

Innovative teaching Learning practices a Paradigm Shift

Kumar | Gupta | Budarina



INNOVATIVE TEACHING LEARNING PRACTICES

A Paradigm Shift

Prof. (Dr.) Pramod Kumar | Prof. (Dr.) Anviti Gupta
Prof. Anna O. Budarina



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Innovative Teaching Learning Practices

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Edited by

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Prof. (Dr.) Sibaram Khara
Vice Chancellor

MESSAGE

Dear Esteemed Readers,

It is with immense pleasure and a sense of pride that I present to you this pioneering book, **“Innovative Teaching Learning Practices: A Paradigm Shift,”** meticulously compiled and organized by the Sharda School of Humanities and Social Sciences.

In the rapidly evolving landscape of education, it becomes imperative to constantly revisit and revitalize our teaching and learning methodologies. This book serves as a beacon of innovative practices, reflecting our commitment to excellence and our relentless pursuit of knowledge in the ever-changing world of education.

The Sharda School of Humanities and Social Sciences, known for its forward-thinking approach and academic rigor, has always been at the forefront of educational innovation. This book is a testament to our unwavering dedication to creating an enriching learning environment that not only nurtures intellectual growth but also fosters critical thinking and creative problem-solving skills among our students.

You will find a collection of insightful articles, case studies, and research papers contributed by distinguished educators and scholars in this book. Each chapter is a unique exploration of novel ideas and strategies aimed at enhancing the teaching and learning experience.

As we navigate through the challenges and opportunities of the 21st century, it is essential to embrace change and adapt to new educational paradigms. This book is not just a compilation of ideas; it is a call to action for educators, students, and policymakers to collaboratively work towards creating a more dynamic, inclusive, and effective educational ecosystem.

I commend the editors, contributors, and all those involved in bringing this significant work to fruition. May this book inspire you to embark on your own journey of educational transformation and excellence.

With warm regards,

Prof. (Dr.) Sibaram Khara

INTRODUCTION

Innovative teaching and learning represent a paradigm shift in education, transforming the traditional methods of instruction and assessment into more dynamic, student-centered, and technology-driven approaches. This shift is driven by the recognition that the world is evolving rapidly, and education must adapt to meet the needs of a changing society and prepare students for the challenges of the 21st century.

In traditional teaching, the focus is often on the teacher as the primary source of knowledge, and students are passive recipients. In innovative teaching, the focus shifts to the students themselves, acknowledging their individuality, interests, and learning styles. Teachers become facilitators, guiding students in their learning journey, and creating personalized learning experiences that cater to diverse needs.

Innovative teaching emphasizes hands-on, experiential learning methods over rote memorization. Students engage in real-world problem-solving, projects, simulations, and practical activities that allow them to apply theoretical concepts in meaningful contexts. This approach enhances critical thinking, creativity, and problem-solving skills.

Technology plays a central role in innovative teaching and learning. It is not just a tool for consumption but also a means for collaboration, creation, and exploration. Digital resources, educational apps, online platforms, virtual reality, and augmented reality are used to enhance learning experiences, make learning interactive, and foster global connections.

Instead of focusing solely on content delivery, innovative teaching emphasizes the development of lifelong learning skills. These skills include critical thinking, communication, collaboration, adaptability, and digital literacy. The goal is to prepare students for a world where

job roles are constantly evolving, and they need to be agile in acquiring new knowledge and skills throughout their lives.

Innovative teaching leverages data-driven insights and adaptive learning technologies to create personalized learning pathways for each student. By analyzing individual strengths and weaknesses, educators can tailor instruction to meet the specific needs of each learner, promoting better academic outcomes and fostering a love for learning. Blended learning combines traditional face-to-face instruction with online and digital components. This approach allows for flexibility in learning, enabling students to access educational resources anytime and anywhere. It also promotes self-directed learning and autonomy.

Assessment for Learning: In innovative teaching, assessment shifts from merely evaluating what students have learned to providing ongoing feedback that informs and improves their learning process. Formative assessments and authentic assessments are employed to gauge student progress and identify areas for improvement. Innovative teaching fosters collaboration among students and educators within the school environment and beyond. Technology enables connections with peers worldwide, promoting cultural awareness and cross-cultural collaboration.

Therefore, the paradigm shift in innovative teaching and learning recognizes the importance of empowering students to become active, engaged, and self-directed learners, equipping them with the skills and mindset needed to thrive in an ever-changing world. It embraces technology as an enabler of learning and encourages educators to continuously evolve their teaching practices to meet the evolving needs of their students and society as a whole.

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Global and National Perspectives of Professional Preparation Physical Culture and Sport Masters Students in Pandemic

Abdybekova Nurmira*, Dzhaililova Baktykan**,
Ernazarova Ulpat *** & Mambetalieva Nurisa****

Abstract

This article examines scientific-pedagogical basis of preparation Physical culture and sport master students and the main psychological principles and distance learning in pandemic. The COVID-19 pandemic has given us not only challenges but also the opportunities to evaluate the health perspectives and context from global to the local vicissitudes and development distance learning. Health can be interpreted in myriad ways- from global to local outlook, economic conditions to psychological parameters and policies, which dwell upon the understanding of people in the context. People's health depends upon the context in which they live, while there are layers of perspectives of health that societies keep on building. Therefore, it is pertinent to ponder the contexts of health. A cycle of video lessons on innovative teaching technologies in three areas has been posted on the author's YouTube channel "Abdybekova Nurmira" in pandemic. The series of practical online classes using the platforms Google classroom, Zoom, YouTube channel, Cisco Webex meet with master students in the field of "Physical culture and sports" was held. As a pedagogical condition for the successful formation

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master students' general professional competence, the use of interactive teaching technologies in order to develop motivation for high-quality speech activity based on a personality-oriented approach is highlighted. Because of a systematic approach, a set of pedagogical conditions for the formation physical culture and sports master students' professional competence based on distance learning was developed.

Keywords: *The COVID-19, Digital Innovative Technologies, General Professional Competence, Online Learning.*

Introduction

There is a process of purposeful transfer of human experience and preparation of the growing generation for life and activity. The issue of education always reflects the existence of a historical need to prepare a generation capable of realizing a certain social function and social role. Systems determining the nature and issue of education correspond to established ethno-national traditions, features of socio-historical structures, known values, and the political ideological doctrine of the state. Today, in the context of globalization, which is becoming more and more widespread, the significance of the issues of pedagogy and education makes solving new tasks relevant to the changing society. Innovative teaching technologies in the age of digitization are the need of the hour.

Perspectives are most often connoted with understanding and viewpoint, while context basically involves many factors that influence a person's life of the individual and family, the health and functioning of family, community resources, behavioral, geographies, environment.

There are forms of education in international and domestic experience: day and evening, private study at home independently or with the help of teachers; distance learning; correspondence form.

Distance education is taken from the English language: "Distance" means teaching with the help of computer educational programs [1]. Today, formation of general professional and special competence of future teachers studying "Physical education and sports" is carried out through distance learning.

Consulting is a voluntary assistance service between a person who knows the specialty and a person, group or company who asks for help. In this case, help is provided to solve and prevent the current and future problems of the person requesting help. A psychologist-consultant knows about his own values, knowledge, skills, and needs while helping a person or group, while solving

a problem, he focuses on ways to solve it. It is important that the consultant and the person asking for help have the same goal and the same point of view when solving the problem together. During the consultation, the specialist guides, directs, and supports the person receiving help to manage himself and set goals. It helps a person to solve his own problem and make his own decision. The consultant acts according to professional ethics in the provision of services. When solving a problem, he looks at it comprehensively, analyzes it, and helps based on what is the best solution for him.

Research Methods: theoretical methods - analysis of scientific-pedagogical, scientific-theoretical literature; survey, conversation, questionnaire, interview, pedagogical testing, pedagogical experiment, comparison; summarizing, modeling.

Teaching technology is a way of developing, selecting, using and checking teaching methods, means, forms, and conditions to achieve the goal specified in the educational standard and curriculum. "Technology" consists of two words: "technique" and "logy". "Technique" means art, skill, and "logy" means understanding, learning and reading. Therefore, technology is learning art, skill. Teaching technology - teaching skill, teaching art. Teaching technology is developed based on the purpose, content and principles of teaching. It includes teaching methods, teaching tools, form of teaching organization, teaching conditions, examination, assessment, teaching results, etc. b. includes [3].

Interactive teaching is an activity of purposeful communication that activates the relationship between the teacher and the student, as well as the student and the student. The formation of the subject of the learning process through computer technology of education (CT) and computer aids of education (CED) aims at the following pedagogical goals:

- Development of student personality;
- Development of thinking (for example, prescriptive-active, prescriptive-visual, intuitive, creative);
- Formation of aesthetic taste;
- Development of communication skills;
- Making the right decision or offering options for solutions in difficult situations;
- Formation of information culture;
- Increase the quality and efficiency of the teaching process;

- Activation of students' cognitive activity;
- Deepening of interdisciplinary communication based on the use of modern means of data processing;
- To expand the pedagogical cooperation relationship of subjects of the educational process and to expand the possibilities of cooperation and relationship building based on communication tools.

Based on online training, a system of communication competence formation for future masters in the field of "Physical education and sports" has been developed. Formation of general professional and special competence of future masters in "Physical education and sports" through online training using Google classroom, ZOOM, Cisco Webex meetings; The author's channel was included in the learning process based on YouTube, Google meet platforms.

Requirements for future masters in the field of "Physical education and sports" during online training:

- Having a computer, tablet or gadget;
- Hearing equipment (headphones), presence of a microphone;
- Download the necessary online platform;
- Having and regularly checking e-mail;
- Being ready for every lesson;
- Active participation in classes through ZOOM, Cisco Webex meetings, Google meet platforms;
- If a technical problem arises, ask for help from a teacher or an IT specialist;
- Not paying attention to other things during the lesson;
- Do homework every day and send it through Google classroom;
- Watch video lessons from the author's YouTube channel "Abdybekova Nurmira" and write a synopsis of a new topic, memorize new terms;
- Be respectful to the group members during live lessons;
- Provide a quiet space in the room;
- Keeping the room sanitary-hygienic, ventilation;
- Do not interfere with others during the online lesson;
- Acquaintance with the schedule;
- Creating conditions in the classroom for online learning;

- Acquaintance with online educational platforms;
- Getting to know the online education assessment system;
- Close contact with teachers;
- Acquaintance with tasks in online education;
- Timely delivery of online lesson assignments;
- Ability to study and practice innovative technology, platforms.



Figure 1: Forms of online learning

To the question, “What form of education would you choose in the educational process, if you had a choice?” 46 % of undergraduates answered that they choose the traditional form of education with elements of distance learning, 31.3 % chose the traditional form of education, and 21.9 % prefer distance learning.

Technology is changing the world right before our eyes. Reality is being transformed at all levels: global, national, domestic. The most important advantages of e-learning for undergraduates are: the ability to combine work with study; flexibility of the educational process, manufacturability of the learning process.

