M., published by Annual Review of Psychology in 2001, Burnout is characterised by the three elements of tiredness, cynicism, and inefficacy and is a sustained reaction to

persistent interpersonal and emotional stressors at work. Research conducted over the past 25 years has shown how complicated the concept is and how people's relationships to their jobs fit into a larger organizational environment. Several conceptual models have emerged as a result of the recent international expansion of burnout research.

The article 'Burnout syndrome: a disease of modern societies?' by Weber and Reinhard, published by *Occupational Medicine* in 2000, explains how Burnout was first coined in the USA about 47 years ago, by the American psychologist Herbert Freudenberger. Freudenberger used the phrase to describe the gradual emotional exhaustion, loss of interest, and decreased commitment he saw among volunteers at the St. Mark's Free Clinic in New York City. The concept was developed further by the academic researcher and social psychologist Christina Maslach, who subsequently developed the most widely used questionnaire for assessing burnout, the Maslach Burnout Inventory. Throughout the past few years, there has been a rise in public awareness of the issue of burnout in industrialized nations. The media has also embraced the topic with a boom.

Hustle culture is not a new concept and dates back to cultures in different settings which were regarded with other names. One of them is the Japanese 'Karoshi Culture'. In the article, 'Karoshi and Karou-jisatsu in Japan: causes, statistics and prevention mechanisms', written by Asgari B., Pickar P., and Garay V., published by *Asia Pacific Business & Economics Perspectives*, in 2016, it was discussed that it's well known that Japan tends to value hard effort and commitment. Although dedication and loyalty are typically admirable qualities, there is a delicate line between productivity and overwork, which can have adverse effects on one's health and frequently lead to early death or suicide. In Japan, this phenomenon is referred to as "karoshi," which means overwork-related death, or "karo-jisatsu," which refers to overwork-related suicide.

The article 'Deadly Obsessions: Cultural Influences Behind Karoshi', published by Wittenberg University East Asian Studies Journal, by Rios, J in 2021, begins with the background of Karoshi, how Tetsunojo Uehata first used the term "karoshi" in 1978. It is a medical and social phenomenon that has been seen in Japan where people's health is severely deteriorating or they are passing away from overwork. It might cause long term health problems like brain damage or cardiovascular issues. Migawa Hosokawa originally described this occurrence in 1969, and the Japanese government has since confirmed its existence. The medical and social phenomena known as karoshi and karojisatsu are prevalent in Japan and include persons who either commit suicide or pass away from severe health problems brought on by overwork. The majority of the research on the subject focuses on its relationship to long workdays rather than its probable sociocultural roots. The word "karoshi" first originated in the early 1970s and is derived from "kacho-byo," which means bosses' illness in English. According to Herbig & Palumbo, in the article "Japanese Philosophy of Service", published in *International Journal of Commerce and Management* in 1994, Kacho-byo was created to

describe the “psychological and moral issues of executives stemming from stress, uncertainty about promotion, and whether they would make it or not” that afflicted Japanese model of management.

The article “All Work and No Play Makes TikTok a Dull Platform: The Influence of TikTok’s ‘Hustle Culture’ on Productivity in the Digital Age” by Monique-Monét Munro, published by *Intersect: The Stanford Journal of Science, Technology, and Society* in 2022, explores the impact of hustle culture on TikTok, a popular social media platform. The article argues that the emphasis on constant productivity and self-improvement, which is a hallmark of hustle culture, is pervasive on TikTok and can be harmful to users’ mental health and well-being. The article examines the ways in which hustle culture is promoted on TikTok, including through hashtags and challenges that encourage users to showcase their productivity and accomplishments. The article also discusses how this culture can lead to burnout and fatigue, particularly for young people who are still developing their identities and sense of self. The article begins with an explanation of what hustle culture is and how it has been popularized in recent years, particularly on social media platforms like TikTok along with the influence of TikTok on its users in their daily routines. Munro argues that it is essential for users to take breaks and prioritize their well-being, rather than constantly striving for productivity and success. The article concludes with a call to action for individuals and organizations to promote a more balanced and healthy approach to work and productivity in the digital age. This article explores the concept of hustle culture and its impact on mental health and well-being in the digital age. The author draws on a range of sources, including academic articles and media reports, to provide a comprehensive overview of the topic.

According to the article ‘Urban Spectacle of Motivational Quotes and Skyscraper Photo in Instagram Stories’, written by Nisa. A, Widhiasti. M, Puspitadewi. E, published by *International Journal of Management, Entrepreneurship, Social Science and Humanities*, in 2022, many think that the most important aspect of life is working hard to achieve their professional ambitions.