Findings: A cycle of online classes - we have replaced a cycle of video classes on the author’s YouTube channel Abdybekova Nurmira for students on innovative learning technologies in three areas. A cycle of practical online English classes was conducted using the Google classroom, Zoom, YouTube channel, Cisco Webex meet platforms with students in the direction of “Physical Culture and Sports”. The pedagogical conditions for the formation of speech activity are developed on the basis of a competency-based approach. As pedagogical conditions for the successful formation of general professional competence of students of non-philological specialties, the use of interactive learning technologies is singled out in order to develop motivation for high-quality speech activity based on a student-centered approach. Learning technology was introduced

into the educational process through the digital platforms Google classroom, ZOOM, Cisco Webex meetings; author's YouTube channel, Google meet for the formation of general professional competence [1, p. 15].

Conclusion: Finally, Optimization of communicative space of higher education institution that is making its educational space as the major condition as we said before. Our students have learnt sport terminology in English, Russian and Kyrgyz languages [4].

Modern specialist should be able to adapt to changing conditions, be able to work in a team, to be able to orient in labor market; change the profile of activity depending on the development strategy of the enterprise, technology, independently work with information, have an ability to make and realize decisions.

Global and national perspectives of professional preparation physical culture and sport masters students in pandemic developed educational tools that include a technology, model, and a system of exercises for the formation of communicative competence of physical culture and Sport master students. Pedagogical conditions and technology of professional training of future physical education specialists through online training are checked through a pedagogical experiment.

Online Learning Recommendations for Educators

- Creating a schedule;
- Conditions for online learning;
- Introducing students to online education platforms;
- Acquaintance of students with evaluation system in online education;
- Close contact with students;
- Development of tasks in online education;
- Timely delivery of online lesson assignments to students after the end of the lesson;
- Innovative technology, use of platforms in deep research and practice.

The enormous contributions made by disciplines of humanities and social sciences converge in the landscape of health. Such contributions with changing time, place and community are 'extremely diverse and can be put in the context of perspectives of places and the culture too.

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2

Innovative Teaching-Learning Practices: A Paradigm Shift

Sishanki Kashyap*

Abstract

Educational institutions all over the world are focusing on innovative teaching and learning techniques. A paradigm shift from the traditional teacher-centred approach to a learner-centred approach that is interactive, engaging, and empowering is required by the current educational environment. Technology integration, active and collaborative learning, critical thinking, problem-solving, and creativity are all components of innovative teaching and learning practices. In today's society, incorporating technology into the processes of teaching and learning has become essential. Thanks to the development of digital technology, students now have instant access to a wealth of knowledge, allowing them to study whenever and wherever they want. Technology is also being used by teachers to design interactive lessons that cater to the various learning preferences of their students. Another crucial component of creative teaching and learning practices is active and collaborative learning. This strategy encourages students to collaborate in groups, generate ideas, and exchange information and insights with one another. Students learn from one another as well as from their teachers in a collaborative learning environment, which improves their memory.

With the implementation of digitalization, the new normal has transformed educational practices. Though technology-assisted learning exists, it has not been used to its full potential during this pandemic. The abilities of critical thinking, problem-solving, and creativity are essential for success in

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the twenty-first century. By encouraging students to think independently, critically evaluate information, and come up with creative solutions to problems, innovative teaching and learning practices aid in the development of these abilities. This method gives students the resources they need to thrive in their place of work and in a world that is changing quickly. In conclusion, in today's time, the modern educational environment requires innovative teaching and learning techniques.

Keywords: *Innovative Teaching, Learner-Centered Approach, Technology Integration, Active and Collaborative Learning, Critical Thinking, Problem-Solving, Creativity.*

The foundation of progress is education, which shapes societies and prepares people to succeed in a world that is constantly changing. The nature of education is changing dramatically as we get deeper into the twenty-first century. The manner that knowledge is communicated and acquired is gradually changing as traditional teaching methods make way for cutting-edge teaching-learning techniques. A strong dedication to student-centered education sits at the core of these cutting-edge teaching-learning strategies. The era of information consumption where students were merely consumers of knowledge has long since passed. Instead, active participation, critical analysis, teamwork, and innovation are now the main priorities. The goal is to foster lifelong learners who can adapt, innovate, and flourish in a society that is becoming more complicated and dynamic. The paradigm shift in education is being driven by a number of interrelated reasons. Technology's quick development has changed how we connect and communicate, but it has also made it possible to completely rethink how we approach education. However, in today's worldwide and linked world, students' different needs and aspirations call for a departure from traditional one-size-fits-all approaches. The focus on integrated and project-based learning is another aspect of these creative techniques. Students are encouraged to gain a holistic grasp of concepts and apply them in meaningful contexts by bridging many disciplines and incorporating real-world problem-solving.

As students tackle difficult problems and collaborate to create creative answers, this method encourages creativity, critical thinking, and teamwork. The use of technology in the classroom is one of the major forces behind this paradigm change. Digital resources and online learning environments have created new opportunities for individualised instruction, letting students investigate topics at their own pace and delve into topics that interest

them. Interactive scenarios, augmented reality, and virtual reality all provide experiences that are realistic and interesting outside of the conventional classroom setting. Also, technology enables quick access to an extensive range of knowledge, enabling students to grow their independence and self-direction as learners. Moreover, the core of these unique techniques is comprehensive education. Creating a fair and encouraging learning environment requires recognising and addressing the varied needs, abilities, and interests of students. With the help of differentiated instruction, individualised learning plans, and adaptive technologies, educators can meet students where they are while also establishing a feeling of community among all learners. It represents a break from lengthy practises and a transition to a student-centered, technologically enabled, interdisciplinary, and inclusive educational paradigm. By adopting these strategies, we can help every student reach their full potential and provide them the abilities, information, and frame of mind necessary to succeed in a world that is changing quickly.

Number of important elements teaching and learning in the new paradigm shift are seen as innovations for this time period:

Technological Integration: The introduction of innovative teaching and learning methods has altered education. Learning has become more participatory, individualised, and accessible because to digital tools, internet platforms, and instructional software. Students can interact with instructional information in a variety of media, collaborate with classmates around the world, and access resources outside of typical classroom limits because to this integration.

Personalized Learning: The new paradigm shift places a strong emphasis on personalised learning, which adapts educational experiences to the requirements, interests, and learning preferences of specific students. Adaptive learning systems, intelligent tutoring, and data-driven instructional techniques are examples of innovations in this field. In order to improve student accomplishment, instructors can design specialised learning pathways and offer focused support by utilising technology and data analysis.

Active and Experiential Learning: The new paradigm supports active and experiential learning strategies that facilitate greater comprehension and the application of knowledge in real-world situations. Simulations, project-based learning, and inquiry-based learning are a few examples of cutting-edge teaching strategies that immerse students in practical, real-world situations. These methods encourage critical thinking, creative problem-solving,

and inventiveness while preparing students for the demands of the 21st century.

Collaborative Learning: The current paradigm shift has made collaboration and teamwork essential elements. The seamless collaboration of students, professors, and specialists from various backgrounds and locations is made possible by innovations like online collaborative platforms, video conferencing technologies, and virtual classrooms. Collaborative learning encourages the development of interpersonal and intercultural communication abilities as well as the capacity to function well in a globalised society.

Lifelong Learning and Skill Development: The new paradigm emphasises the value of lifelong learning as well as the need to acquire a wide variety of abilities outside the realm of academic knowledge. Competency-based education, micro-credentials, and online learning systems that provide flexible, self-paced courses are examples of innovations in this field. By the use of these technologies, people can obtain new skills, adjust to the needs of a changing labour market, and continue their professional development throughout their lives.

From ancient to modern times, teaching and learning have taken place directly or indirectly in various ways (formal, non-formal, and informal) at various levels (primary, secondary, and higher education). Here, the approach to teaching and learning has unwittingly or intentionally changed in response to societal change. The fundamental source of producing talented human resources in the current period is the well-designed educational environment in which teaching and learning take place. It is urgently necessary to implement a paradigm shift in the way that teaching and learning are done in order to improve this fundamental and dominant process.

The adoption of digitalization has changed educational procedures to fit the new standard. Although there is existing technology for learning, this pandemic has seen the highest usage. Students' decorum, engagement, and motivation have all suffered as a result of the online learning environment. The goal of the current study is to investigate the variables that affect how school kids learn online. It may be challenging for professors and students to understand each other's mental processes when there isn't face-to-face interaction.

Present times are characterised by quick technological development, globalisation, and shifting social dynamics. These changes have caused a paradigm shift in education, calling for creative methods of instruction. Conventional educational

approaches are no longer adequate to educate pupils for the opportunities and challenges of the twenty-first century. In order to successfully traverse this new environment, instructors must adopt cutting-edge strategies that encourage creativity, cooperation, critical thinking, and adaptation. The use of technology in the classroom is a core part of creative teaching and learning techniques. Technology has already changed the way we work and live, and it has the potential to completely reinvent education. To increase student engagement and offer individualised learning experiences, educators must make use of digital tools and platforms. This entails utilising multimedia content that is interactive, online collaboration tools, and adaptive learning systems that are tailored to the needs of each individual learner.

A more dynamic and engaging learning environment that equips students for the digital age can be developed by educators by embracing technology. A shift towards student-centered strategies is another essential component of innovative teaching and learning techniques. The teacher is frequently the only source of knowledge in conventional educational approaches, and the students are only passive recipients. Students must, however, actively engage in their own learning in the current paradigm. This entails encouraging inquiry-based learning, in which pupils are urged to pose queries, investigate alternate viewpoints, and create their own knowledge. Teachers need to take on the role of facilitators, helping students through the learning process and encouraging their curiosity and capacity for critical thought. Teachers may develop lifelong learners who can adapt to a fast-changing world by giving students the freedom to take control of their learning. Under the concept, cooperation and teamwork are also crucial abilities. Success in the modern workplace frequently hinges on one's capacity to manage varied opinions and work well in teams. Hence, teachers must give pupils the chance to work on group projects and improve their interpersonal and communication skills. Group work, conversations, debates, and project-based learning can all help with this. By encouraging cooperation, teachers give their pupils the tools they need to work together to solve complicated problems and prepare them for the collaborative nature of the workplace. Moreover, creative thinking and innovation should be encouraged by novel teaching and learning techniques. The capacity to think creatively and develop novel ideas is extremely valuable in a world that is always growing. Divergent thinking should be promoted in the classroom along with chances for creative expression, risk-taking,

and experimentation. Open-ended problem-solving exercises, design thinking approaches, and the inclusion of the arts can all help with this. By encouraging creativity, educators enable their students to innovate and effect change. Teachers can better prepare their pupils for the opportunities and challenges of the twenty-first century by implementing these cutting-edge techniques. Furthermore, these abilities foster lifelong learners who are flexible, critical thinkers, and engaged in their own education in addition to providing students with the knowledge and skills necessary for the modern workforce.

In the twenty-first century, teachers can utilize cutting-edge techniques to prepare pupils for opportunities and challenges, fostering lifelong learners, critical thinkers, and workforce knowledge. To prepare students for possibilities and difficulties in the twenty-first century, teachers can use reducing methods that encourage lifelong learners, critical thinkers, and workforce knowledge.

Curriculum: A curriculum is an organised schedule that describes the topics, goals, and exercises for a certain course or programme of study. It provides a framework for achieving educational objectives and acts as a road map for teachers and students, guiding them through the learning process. Innovative ideas, strategies, and pedagogical techniques must be incorporated into the planning and delivery of instruction in order to successfully implement new educational methodologies within a curriculum. By using these strategies, instructors want to improve their students' critical thinking, problem-solving abilities, and overall learning results.

Change in Behaviour: When introducing new educational strategies, "change in behaviour" refers to the deliberate alteration or reshaping of students' behaviours, attitudes, and routines within the context of education. It entails using cutting-edge techniques and tactics to affect how students perceive information, process it, and interact with it. There are no longer any traditional boundaries between teaching and learning because children are now the centre of education. Hence, what a teacher wants to teach is not crucial. A pupil is free to play any game he wishes. Today, it is expected that the instructor will be a student's buddy and participate equally in all extracurricular activities. The teacher in the Ashram system used to act as a parent. As a result, a teacher's behaviour and functioning must adapt to the preferences and needs of the learners.

Playing of Movies: Movies can be a starting point for additional research and education. Instructors can provide follow-up assignments that expand on the concepts or material of the movie, such as research projects, creative assignments, presentations, or writing assignments. Through these exercises, students can learn more about the topic at hand and find new ways to use their prior knowledge and skills advantages of showing films in class. Movies are an engaging visual medium that can draw students in and raise their interest in the subject matter. By encouraging a positive learning atmosphere in the classroom, it can make learning more pleasurable and memorable.

Educational Tours: Exploring diverse cultures, societies, or geographical areas is a common component of educational travels. Students can gain cultural sensitivity and a broader viewpoint by being exposed to a variety of surroundings. For instance, a language class might travel to a foreign nation to put their language abilities to use and get a taste of the culture. Students are encouraged to respect cultural variety, cultivate empathy, and widen their perspectives through this experience. Involves pushing learners outside of their comfort zones in order to promote personal development. During the tour, students may need to get around in strange places, adjust to novel circumstances, and get over challenges. Beyond academic success, these experiences can foster the development of resilience, confidence, and independence. A dynamic and interactive learning environment that supplements conventional classroom instruction is provided via educational tours.

Friendly Environment for Teaching and Learning: Building positive relationships between teachers, students, and peers is crucial. Teachers should strive to create a warm, respectful, and inclusive classroom environment where students feel safe to express themselves, ask questions, and share their ideas. Encouraging collaboration and teamwork fosters a sense of belonging and promotes a supportive community. Shifting the focus from a teacher-centric to a student-centric approach is essential. This involves tailoring instruction to meet individual students' needs, interests, and learning styles. Recognizing and valuing diverse talents, backgrounds, and perspectives contributes to an inclusive and empowering environment that celebrates each student's uniqueness. Implementing interactive teaching methods such as group discussions, debates, hands-on activities, experiments, and project-based learning encourages critical thinking, problem-solving,

and creativity. Integrating technology, multimedia resources, and educational games can also make the learning experience more interactive and enjoyable. Such an environment fosters intellectual curiosity, critical thinking, and a lifelong love for learning, preparing students for success in the modern world.

Both education and learning the emphasis on student-centeredness, technological integration, individualised learning, and inclusive practises has resulted from a paradigm shift in education brought about by innovation. This revolution has had a significant impact on education, empowering students and giving them the knowledge and abilities required to succeed in the twenty-first century. In order to address the changing requirements of learners, it is essential that we keep embracing innovation, utilising technology, and updating our educational techniques. By doing this, we can design a future in which everyone has access to an exciting education that transforms their lives. Education is no longer limited to the four walls of a classroom; it now welcomes cultural diversity and transcends geographical boundaries. All students, regardless of their situations, backgrounds, or talents, benefit from equal opportunity to achieve because to inclusive policies. To meet the specific requirements of diverse learners, differentiated education, assistive technologies, and accommodations have become crucial tools. Also, attention has been drawn to social and emotional well-being, with a focus on developing wholesome connections, empathy, and mindfulness. The inclusion of social justice and global citizenship education in the classroom equips students to actively participate in a global community that is interconnected and undergoing rapid change. Formative evaluations that give students constant feedback allow them to track their progress and make adjustments have been added to traditional summative assessments, such as exams. However, alternate methods of evaluation have become more popular, letting students show off their knowledge and abilities in real-world contexts through the use of portfolios, presentations, and performance-based assignments. This change has produced a more thorough and holistic approach to evaluation that values both the learning process and the ultimate result. Fundamental elements of education like teaching and learning have undergone substantial innovation and paradigm shifts lately. A more student-centered and creative form of education has gradually replaced the previous one-size-fits-all model that was defined by teacher-centered instruction and a one-size-fits-all approach. Technology developments, shifting educational theories, and the understanding of the various needs

and capacities of learners have all contributed to this transformation. It becomes clear that these innovations have produced excellent results and have the ability to completely transform education as we now know it when we take a look back at the journey of teaching and learning innovation and the ensuing paradigm shift. Artificial intelligence, gamification, and virtual and augmented reality integration have improved engagement and made learning more immersive and participatory. Students as a result are more inspired, empowered, and furnished with crucial 21st century abilities.

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Distant Educational Technologies in Foreign Language Teaching in Medical University

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Abstract

This chapter shows the resources of distant educational technologies in foreign language teaching. The work touches upon the significance of educational work in the course of modern specialists training at a higher school. The experience of I.K.Akhunbaev Kyrgyz State Medical Academy is provided. This requires building a new effective model of teaching foreign languages, developing modern methods and approaches, as well as the effective use of traditional methods, which is especially important with a limited number of hours allocated to the subject at a medical university.

Keywords: *Distance learning, information technology, Department of Foreign and Latin Languages, training of specialists, individual traits and Independent work.*

In our age of expanding international contacts and universalization of the educational system, there is a need to rethink the role of a foreign language in the training of young professionals, including doctors. Great opportunities of modern computer tools and information technologies make it possible to assign to these teaching tools part of the functions of the teacher and part of the functions of

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the student adopted in the classical form of education. Recently, the Internet has been actively involved in the educational process. This is due to the simplicity and relatively low cost of connecting to the network, the ability to simulate any training model and provides interaction at any distance.

It is considered that the most effective way to apply distance learning (DL) is to support programs of basic education, additional and second higher education, postgraduate studies, preparation of applicants, distance Olympiads and remote support of branches.

It is believed that the educational goal of learning is realized through the attitude of the teacher to the language and culture of its native speakers and involves solving tasks that ensure the formation of: a) a respectful and friendly attitude to the people whose language has become the subject of study, its culture and traditions, which contributes to the development of mutual understanding and tolerance; b) a system of moral values and evaluative-emotional attitudes to the world; c) understanding the importance of learning a foreign language and the need to use it as a means of communication in conditions of international cooperation; d) a sense of justice, a conscious attitude to the moral actions and actions of people, a desire to understand the situation that has arisen, to make the right moral choice.

Now, according to the theory of generation, generations Y and Z are engaged in the university, who actively use modern technologies from an early age and consider them as a possible means of learning. These students are characterized by the so-called clip thinking. They perceive short, bright, clear forms of presentation better, characterized by a change of images in the absence of context, but have problems in communication. Increasingly, experts are talking about changing the approach to the presentation of the material. DL allows you to modify the presentation format. Priority there can be bright, clear and visual presentations with imaginative and memorable forms.

It is known that distance learning is primarily a process of acquiring knowledge based on a set of modern information technologies that provide interactive interaction between students and teachers, providing opportunities for independent work, continuous self-education and self-improvement. At the same time, the active role of the teacher is no less significant than in classroom work, since his task is not only to verify the knowledge of the ward,

but also to make a decision to adjust the training program in order to achieve the best assimilation the material passed.

DL is not a spontaneous process, but provides for a development stage. design, definition of goals, objectives, content, methods, development of plans, etc. At the same time, the relevance of methodically competently organized control over students' independent learning activities increases, the importance of analyzing the progress of their knowledge, skills and abilities. Self-control is also of great importance, the implementation of which is helped by keys to tasks, detailed instructions for their implementation, and proposed models for their implementation.

An important aspect of DL is that it ensures the transmission of information at any time, at any distance and in any place, provides access to various sources of information, provides an individual approach, allows you to work in a familiar environment, avoiding stressful situations that sometimes arise in the audience. opportunities.

But at the same time, its weaknesses should also be noted. This is primarily the absence of face-to-face contact with the teacher and, consequently, the absence of 35 of the educational component of training. Serious motivation of the student is necessary for the effective use of distance learning forms. It does not fully contribute to the development of communication skills. There is not always a possibility of high-quality Internet connection, which prevents work on the phonetic aspect of speech. In addition, there is a problem of identifying the recipient of the information. There is a high labor input at the development stage.

With the help of Internet technologies, the following forms of classes are possible: chat conferences, chat classes, web classes, teleconferences, online seminars, holding online meetings or presentations via the Internet in real time.

Even a very general analysis of the technical capabilities of computer telecommunication networks for the implementation of information exchange between objects and subjects of the educational process shows that the didactic potential of networks for distance learning requires, first of all, ensuring the active communicative activity of the student, which is the most important component of teaching foreign languages. However, at the moment there is no general approach to the development of the methodology of practical courses in foreign languages. The unsolved nature of this problem

is explained both by its relative novelty and complexity. This is due to the fact that its essence lies at the junction of 2 subject areas. The first is what is commonly called new information technologies, the second is the actual methodology of teaching foreign languages.

Distance learning technologies have found their application at the Department of Foreign and Latin Languages of I.K. Akhubbaev Kyrgyz State Medical Academy. We are actively implementing the following techniques:

- Use of e-mail for sending tasks, as well as for monitoring their execution in Editor mode;
- Creation of group web pages in any free social network, for example,
- Consultations, including individual ones, via messengers, for example, ICQ, Skype, etc.;
- Web conferences held on-line;
- Distance lessons (both on-line, but mostly recorded), organized using telecommunications and Internet capabilities;
- Use of video clips; use of the electronic resource of the AcademicNT university system;
- Application of specialized multimedia educational and training programs on CD and DVD media, flash cards, etc.

The most widely used elements of DL are in our university at the faculties of higher nursing education and adaptive physical culture. They mainly use case technology, when students are provided with a set of educational and methodological literature for independent study using various media and regular consultations with teachers are held. So, when studying grammatical material, you can use interactive tasks in on-line mode, located on the following sites: <http://www.english-online.org.uk>; <http://www.grammar.sourceword.com/>; <http://www.englishgrammarsecrets.com/>; <http://www.english-grammarlessons.com/>

The presence of immediate feedback in interactive tasks, as well as a large number of systematic exercises on various grammatical topics they give students the opportunity to work out new material, eliminate gaps in knowledge on their own. Control and test tasks sent by the teacher to students after passing the topic, allow you to assess the level of assimilation of the material.

Replenished medical web glossaries help to work out vocabulary (including synonymous series and antonymic pairs). Sources: www.

lingvo.ru ; www.multitrans.ru ; www.thefreedictionary.com and others, tasks developed by the department.