Employees place themselves in a psychologically challenging condition by always pushing themselves to do more and by leading lives of being actively available for work throughout the day and week. Social media users, especially Instagram users, adopt this mindset and work ethic to shape their identity.

Background Study

RESEARCH QUESTION

What are the different ways in which hustle culture is promoted on social media?

Sub research questions

1. What are the dominant online discourses around hustle culture?

2. What types of social media platforms are most commonly used to promote hustle culture?
3. How does the promotion of hustle culture on social media affect individuals' beliefs and attitudes about work and productivity?

Research work is required in these spaces to analyse the perception of youth regarding various ways in which they have witnessed or believe how hustle culture is promoted or advocated on social media platforms through activities like posting, commenting and sharing of content around this concept in its favour or against it. The sub research questions break the main research questions to have an overall deep understanding of how young Indians perceive the culture on the online mediums as well as in other social settings.

Research Methodology

The methodology which will be used in this research study is qualitative. The data collection technique conducted will be Netnography and social media listening.

As I will be using Netnography for data collection in this research study, it is critical to discuss its roots and how it is utilized in the research space. According to Hackett, P. M. W., Schwarzenbach, J. B., & Jürgens, U. M., in Chapter 8: Netnography of the book 'Consumer Psychology: A Study Guide to Qualitative Research Methods', Netnography is a qualitative consumer research technique that is fairly new. It is sometimes referred to as digital ethnography or online ethnography, names that denote the origin of this form of investigative practise.

Netnography, also known as online ethnography, is the study of social groups linked with a certain idea while they are acting naturally. People interact in online spaces to exchange queries or look for support and responses to related questions online. Independent websites that offer discussions and product reviews may host the locations where people interact online. The investigator is expected to fully immerse themselves in the online community through Internet forums, discussion groups, feedback remarks, and specialised websites when conducting netnographies for research studies.

In the article 'The Field behind the Screen: Using Netnography for Marketing Research in Online Communities', by Kozinets, R. V., published by Journal of Marketing Research in 2002, the author explains "netnography" as an online research method for conducting customer research. An adaptation of ethnography for the study of online communities is called netnography. As an approach, netnography is more naturalistic and inconspicuous than focus groups or interviews, as well as quicker, easier, and less costly than conventional ethnography.

According to the article 'Can You Hear Me Now? Social Listening as a Strategy for Understanding User Needs' by Pomputius A. in Volume 38 of Medical References Services Quarterly published by Routledge in 2019, The "active activity of attending to, perceiving,

interpreting, and responding to a range of stimuli through mediated, electronic, and social channels” is referred to as social listening. The phrase is frequently used to describe a method of monitoring conversations, grievances, and trends on numerous social media platforms that revolve around topics or businesses of interest. By users’ mentions of interests, grievances, and recommendations related to the areas in which they are engaged, social listening enables researchers to gain a deeper understanding of the context. The article ‘Defining Social Listening: Recognizing an Emerging Dimension of Listening’, by Stewart M., Arnold C., published by International Journal of Listening in 2018, defines that ‘Social listening’ is the process through which we interact with people through the use of social media and other communication tools, which has an impact on our interpersonal involvement. Social listening takes place in a multitude of settings, including but not limited to mobile texting, online social networking sites like Facebook and Instagram, and private messaging on digital applications like Snapchat. The authors also define it as active activity of attending to, perceiving, interpreting, and responding to a range of stimuli through mediated, electronic, and social channels.

Netnography will be conducted by starting a conversation and social media listening on LinkedIn, and Instagram by mentioning it as part of research to understand perceptions on hustle culture. It can also be conducted by participating in discussions, around the topic on hustle culture on reddit anonymously. These activities will include social media listening and creating conversations, which will generate a lot of data to analyse on perceptions of youth.

Primary Research

One of the relevant cases in the Indian setting targeted towards youth, which recently came under the limelight and controversies in social media is of the statement made by Shantanu Deshpande, CEO and Founder of Bombay Shaving Company. This case was covered by several news organizations including the article ‘Bombay Shaving Company CEO lands in social media trouble after ‘18-hour-workday’ advise’, written by Dasgupta G., published by Economic Times in 2022. He advocated for young people and recent graduates to put in 18 hours a day during the early stages of their employment. Deshpande advised aspiring professionals on LinkedIn to heavily dedicate to their work and put in the effort for the first four to five years. He stated in his essay, “I see a lot of young people who watch content everywhere and convince themselves that ‘work-life balance, spending time with family, rejuvenation, blah blah’ is necessary. The post had two edits on the bottom as well. The first edit depicted how he defended himself by portrayal of ‘18 hour days’ as a metaphor for working extra hours. His second edit comment was a defensive argument towards the comments questioning the work culture at his own company. He posted an apology and left LinkedIn after the post received a lot of negative feedback.