When teaching graduate students, and not only a foreign language, a distinctive feature of the DL is the use of TV technologies, within which lectures, interviews, demonstrations of modern research and treatment methods can be conducted, presented on a number of websites, in various on-line publications and online versions of medical journals. Graduate students actively participate in various on-line conferences. In particular, conferences on writing scientific articles in English.

At elective courses and elective classes held within the framework of additional educational services, network technologies are actively used with the extensive use of various computer programs and methods, including modified methods of A. Houg, D. McMillan, etc. on which vocabulary, understanding, and oral speech are practiced with the help of repeated listening. So, in the elective course "Medical care in the USA", most of the work is carried out precisely in the DL mode, when students receive tasks and perform them, they consult with the teacher, but the final lesson still takes place in classrooms, because it is difficult to overestimate the importance of personal communication in the teacher – student system to achieve effective results.

Thus, with a very limited number of hours allocated to a foreign language at a medical university, a reasonable combination of digital technologies, traditional methods and elements of distance learning implies greater freedom and a creative approach to learning, allows you to increase interest in the subject, optimize the learning process and, consequently, improve the results of mastering a foreign language.

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Economic Evaluations of Health and Health Policy

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Biimyrsaeva Aidana Kamchybekovna**

In the article considers the issues of health as capital and accordingly, any actions that a person takes in order to improve his health, maintain it, is considered as an investment. That is, health is a part of human capital of an individual and the entire economy as a whole. And, accordingly, it is important for labor resources. That is, investments in health are investments in human capital, which means, all other things being equal, the possibility of economic growth of the country as a whole depends on investments in health.

In economics, there is such a thing as economic benefits - these are goods, or services, this is free time, this is everything that brings satisfaction, benefit, everything that he would like to have in his life. And health is one of the most important benefits in a person's life, and in fact, without health, a person cannot enjoy other benefits. No money will help him enjoy goods, services, free time if he is not in good health. Therefore, from the standpoint of an economist, health is, first of all, one of the benefits.

Health largely depends on such a field of activity as healthcare- this is an industry, this is branch of economy in which huge resources are occupied today: material and human. And this area of the

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economy is expanding, growing in all developed countries of the world, primarily due to the demographic trends of population aging that we are seeing everywhere. The demand for healthcare services is growing, this area itself is growing, this industry itself is growing, it employs a huge number of people: it can be from three to five to ten percent of the employed population, as we say in the United States. That is, it is an industry that gives jobs, gives income to people, and it is an industry that is developing very quickly technologically, organizationally, where new methods, new methods of treatment, new medicines are being introduced - this is a very innovative, fast-growing sector of the economy. And it attracts significant public resources: both state and household resources that pay for part of the medical care or, say, medicines "out of pocket". Thus, this is a very important area of the economy as a national economy.

What is Health from the Point of View of an Economist?

In economics, there is such a thing as economic benefits - these are goods, or services, this is free time, this is everything that brings satisfaction, benefit, everything that human would like to have in his life. And health is one of the most important benefits in a person's life, and in fact, without health, a person cannot enjoy other benefits. No money will help him enjoy goods, services, free time if he is not in good health. Therefore, from the standpoint of an economist, health is, first of all, one of the benefits.

But we also view health as capital. And, accordingly, we consider any actions that a person takes to improve his health, to maintain it, as an investment. That is, health is a part of the human capital of an individual and the entire economy as a whole. And, accordingly, it is important for labor resources. That is, investments in health are investments in human capital, which means, all other things being equal, the possibility of economic growth of the country as a whole depends on investments in health.

And finally, health largely depends on such a field of activity as healthcare - this is an industry, this is an area of the economy in which huge resources are occupied today: material and human. And this area of the economy is expanding, growing in all developed countries of the world, primarily due to demographic trends of population aging that we are seeing everywhere. The demand for healthcare services is growing, this area itself is growing, this industry itself is growing, it employs a huge number of people: it can be from three to five to ten percent of the employed population,

as we say in the United States. That is, it is an industry that gives jobs, gives income to people, and it is an industry that is developing very quickly technologically, organizationally, where new methods, new methods of treatment, new medicines are being introduced - this is a very innovative, fast-growing sector of the economy. And it attracts significant public resources: both state and household resources that pay for part of the medical care or, say, medicines “out of pocket”. Thus, this is a very important area of the economy as a national economy.

What Does Health Depend on? What Factors Influence it?

For us, as economists, the question is important: how important is money, how important is financing, investments in health care in order to get good health of the population. And so, when we consider this issue from an economic standpoint, we are forced to admit that in fact, not only and not so much the development of medical care, the development of healthcare, investments in this industry ultimately affect the health of the population, but many other factors, part of which is also very strongly linked to the economy.

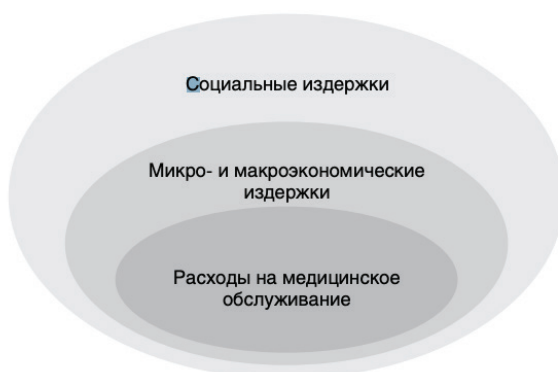


Figure 1: Three concepts of economic costs

In poor countries, more important than income, other goods and services, housing, basic sanitation, clothing, access to healthy food, and so on - all this is important for the formation of health. Thus, the economy as a whole is shaped by the health of the population, and not just the medical care system. And here, in different countries, depending on their income, and whether poor or rich countries, different factors that shape health come to the fore: if for poor countries it is really income, poverty, malnutrition, inadequate

housing, overcrowding of housing, lack of basic sanitary facilities, then for rich countries, which in general have already accumulated enough wealth, and where people are quite well off and live well, other factors come to the fore, such as physical inactivity, because people do not walk, but drive cars, this is unhealthy food, overnutrition, and, accordingly, overweight, which leads to diseases, these are unhealthy habits such as alcohol and smoking, this is stress and the environment - all these factors also affect health. Accordingly, we understand that in different countries, depending on the level of economic development, certain factors shape the health of the population.

The specialists of World Health Organization (WHO), summing up the results of numerous research works that analyze health factors, come to the conclusion that, in general, health risks are more public than private. That is, no matter how sad it may sound, no matter what you do with your own health, no matter how hard you try to monitor it and take vitamins, and run in the morning, and refrain from bad habits, your health largely depends on in which country, in which region, where you were born and raised.

Below is a list of countries by life expectancy. Life expectancy (LE) is a measure of how long a group of people born in the same year will live on average if the death rate in each age group remains the same.

For each country, the duration is given for the entire population and separately for the male and female population. The table includes some dependent territories along with sovereign states. The numbers reflect the quality of medical care, as well as factors such as the presence of hostilities and the prevalence of HIV. Only countries with a population of more than 100,000 people appear on the UN lists.

That is, these environmental factors, country factors, factors that generally shape the way of life of people in a particular country, turn out to be more important than the actions of one individual person, although they are also, of course, important. And besides, lifestyle is more important than medicine. If we evaluate the contribution of individual factors, as economists do with special models, and quantify and compare among themselves which individual factor is more important, then it turns out that the lifestyle of a person as a whole, broadly understood, is more important than the contribution

of the health care system, even if it very advanced, if medical care is available to everyone, nevertheless, lifestyle is more important.

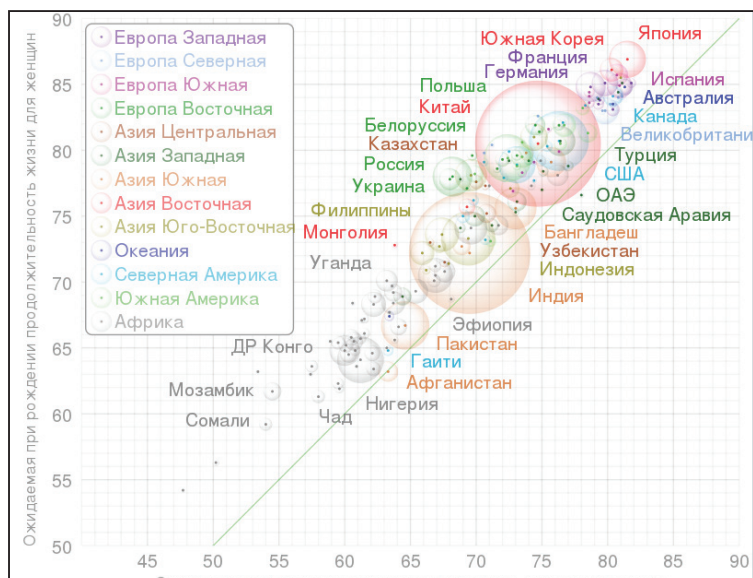


Figure 2 : List of countries by life expectancy

In general, if we try to imagine the whole system of factors that shape health, these factors are very diverse, and, in addition, what is important to note here, they often influence each other simultaneously in different directions. There are numerous socioeconomic factors affecting health and the demand for health services. Where people are richer, the demand for these services is always higher. Individual factors affect: age, education, traditions, culture, employment of a person - all affect the demand for health services. And this demand, in turn, affects the health system itself, and in response to growing demand, it also grows, expands, offers new types of medical care, so all this affects health. But the health care system itself can generate additional demand for its services. We call this in economics “supply driven demand”. It is naturally beneficial for medical workers that the demand for their services is constant, that it grows, that they have permanent employment, permanent income, therefore, it is common for the healthcare system as a whole to provoke additional demand for its own services. That is, we see that here everything is connected in a circle, and all these factors in one way or another shape health. And our task

as economists is to understand which of these factors is more important, how they are interconnected: positively or negatively. From the standpoint of economics, we model such relationships with the help of the so-called production function. The production function is a very old model, one of the first models in the economy, which simply makes output, the volume of production, dependent on some factors that, in fact, ensure production. There is such a standard indicator, and we, as a rule, take it as the main indicator of the health of the population. Among other factors that appear to be included in this function, we consider many of those that I just mentioned above. And in this way we consider this relationship, model, select the parameters of this function in order to see how factors affect health.

In evaluating the economic value of health promotion measures, policy makers must necessarily take into account the welfare associated with these measures. Without this, one can underestimate their true importance for the economy.

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Depicting Position of Women through Selected Poetry of A.K. Ramanujan

Prof. (Dr.) Pramod Kumar* & Ms. Harsheetaa Bhardwaj**

Ramanujan says 'Just as our biological past lives in the physical body, our social and cultural past lives in the many cultural bodies. we inherit our languages, arts, religion and life cycle rites' (78). He observes that in a culture like Indian the past does not pass, rather it travels and keeps on providing paradigms and ironies to the present. A close scrutiny of his oeuvre suggests that it is a byproduct of reflection arising out of Tamil-Brahmin background. His writings are based on Indian experience and sensibility with all its affinity with families, local places, customs, images and history. A.N. Dwivedi feels that autochthonousness is one of the distinguishing features of Ramanujan's poetry. He notes that, "Indian myth and history, her people and customs, her rich cultural and spiritual heritage: these form the dominant themes of his poetry. Even a cursory glance at it convinces the reader that Ramanujan has never severed his associations with India despite his long residence in the U.S.A. He rather frequently resorts to native themes and traditions "Be it myths, customs or gender roles. He evokes the memories of cultural past reminding about family life asking for gender-prejudiced responsibilities, degree of argument and submissiveness. The simultaneity of the two sets of experience, the one Indian serving as the backdrop, the other American serving as the frontier, gives his poetry a certain sophistication, enviable richness and complexity.

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In his poems, his prime concerns are units of a family such as the mother, father, grandfather, granny, brother, sister, wife, daughter, son, grandson, granddaughter and other kin. He also highlights the nature of Indian Families and their united structure. Family to him is the ultimate combination out of which various combinations can be extracted and thus, examined. For instance, Man-Woman relationship is the essence of his studies. He explores it from various perspectives. Dissecting various layers of this relationship, he has portrayed archetypal image of woman as the epitome of endurance, sympathy, self sacrifice, love, compassion and submissiveness. This stark and clear portrayal puts forth the reality of their lives as owned, directed and revolving around males of their family. We also get a glimpse of attitude and cultural understanding encountered by women at various levels.

The present paper, titled "Portraying Agency and Space of Women through Selected Poetry of Ramanujan" seeks to delve into the plight of women as presented in "Obituary" "Small Scale Reflections of a Great House" "Excerpts from a Father's Wisdom", "Of Mothers, Among Other Things" and various other poems. He advocates equality of gender and defies the patriarchal notions. His poetry palpably censures the perpetrators of patriarchy who deny women space and agency. His writings accentuate and critique the implications of birth-based inequality to which women in India are subjected. He also broaches the intricacies of the Indian cultural history and its bearings on the present. He also interweaves the nuances of relationships to represent their complexities. In his "Obituary" for instance, narrates the tale of a protagonist who in legacy has received his father's debt and daughters. His responsibilities towards his mother also change as now it is his duty to sustain her. Ramanujan is also celebrated as a poet who problematizes social taboos. In his "Small Scale Reflection", he raises the issue of denial of sexual discourse to women. Girls are not allowed to witness cow-breeding. However, girls do manage to peep into the ongoing process stealthily. It is hence evident that Ramanujan contextualizes human relationships within the social framework to expose crude realities. Similarly, his "Excerpts from a father's wisdom" also highlights the imperviously stringent and prejudiced views of a man who believes that women cheat on men. He considers mermaids as better partners for men than are women as mermaids are very unlikely to cheat on men. It is thus clear that Ramanujan interweaves human relationships to highlight various social phenomena and their byproducts. The paper takes into

consideration various traits of Ramanujan's poetry and attempt a comprehensive understanding of not only the themes that he writes on, but also their treatment by him.

Ramanujan comments on the merits and demerits of this 'Indian House' and position of women in its 'family system' in 'The Small-scale Reflections on a Great House', Ramanujan alludes to the all Inclusive nature of the Indian United Family structure. According to Bhagat Nayak, this poem evocatively reflects "Hindu customs, rituals, myths and superstitions that are part of Hindu family's everyday life, transmitted character traits over several generations, upbringing of children, shaping of adult lives, social transactions and the series of minor and major tragedies that strike the individual members, and affect the whole household. The poem appears very suggestive as it resembles a national portrait of modern India where "nothing that comes in ever goes out." He has thrown light on the condition of women in an Indian family. The poem accentuates that their parent's homes being open only to the rising suns i.e. is their birth and the home of their in-laws being open only to the setting suns i.e. their death encompass the captive life marked by waiting and listening to the monsoon's tapping on the banana leaves.

A woman's life is controlled from birth to death. Vinay Dharwadkar (1994) extends the great house as an allegory of the nation, India. 'Small Scale Reflections on a Great House' deliberately avoids turning into family chronicle. Instead, it uncovers suggestive parallels between the family's fortunes and the modern social history of middle class and upper caste India as a whole, and hence acquires the shape of national allegory" (66). The items that have access into the house include the living and non-living. The entry of "lame wandering cows", "servants", "sons-in-law", "wives", "library books", 'sweet dishes' from neighbourhood, 'phonographs' or hereditary diseases through marriage like epilepsies are to stay permanently under the same roof. But the tinge of irony reveals a critical point of view the narrator. That is why the cows are "lame". The way the arrangement is monitored to let the cow be pregnant signifies a vulgarity about the whole process of maternity perpetuated in the joint family under the dominance and supervision of the elders. In this house the young girls learn to accept their role as future mothers in a cryptic manner "behind windows with holes in them". This very incident in the poem when daughters watch the breeding of the cow stealthily, this alludes to great amount of restrictions and blindness compelled on them. They have been

forbidden to witness the spectacle as to keep them away from knowledge about consummation. Any kind of conjugal advances or knowledge from the part of women is a taboo in Indian society. On the contrary son's position in society is quite opposite. From the poem it can be witnessed that sons usually run away and daughters are married off. For a daughter the marriage is the ultimate abode, while for a son, he has all the freedom and it is also acceptable when he runs away to pursue his dreams. Hence, passion for gaining identity is associated with sons, it seems quite justifiable if the son runs away on the contrary motive of a daughter's life is to live in someone else's shadow i.e. marriage.

Ramanujan's *Obituary* is a perfect example of his interrogation of set beliefs, stereotypes, demands and mutual strength in a family. He has delved into other phases of familial relationships which is not love or mutual strength, on the other hand he has portrayed a totally different relationship of father and son, mother and daughters or sons and daughters. All these relationships have been examined through a different lens. In "*Obituary*" the poet presents a realistic picture of his father who had no control over his Brahminical birth and over his death in the fruit market due to heart attack. The father son duo seemed to be quite different from the stereotypical relationship. There was no mourning after the death of the father rather Son charges the dead father of the liabilities. Because of prevalent evil of dowry in the society daughters are considered as debt or a liability to be fulfilled, the son seems to be worried as it would take a huge amount of his earnings to pay off these debts. The son considers his sisters as debt, Alike the siblings relationship, son and mother's relationship has also changed, she has also become a liability to her son. Lack of possession of identity can be felt when it comes to women in society earlier in their lifetime they are liability to father and later to son or their husband, like a legacy they are getting transferred from one male to another.

Ramanujan believes that poetry has no essence if it is not related to real life. As far as institution of marriage is considered he has garrulously pointed towards the emotional, physical, mental and economical submissiveness of women. '*The Opposable Thumb*' alludes to barbarous attitude that women meet at the hands of their husbands. Through this poem he has tried to reveal how women are ill-treated by their husbands. The heartlessness and superiority of husband is evident in the poet's reference to the granny's four fingers being lost to her husband's "*knifing temper*" The extreme kind of

physical violence can be witnessed in the poem, a lurking suffocation of submissiveness can be felt, but the most heart rending is the fact that the grandmother continued to live with the grandfather in order to keep intact the institution of 'Family'.

From physical torture, women also gain emotional hollowness from marriage. in "Still Another for Mother" the poet is a spectator and at a distance observes, a man stands up and leaves the wife callously standing there and walks away without saying a word . The poet wonders why the man left her so callously. The poet brings out two possibilities regarding the sudden abandonment of the woman by her husband the foremost says, it is the result of an earlier quarrel, as it gives some pretext to justify the act. And the later one is worse as it indicates towards emotional gap between the two. The other possibility is of absence of love between the two, that's why sometimes there may not be any reason at all behind such cruel acts of callousness and hatred.

A lot of sympathy can be witnessed in Ramanujan's texts when they talk about a mother. In these sympathetic texts a childlike warmth and care can be seen infused from Ramanujan's end, even if we keep aside the childlike warmth, the mature adult inside him pities a self-less mother for whom her heavenly abode is her child. In "Of Mothers, among other things", one of the most nostalgic poems of his childhood, the poet fondly recalls the image of his mother as she flits about the house doing her household chores in her 'lean' and 'lanky' body and her saree hanging loose on her arm .She has bowed down with the pressure of domestic work consequently she has hardly any time to cater to her looks or even care for herself. The poet describes touchingly her uncared for physical appearance. She is always alert to various household chores , The poet remembers his mother's unerring care for the "crying cradles", stitching ragged clothes with deft fingers, her devotion to her work unmindful of the rains and the fluttering loose saris and also keeping the floor of the kitchen spotlessly clean. Amidst the humdrum of jobs, she has lost her individuality. He has done full justice in encompassing the mother's youth and presenting the archetypal image of the mother as a symbol of patience, endurance and self-sacrifice.

As already stated, Ramanujan's approach to man or woman is realistic and psychological. If a man perceives a woman as an object of his passion, a woman too seeks physical gratification. The only difference, perhaps, is that while a man openly admits his desire for sexual gratification, a woman, more often than not, pretends to

be disinterested. She also forcefully tries to keep all carnal desires in check. In a humorous vein, the poet describes in "Mythologies 3" how a newly-wed bride pretends to be disinterested or indifferent to a physical relationship with her husband. She considers herself an ardent devotee of Lord Shiva and spurns any kind of union with a mortal being. She threatens her husband with dire consequences if he dared touch her. Her whole body reverberates with the intonation of "Om". But her husband, being a typical man, does not regard her spiritual being and craves for physical relationship. The young bride, despite her initial pretence of reluctance and reservations shoves aside her self-imposed celibacy and proceeded to enjoy the fruits of conjugal bliss. Now she beheld the divine image of Siva in her earthly husband. She also felt that the vehicle of Siva, Nandi, the celestial bull and the ordinary bull grazing in her house were one and the same. All differences were resolved and there was a merger of the body with the spirit. Sexual freedom to a woman is taboo in an Indian household, they are kept in ignorance since their puberty, or conditioned in such a way that they would be condemned if they will talk or will try to discuss or explore their sexuality. Be it a married woman or the puberty hitting young girls. He has evidently portrayed this in 'Mythologies3' and as well as in 'Small Scale reflections of A Great house'.

It is therefore, palpable that Ramanujan contextualizes his past within the framework of his present. This is further accentuated in the words of Bruce King; "while he may use memories of south India as his subject his concern is rather with how the past has shaped him than a nostalgia for lost paradise. Often his tone is ironic since the past returns in the forms of fears, anxieties and other psychological effects" (61). A major portion of Ramanujan's poetry is based on recollections from the past and women occupy a pre-eminent position in his reminiscences. His poetry can be understood as a comprehensive analysis of relationships of men and women. In the words of Shirish Chindhade, Ramanujan's description of relationships within the family are just not "simple and direct blood connections but speculative". complex and distant too" (67). His poetry not only broaches narrative relationships but also the intricacies of other familial relationships.