The online community attacked him harshly on Twitter and LinkedIn, appearing to discard his advice. It was described as a “typical case of industrial-age work toxicity” in one of the comments. Many Twitter users condemned the “toxic work environments” in the nation

and criticised Mr. Deshpande's post. "Because of individuals like this, we will produce a new generation of slaves who will toil away at creating wealth for people like Shantanu Deshpande. It's time to put an end to harmful workplace cultures that prey on employees" said a user. "Shantanu Deshpande is not only defending a harmful workplace at a time when large layoffs by Indian startups have become the norm, but he is also defending himself after being criticised for his views on LinkedIn by editing his post. One of the users tagged some psychologists in her comment and mentioned to them that 'your work is going to increase because you might soon get calls from a lot of burnt out youngsters if this culture of work continues' Another user expressed how 'this is everything that is wrong with India's current work culture. If you plan to make your employees work 17 hours a day, ensure that they are your company's shareholders and gain financial profit when BSC earning in millions. If you expect your employees to work like slaves did centuries ago, then this mindset of yours disgusts me!! You can be 22 or can be 42, work-life balance and personal time is extremely important. One of the reasons why India ranks amongst one of the most depressed nation in the world is because of such mindset's that many Indian businesses and entrepreneurs have. Expecting to pour down every ounce of energy for companies like these just for a mere appraisal is no less than demanding slavery. When the west and European nations are aiming for a 3-4 day work week for employees to have a better work life balance, business runners like these in India expect employees to work like slaves from the yesteryears'. Other users were showing support to these comments criticising Deshpande, through reactions and replies.

A similar case took place where an ex-employee of Microsoft received abuse for posting a selfie in which he was getting his hair trimmed and attending a work related meeting as well. The selfie's caption read, "Peak Productivity Unlocked today." He was mocked online for encouraging hustle culture through his post. He said in the post that not everyone was suited for startups and that the only available time away from work was spent sleeping. "Stop that as well, sleep is for the weak, right?" said one user by the name of Pulkit Saraf. Tanay responded to that person by saying, "Yes, I wanted to give it up. But there's no way to do it physically. I felt asleep was the most wasteful activity we engaged in." Most of the comments on the post had a sarcastic tone. A thread of discussion titled 'Swaddle calling out Mahlz and Beer Biceps for toxic hustle culture. Article makes a lot of sense' on Reddit is based on the article 'Why Influencers Promoting 'Hustle Culture' to Young Followers Is a Dangerous Trend' by Rakshit D., published by The Swaddle in June 2022. The author makes the case that it is risky for influencers to be spreading "hustle culture" to their young fans. The practice is especially problematic for young people, according to the article, who may be more sensitive to the strain of keeping up with social media influencers and feel under pressure to behave like them. Also, it mentions how hustling culture can cause stress, burnout, and other problems with both mental and physical health. The piece also criticises the celebration of entrepreneurship in hustle culture and makes the case that it ignores structural obstacles to success including privilege and systemic disparities. The thread mentioned comments like, 'People who talk about putting

in the hours - Malvika , Beerbiceps, most Insta influenzas. Look aesthetically pleasing, talk a long talk, keep on telling others to ‘do more’, seem to be outsourcing a lot of their work.’ An anonymous user was celebrating the conversation around cons of hustle culture through her comment ‘Can’t be happier. When the world is getting a little bit aware about the whole hustle culture - where the parents are being educated about the same - today’s generation people are coming and promoting the same culture again among the younger crowd. It’s just insane. Telling them to not ask for increments in the salary and just to continue putting in the hours.’

Through this research, it can be understood that most of the youth on social media advocate for a disregard and a negative connotation towards representation and promotion of hustle culture through content and discussion forums on social media platforms. The analysis of comments and discussion threads show that genz’s and millennials are prioritising self-care, mental health and healthy work life balance over toxic work culture expectations. This paper is under ongoing research.

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Bio-note: Ms. Shriya Malik is a final year student of MBA Communications Management, with a major in advertising and branding and minor in Digital Marketing. She has a background in Sociology Hons. which drives her interests in sociological topics and qualitative research.