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Exploring the Dynamics of Dysfunctional Families in Mannu Bhandari's the Tale of a Weak Girl

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Abstract

The remarkable potpourri of humane and addled female protagonists that Mannu Bhandari paints in her works has caught the attention of the literary world ever since it was first presented to readers and critics back in the late 1950s. Bhandari wrote during a time when the academic sphere in India was buzzing with writers like Krishna Sobti, Nirmal Verma, Usha Priyamvada, and also her husband, Rajendra Yadav. Her perception and cognizance of the female psyche retain their appeal over the years, remaining popular among readers of all ages. This paper analyses Mannu Bhandari's treatment of her female protagonists and how an individual's family influences their moral convictions, behavioural expectations, and personality characteristics (Kerr and Bowen). While families are meant to be a haven where children may develop, dysfunctional families with poor communication, abuse, neglect, and addiction can impede a child's as well as a grown individual's mental and physical development (Hall). A family supports self-assertion, encourages social and creative activities, and serves as the primary setting for the socialization of children (Kerr and Bowen).

Nonetheless, upon second glance, it becomes clear that this claim is not entirely valid. There are 'dysfunctional' families, which culminate in leading an individual's development askew. This paper seeks to determine whether

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dysfunctional familial ties impact how a person manages their life choices by drawing references from Bhandari's short story 'The Tale of a Weak Girl,' originally published as 'Ek Kamzor Ladki Ki Kahaani,' taken from The Wise Woman and other stories, translated from the Hindi by Vidya Pradhan along with highlighting the notable features of her prose.

Introduction

Emotions and communication constitute fundamental elements of human existence and exert a notable influence on our everyday conduct.

I. Family Systems and Dysfunction

The Family Systems Theory emphasises how families work as linked systems through multiple interdependent and reciprocal connections. According to the notion, a person's behaviour and emotions are influenced by the family system in which they are raised (Kerr and Bowen). That being the case, family systems theory offers a comprehensive framework for comprehending the intricate dynamics of family connections. The connection between family dysfunction, family roles, and depressive symptoms examines six family roles people might adopt in their family of origin: hero, scapegoat, lost child, mascot, caretaker, and mastermind. Research shows that family dysfunction is associated with adopting specific detrimental family roles, such as scapegoat and lost child, which are linked with depressive symptoms later in life (Zagefka et al.).

II. Emotional Neglect in Children

The basis for having an emotionally unavailable partner in Indian marriages can be attributed to a combination of cultural and familial factors, as well as early attachment patterns. Children who are hesitant to express their emotions due to fear of physical or emotional harm are typically discouraged from doing so at home. In cases where they lack an emotionally expressive role model, these children may not acquire the necessary skills. As a result, many households teach individuals to conceal their emotions from an early age, leading to a lack of emphasis on emotions as a crucial component of a happy marriage in Indian couples (Collins; Lamb; Rosenthal). As a result, lessening emotional repression might enhance a parent-child connection overall.

On Girls and Broken Homes

During the time Mannu Bhandari walked, the subjugation of women was standard practice. As the newly independent nation was becoming aware of itself slowly, her female protagonists became the embodiment of the modern addled women. She concocted female characters who did not shy away from choosing what their heart wished for, unlike the ravishing heroines who adorn the posters of blockbuster movies, always hidden behind the enlarged visage of the hero and almost always sexualized and always the splitting image of sacrificing nurturers.

In her book, *Girlhood*, Melissa Febos talks about the origin of the word 'slut'; how, in the twentieth century, 'slut pennies' referred to hard nuggets inside a loaf of bread that formed because of insufficient kneading till the eighteenth century; turned into an immoral woman who indulges in sex excessively (Febos). The word 'slut' was initially meant for a woman who was a poor housekeeper, a messy, careless woman. However, its connotation changed drastically over time.

Similarly, over hundreds of years of subjugating women, the idea that stemmed from when humans were hunters and gatherers, men were physically competent to hunt for food and fight; hence they were the sole breadwinners of the household, still hasn't been let go of; the times have changed now; the times changed years ago. The oppression turns into sexualizing women, reducing women to mere objects of sex or ultra-feminine, always sacrificial and giving, and whatnot. The same perception is reflected in literature, cinema, and life globally. The roles of heroines and female characters we see are most of the time are written to make them the eye-candies.

Bhandari carved a niche for herself by writing about the intricacies of womanhood in mundane everyday life. Familial relationships, a significant thread running through day-to-day life, were a recurring subject matter in her writings. Family is the first edifying foundation a person forms a deep-rooted connection with. Extensive research on the themes of dysfunctional households has highlighted that each person's ethical beliefs come from their family, where behavioural expectations have been moulded and where the person's innermost thoughts and distinctive personality features are expressed (Kerr and Bowen). The term is synonymous with little to no communication, followed by physical or verbal abuse, neglect, and, more often than not, all of the above, which naturally inhibits mental as well as physical state. According to Hall, a hostile family environment includes aggression, little affection, neglect, addiction, and violence.

The Tale of A Weak Girl: Exploring the Dynamics of Parent Child Relationships

This underlying train of thought runs through many of her works, such as the short story *The Tale Of A Weak Girl* (Pradhan, *The Tale Of A Weak Girl*), initially published in Hindi as 'Ek Kamzor Ladki Ki Kahaani.' The story follows Roop, a young girl forced to leave school after her father believes it is unsafe. She studies at home but struggles to make progress, and all the household work is piled on her by her callous and strict stepmother. Roop's father decides to send her to her mama's house for a few days, where she develops a close relationship with Mama, Mami, and their adopted son Lalit. Lalit takes on the responsibility of Roop's studies, and she quickly loses her inhibitions in the unrestrained atmosphere of the house. She passes the matriculation exam with first division, and Roop and Lalit argue about what subjects she should choose for college, but she ultimately chooses the subjects Lalit recommends. Lalit is surprised that Roop, who claims to be independent, always follows what others tell her to do.

Roop is starting college when she receives a letter from her father asking her to return home, but she is conflicted about what to do. Lalit urges her to stand up to her family, but Roop is afraid of disappointing them. Ultimately, Lalit helps her get the letter written, and the matter is postponed. Gradually Roop and Lalit's relationship develops into a romantic one. Three years later, Lalit is preparing to go abroad and confesses his love to Roop. He asks her to take care of herself while he's away and promises to return for her. Roop, who was encouraged by Lalit's letters to work hard, writes to him that she is feeling helpless and alone because her father is forcing her into a marriage. She tells Lalit she would rather kill herself than suffer a slow death in an unhappy marriage. Lalit's response comes too late, as Roop has already been married to someone else. Roop writes to Lalit again, saying that she is happy with her new husband, who is a well-known lawyer, but that she does not want to hear from Lalit again.

Roop is in a loveless marriage with Vakeel Sahib, a lawyer constantly busy with work. When Lalit visits her unexpectedly, she is filled with emotions, and they reconnect. Over the next few days, Roop avoids Lalit, but eventually, he gets her to sit with him and asks her about her day. Roop breaks down in tears, and Lalit regrets causing her pain. He tells her that he went to England to make her happy by getting a good job, but he didn't know that the

things she had wanted from him were minor. Lalit asks Roop to run away with him and eventually convinces her to leave and promising a better future together. She agrees, and they plan to leave the next day. Roop spends the day preparing to leave and imagining a bright future with Lalit but also fears her family's reaction. Vakeel Sahib arrives late that night, and Roop is afraid he has discovered their plan. Vakeel Sahib tells Roop that he was late because an old friend was in trouble because his wife ran off with another man. The conversation shatters her resolve to elope, and the story ends with Roop unpacking her suitcase with tears streaming down her face.

During the time she stayed at her maternal uncle's place, Roop and Lalit's complex relationship developed into a romantic one with affection and occasional conflict. They seem to care about each other and have a playful, teasing dynamic, but they also have disagreements and frustrations with each other. Lalit sometimes teases Roop about her rural upbringing, while Roop can be stubborn and resistant to Lalit's suggestions. Despite their occasional disagreements, they support each other, such as when Lalit helps Roop with her father's letter. They often spent time together, such as going to the cinema. Their relationship appears to be a mix of playful banter, support, and occasional friction. Her relationship with her uncle and aunt also represents a healthy family system (Barnhill). While we see the vibrant and cheerful spirit of Roop when she has the freedom of expression, emotional support, and the option of clear communication, on the other hand, we see the timid and scared child cowering in the confine of emotional neglect.

The narrative focuses on a young girl who has experienced the loss of her mother and must quickly mature to cope with the changes in her life and addresses the theme of grief, as Roop's mother passes away abruptly, leaving her daughter to handle the emotional turmoil and emptiness in her life. The story depicts the intricate family dynamics that emerge when a new member, like a stepmother, enters the family, highlighting the conventional gender roles enforced on Roop by her stepmother, who thinks that a girl should only learn housework rather than academics. The portrayal of the significance of education during a child's formative years, which Roop's father and stepmother disregard, led to negative consequences for Roop's prospects. The story delves into a childhood being cut short due to unforeseen circumstances. Roop is compelled to shoulder adult responsibilities at a young age, leading to her maturation.

Roop appears to be a depressed and dependent individual. Her family background is dysfunctional, and she is dealing with the

loss of her mother, which has affected her emotionally. Roop was accustomed to her mother's unconditional love, but her stepmother's strict hostility was a stark contrast to that. Her stepmother appeared to have a bias against her from the beginning, and it is unclear what caused it. She was controlling and would restrict Roop's freedom and movements. This behavior is expected in dysfunctional families where one member is in charge and can use their power to control others. Roop's stepmother forced all the household chores onto her, and Roop took on all the household work without complaint, which caused her studies to suffer.

Furthermore, Roop has a strained and dysfunctional relationship with her father and has no friends to confide in or support her. Whether it was about leaving school and being homeschooled or going to live with her maternal uncle, she had no say in the decisions. The reason behind this is a breakdown in family communication. Roop and her father were unable to speak well with one another. Her surroundings become toxic as a result of the lack of communication since she is unable to articulate her feelings. Additionally, her family lacked the emotional support Roop needed after her mother passed away. Her stepmother does not offer Roop the emotional care she needs; instead, she piles all household chores onto her, and her father is physically present but emotionally inaccessible. The emotional neglect Roop underwent contributed to her developing into the "lost child" who finds it difficult to maintain relationships and communicate (Zagefka et al.). When she heard her father talking about sending her to her maternal uncle's, she rebelled against the idea, feeling that she was being kicked out, but her stepmother's negative comments about her crying ended up making things worse. She has no clear goals or direction in life, and her lack of self-confidence and self-esteem makes her vulnerable to the manipulation of others (Zagefka et al.). These factors contribute to her sense of helplessness and despair, making her a prime candidate for depression and dependency. Such a hostile and controlling environment can have a long-lasting impact on a child's mental and emotional well-being, causing Roop to feel neglected and unimportant. These factors led to Roop's depression and dependence, making her a shell of her former self.

Roop and her father underwent a change equivalent to this after her mother's death. Roop grew into a timid child and withdrew into herself and her father even though bodily present was emotionally distant. A year after her mother's death, Roop's father married again.

The arrival of a new member, who was a negative influence, in the family was another systemic change that impaired the family system to a further extent. Time and again, Roop tried to break off from the chains binding her but the scars of a dysfunctional family were deep rooted and detrimental.

Conclusion

The short stories referenced above found that emotional unavailability and neglect have an impact on a close relationship, such as that between parent and child and spouses. A parent's ignorance of their child's emotional needs after the death of the other parent is detrimental to the relationship as well as to the healthy mental development of the child, as seen in Bhandari's *The Tale Of A Weak Girl*.

As the resolutions of the story draws near it is clear that the cycle of neglect and unavailability in Roop's continues. The unhappiness, dejection and misery being experienced by both the protagonists throughout the course of the stories latches on to them, never letting loose its grasp. These stories encapsulate the case in point that functional families must have open lines of communication, emotional availability, well-defined roles, and shared values (Barnhill). The significance of efficient communication is one of the central themes that emerges from the research on healthy family systems. It's important to note that communication in a family goes beyond just exchanging negative remarks. Without these vital elements, dysfunctional households can negatively impact the emotional, mental, and physical health of the family members. Communication within a family system includes both verbal and nonverbal behavior that takes place both inside and outside of the family's social circle. Families should be able to adapt to changing circumstances and different life stages, such as illness or crises (Haley) which was not the case either with Roop's family or with Soma Bua's family.

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Flipped Learning to Increase Students' Motivation

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Theoretical Overview

The chapter will deal with the theoretical and methodological background of the flipped learning in education, teaching process, especially, using flipped learning in increasing efficiency of the classes in distance learning, making the classes both interesting and enjoyable for students, generating students' positive and firm motivation toward the subject. Instead of traditional way of teaching, flip learning has integrated into teaching as an approach, which activates students' self-study skills.

From our experience of integrating the flipped learning strategy into teaching process, it is believed that this approach is crucial while working with lecture materials. A teacher while dealing with theoretical materials can implement flip teaching methodology to use the time spent on lecture delivery. Instead of long lectures with students taking notes, a teacher can use the new materials for students to study them independently, as a result more time will be spent on group discussion and activities focused on the issues of new materials. It is known that acquisition is a process which requires information processing, analytical and critical thinking skills. The efficiency of the grasped materials depends on students' concentration on the material and effort they invest on its acquisition.

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According to mechanism of motivation, in order to flip learning be able to appeal to students and to provide better opportunities for them to take intellectual risks, to build a positive motivation to active learning, the materials should provide specific extra tasks. Texts, videos accompanied by tasks within the self-regulated learning strategy can facilitate students' reflection on them. Moreover, by activating students' research skills, self-regulated strategy is able to activate students' overall participation and motivation toward the subject. The activities to be used in each stage of self-regulated learning by having a specific aim are intended to generate students' interest and guide them through the learning process. The chapter will also explore the self-regulated learning strategy within the flipped learning in teaching Master program students in Education (pedagogics) in the distance learning context and demonstrate the results of its implementation.

In studying motivation study research J. Brophy (Brophy, 1998) highlighted: "We are involved in intrinsically motivated action, because we have a drive for it. They do not require other motivating consequences, the only reward for them is spontaneous interest and joy from doing an action". J. Brophy equates intrinsically motivated behavior with decisive behavior, which entails inquisitiveness, discovery, spontaneity, surprise and interest to the surroundings [1, p.51].

Intrinsically motivated behavior is based on the sense of mastery, interest, and also the sense of freedom from external pressure, such as rewards and stimulus, when the individual perceives him/herself as a source and cause of his/ her actions. People's intrinsic needs in the competence motivate them to strive constantly for achievements of the goals which are challenging, but of optimal difficulty, which are neither difficult nor easy.

"If you have always done it that way, it is probably wrong." This citation belongs to the famous inventor, engineer, businessman, and holder of no fewer than 186 patents Charles Kettering. Referring to the citation we may say undoubtedly this citation can be applicable to any sphere as well as teaching. No matter what method it is, how interesting it is, it may lose its validity if it is repeated often.

In order to motivate the students and to make the process meaningful, a teacher needs to use a variety of approaches and methods. One of the approaches which has integrated into teaching process is flipped learning methodology. However, flipped learning methodology is not newest method. This method was introduced by

scholars of Harvard university Catherine H.Crouch and Eric Mazur. The researchers of the university sent the materials to students to study and reflect on the materials for the coming class. Then the students got the materials and worked on the materials. During a class the professors used tasks and discussions in class, which enabled students to grasp the materials.

In flipped learning classes professors may use tasks which assist in developing higher order skills. The main peculiarity of the method is students may study and research together, use peer learning, think-pair-share, problem-solving skills and take an active part in the class discussions. A teacher may act as a facilitator, moderator, and students take responsibility for their learning. The use of information technologies by enriching the flipped learning methodology facilitates in forming the skills of the 21st century. Skillful combination of the technologies and taking into accounts students' needs this method to be the most effective one.

Duishon Shamatov (Shamatov, 2022), by studying the literature suggested the following ways in organizing flipped classroom.

1. Defining the flipped learning class and plan;
2. Choose the materials according to the aim of the lesson (for example, video, presentation, recorded lecture, book or article, journal);
3. Share the materials with the students and tell students that the materials will be fully discussed in the class;
4. The students not only read the materials, but do the assignments before the class;
5. During the class students do not listen to the lecture, but take part in a discussion using the key concepts.

According to the scholar Duishon Shamatov, for making the discussion more useful and more organized a teacher may start with active questions and answers. It is necessary to write down the most interesting key questions on the board. The students may choose the questions, which cause their interest. They may work in groups to make presentations or do the assignments in pairs or small groups. Performing in front of the groupmates make the students feel the responsible and active, while other students not are to not only listen, but write down their questions. When students ask each other questions and share their suggestion make the lesson more interesting and interactive. Active learning serves as key in interesting the students in new materials [2, 132].

As A.N.Leontiev (Leontiev, 1975) pointed out the role of an interesting subject to become a sphere of goals within a certain motive. Referring to A.N. Leontiev, it is suggested that an interesting subject is able to cause many other goals. For example, a student is interested in the subjects, he or she will try to get insight into the materials, study the materials with more interest and enthusiasm, shares new knowledge with peers, searches more effective ways of learning, and spends more time on learning and makes learning a habit. To form a firm motivation and a positive attitude to a subject, a teacher should work on attractiveness of the subject, which depends on many factors such as content differentiation, introduction of new materials, implementation of interactive methods of teaching, which requires students' active participation and research skills [3].

The tasks which were used together with flipped learning:

For pre reading and while reading

KWL chart (anticipation, provoking interest)

True/ False questions

Watching a video

To take part in online activities such as role play, kahoot etc.

Writing essay, commentaries

Finding key concepts

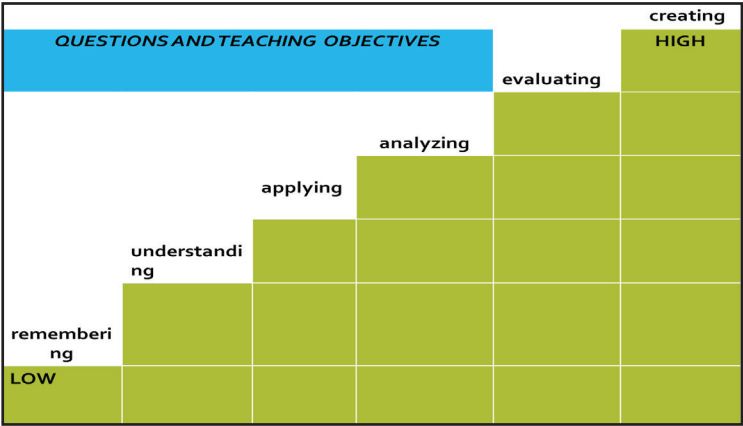
Watch video, write commentaries

Read article and write review and response

Read article and prepare questions, find the main idea of the text.

Flipped learning as a method which activates students' participation by providing more opportunities for engaging students' critical thinking skills. The most successful classrooms are regarded to be the classrooms, which encourage students' creative skills. As authors Halpern 1996, Kurland 1995, Unkrau 1997 (cited in Alan Crawford, Wendy Saul, 2005) stated critical thinking skills by enabling to think over and analyze our thoughts and our decisions made us to be more reflexive on our decisions. Critical thinking being bias-free relies on logic and information that is gathered from different sources and filtered through our critical thinking skills may be of great importance to our decision-making skills. The problem is solved easily by detecting errors and from different perspectives and points of view. Searching for many perspectives, looking for more than one answer is the way for creativity and introduction of design thinking approaches in teaching.

One way that people who study and teach critical thinking and active learning (e.g., Anderson 2000) (cited in Alan Crawford, Wendy Saul, 2005) organize goals for teaching and learning is to create categories or types of questions and teaching objectives. The idea is that simply remembering some fact is a very “low level” question and objective. At the other end of the list is the “high level” act of creating new ideas or making new inferences. Below is a list that includes categories of questions and objectives that range from the lowest level (remembering) to the highest level (creating) [4].



Students who think critically are typically excited about their learning. They see challenges and opportunities for learning in even the most difficult intellectual tasks. These students are mindful of opportunities to use their critical thinking skills and typically engage these opportunities eagerly — whether in the classroom context or in the world of their own communities.

Being one of the most important component of teaching process, flipped learning requires acute attention. Flipped learning has a potential to expand knowledge of the students, if it has good organization. In any activity, and mostly in self-study activities, such as flipped learning it is important to develop students’ confidence and belief in their abilities. As it was noted in the J.Brophy’s work, the researchers Bandurra and Shunk have studied self-efficiency of the students. According to the given scientists, self-efficacy is judgment of the learners about their abilities of the task performance in single achievement situation. The studies, done by researchers Bandurra and Shunk show that efforts and persistence increase, if people have the sense of efficiency and competence and if they

believe that they have all necessary strategies for solving the tasks by making all necessary efforts. The given judgment, according to investigators, can influence the choice of the task and the quality of performance. People with high feeling of achievement are likely deal with such situations more confidently, and are involved in the task more persistently and more willingly. However, people, who do not feel confident about their abilities in acquiring some skill, refuse. If they do not give up at first for some reason, they easily give up and get frustrated [1] .

Self-regulated learning was investigated by various researchers (Brophy, 1998; Corno & Rohrkemper, 1988). Rohrkemper suggested that self-regulated learning being the highest form of cognitive engagement, stimulates active learning by getting the students take responsibility for their learning. Self-regulated learning should be the highest form of motivational endeavors. The researchers suggested ways of improving students' self-regulated learning by implementing various activities in teaching [5].

The Use of Self-regulated Strategy in Teaching and its Implementation

Self-regulated Strategy

Use the result from the previous performance

1. Plan, set goals and lay out
2. Use strategies and monitor
3. Reflect on the performance

By providing tools for effective active learning self-regulated strategy facilitates efficient task performance. The first phase deals with planning and setting goals. The second phase deals with using the strategies and monitoring the task performance. The third phase involves reflecting on the performance.

These strategies deal with effective planning and setting the goals which are SMART. Setting the right goals for working with new materials and tasks is really important, since they mostly determine future success of material acquisition. SMART goals, which are specific, measurable, achievable, realistic and time-bound, stimulate active learning and raise the productivity of the performance and students' overall achievement as a result. Reading for purpose, for reflection made the materials more valuable. The depth of the materials to be used affect the competencies acquisition by students.

The second phase deals with using the strategies and monitoring. It is not only about equipping the students with the right skills, but it is also about helping them to improve on the areas, on which they need to work on. The second phase deals with using strategies and monitoring process. Acquisition of such skills by students enable them to see the progress.

The last, but not least phase of the self-regulated strategy is reflecting on performance. This phase enables the students to see their strengths and weaknesses as performers to achieve better results.

According to Brophy (Brophy, 1995), it is necessary to teach skills for self-regulated learning and study:

1. Actively preparing to learn
2. Committing material to learn
3. Encoding and elaborating on the information presented
4. Organizing and structuring the content
5. Monitoring comprehension
6. Maintaining appropriate affect

In our experiential teaching for implementation of self-regulated learning strategy we emphasized on arming the students with the skills for better learning using flipped learning methodology to get more benefits from learning.

30 students were participating in experiential teaching. During the experiments there were used interviews with students, questionnaires to define the initial level of students' motivation. Judging from our experiential learning it is necessary to note that students were very responsive and active during the process, as well as showed depth comprehension of the materials.

By the end of the experiment there were following outcomes: the number of the students with high motivation increased from 36% to 54%, the number of students with medium motivation decreased from 50% to 38%, and the number of students with low motivation has decreased from 14 to 8%.

Being not similar to face-to-face teaching, distance learning education requires special attention and rather different methods and technologies to be involved to increase the efficiency of the process. Keeping the learners motivated from the distance a teacher needs to get effective communication and ongoing feedback from the students. The use of methodologies such as flipped learning,

blended learning are one of the activities, which help the learners to require the right competencies. Also the factors which should be taken account in learning are individual-oriented approach and humanization of student-teacher interaction.

Conclusions: Changing the Paradigm of Teaching

New demands in teaching has led to the need of innovative methods and approaches. High quality training necessitates effective methods. Dynamically developing world is requiring a person to be mobile and flexible. As teachers and mentors, we need to arm students with necessary knowledge and competencies for their successful careers and lives. That is why it is important to understand their needs and interests, continuously support in their endeavors by giving them more chances for personal development.

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8

Evolution of Pedagogic Practices

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Abstract

This chapter provides a quick review of the various pedagogic practices ranging from traditional approach to teaching learning to present day classroom teaching learning approaches. How the various learning theories influenced our understanding of the teaching learning processes and influenced the pedagogic processes employed in the classroom context has also been outlined in this chapter. The impact of learning theories on syllabus designing and assessment processes is also discussed briefly. Finally the chapter goes on to discuss some of the innovative processes of teaching in the classroom context and also touches upon technology aided classrooms and how it can be blended with physical class room teaching to get effective results.

The evolution of various innovative teaching methods is a direct consequence of the paradigm shift in the teaching learning theories. Teaching and learning is viewed as a closely interrelated process where the learner teacher are equal stakeholders in the process of learning. The current teaching learning situation is outcome driven with clearly defined objectives, specific teaching methodology, assessment processes and well defined measurable outcomes. The methodology is such that various paths and approaches are adopted to acquire skills of different levels and nature. The chapter also touches upon how technology has aided and transformed the present day teaching learning classroom. The present day teacher needs to have not only subject knowledge and pedagogic skills but needs to remain updated about latest research in this field; be trained in the application of latest technology; have knowledge

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about psychology to understand the learner mind and the learning process; be adept at using various soft-wares and be able to conduct blended class rooms. The chapter also emphasizes that modern technological aids are only a source of empowering the teacher and cannot replace the teacher in any way.

Keywords: Learning, Teacher, Learner, Psychology, Technology, Softwares, Classroom, Method, Pedagogy.

The Evolution of Teaching Learning

In earlier times, teaching learning was a luxury only the affluent could afford. The teacher's role was highly valued and respected and the teacher was the source of all knowledge. The teacher was expected to impart not just academic knowledge but also inculcate moral values. The learner played a passive role in the learning process. Another term for teaching learning that we are familiar with is pedagogy. Pedagogy is about teaching students and builds on previous learnt knowledge. Pedagogy is guided by the teacher's theoretical understanding of teaching learning and is also based on how the teacher presents the content to the students based on their needs which helps the teacher to choose the best teaching method. In teacher centred pedagogy the teacher decides what is the most meaningful lesson for the learner and is focused on giving the correct information and knowledge and act as a role model for the student.

For a long period this understanding of teaching learning dominated the classroom processes. Since pedagogic research was greatly influenced by behaviourist and structuralist learning theories till the sixties and even seventies, the major focus was on the teacher and the teaching materials. Noam Chomsky's (1967) theory on Mentalism revolutionised the classroom teaching learning process and the learner was brought to focus. Piaget's constructivist theories also emphasized that the learner had an active role to play in the process of learning. While in the traditional approach, the syllabus was framed by the teacher based on his/her understanding of what was needed for the learner to learn, a major change that occurred was that the learner's needs came into focus and the syllabus was prepared keeping the learner and the various variables associated with him in mind. Many other socio psychological theories, Gestalt learning theory (based on insights), cognitive theories etc. came up where the learner was seen to have a very active role to play in the learning process. (Scott, 2012).

All these developments influenced class room pedagogy and some major approaches came into existence and in all these approaches the learner had an active role to play in the teaching learning process. The constructivist approach encouraged critical thinking among the students ; collaborative approach believed in giving problem solving tasks to peer groups ; integrative approach made learners relate lessons learnt to practical situations in their daily lives; reflective approach was based on reflection and analysis by learners of various situations and inquiry based learning which was based on understanding of something and further questioning by the learner where the learner is free to explore, question, modify and refine his ideas and observations. Broadly modern teaching learning techniques mainly focus on how friendly the learning environment is and focus on peer group learning to make the learning process enjoyable, interactive, joyful and anxiety free. It also takes into account the learning styles of each learner like kinesthetic , visual, aural and experiential learners and designs activities to match the pace of learning and level of the learner. Understanding the learner is crucial for the teacher to focus on the students' weaknesses and guide them.

Since understanding of the learner needs is improving , more innovations in the teaching learning process is taking place . Present day pedagogy takes into account the moral values and sensibilities of the learner and also his social development. It also takes into account how a learner deals with his day to day problems and reflects on it , finds a solution and learns from it. It also aims to make him be aware of , be tolerant of and be respectful towards cultural differences other people's point of views. It also encourages learners to look beyond textbooks and explore new sources of information and learn from them. The present day teaching learning situation addresses the development of three major areas namely knowledge, skills and behaviour. Modifications are constantly being made in the teaching learning process and this has helped to improve upon the teaching standards. A clear understanding of learning objectives and mapping it with learning outcomes has helped modern teaching learning contexts immensely . Recognizing each learner as an individual with different needs, styles of learning and levels of interest has greatly helped to improve the teaching learning process.

This present approach to learning teaching has ensured a learner centered approach to teaching where the learner is an active participant and not a passive recipient of the teaching learning process. He takes responsibility for his learning, He learns by

working in a group or a team and the development of his various cognitive skills like observation, reflection, analysis, comprehension, evaluation, synthesis and application of his learning in various practical situations are taken care of.

This change in the teaching learning process has also had a major impact on the evaluation process. Earlier it used to be a one time evaluation with mostly closed ended questions or questions which required the learner to produce memorized answers. At present not only the test but also the process of testing has undergone a drastic change. The present day assessment is mostly based on a continuous assessment model. The questions are framed ensuring the level of skills it is addressing in the sense to what extent the learner understands, remembers, is able to analyse, reflect, discuss critically, apply in real life or create something new. This is largely based on Bloom's taxonomy (1956). The syllabus designing has undergone a lot of change where the learning objectives and outcomes are clearly defined and aligned with the overall programme objectives.

Innovative Ways of Teaching Learning

With all these developments in syllabus, assessment methods etc, innovation in teaching learning is inevitable. Teachers need to constantly update and nurture their understanding, knowledge and skills through conscious and focused efforts. Teachers in order to be effective need to have an excellent understanding of the teaching learning process, the latest developments made through research and make constant modifications in the implementation of various methods. The first change in our approach to teaching is the need to understand that the teacher and learner are both active and equal participants in the teaching learning process and both are responsible for the outcome. An understanding of the learner's psychology is also important.

In order to bring about innovations in teaching learning, teachers need to first understand the basic difference between learning and teaching. Learning is all about creating an intentional and deliberate change in ourselves by learning a new skill, by acquiring a new behaviour or by changing our viewpoint. Teaching on the other hand is a series of steps, outside the learners which are carefully constructed to support the process of learning. While teaching happens outside the learner, learning is internal to the learners. (Reece and Walker 1997) Teachers also need to understand the learners; their needs, their psychological state; their nature, their interests, their learning styles etc.

The present day teacher is more of a facilitator who simply guides and helps the learner to learn new things on his own. Earlier students sat in rows with the teacher standing in the front. With the change in understanding of teaching learning the seating arrangement has also undergone a change. In present day classrooms learners usually sit in groups in a circle and a different activity is assigned to each group based on skill level of the group or their specific learning needs. The learning is customized to match the need level and pace of the learner. Sometimes a group may also be sent to read in a library or go out in the grounds to explore something. It has been observed that learning is best when it is based on experience. It could be either first hand experience of the learner or experience of others which they read. So based on this understanding of learning teaching methods like 'problem solving', project work based on real life experiences, 'participative learning' etc came into existence. Brainstorming sessions and group discussions which enable students to synthesize the knowledge they have gained through experience and then reflect on what they need to learn and practise more; are very common in present day classrooms. Activity based learning is also a very popular approach which is based on involving learners with stimulating activities to match specific learning outcomes. Flipped classrooms and blended classrooms are very effective innovations in the classroom teaching process. In flipped classrooms learners complete their homework in the classroom with the help of teacher and peers and go through the lectures at home. This is done to promote higher order thinking skills and application skills. A blended classroom is one where the teacher combines traditional classroom based teaching with the help of online educational materials. In blended classrooms there are also opportunities for the learner to interact online with other learners apart from physical interaction with his peers in the classroom.

Introducing Technology and Multimedia in Teaching Learning

Technology is at present a very integral part of human existence. It has its impact in the education sector as well in a big way. The present day educator needs to be trained and updated on all the technological aids that can be applied in the teaching learning context in the classroom.

There are softwares for preparing quizzes, tests, tools, assessment tools, educational videos, digital textbooks, impressive

presentation tools, audios, animated experimental videos, engaging multimedia content, web resources, digital boards, smart boards and a range of other technological aids which can be easily blended with physical classroom teaching. Multimedia content helps students to engage with interesting and stimulating content which gives them an opportunity to explore diverse perspective towards a topic. This helps in their cognitive development. This also helps in creating an enriching, innovative, creative and engaging learning experience and learners get an unlimited access to learning. The teacher guides the learner to develop critical problem-solving skills. By using technology in the physical classroom, teachers can get students involved in a practical and stimulating learning experience. The teacher acts as a guide while the learner navigates through learning at his own pace. The way students learn is impacted greatly in a digital classroom. The classroom context is interspersed with meaningful activities and the student is made responsible for all that he is learning. With the help of these technological aids students revise, analyse or brain storm in a collaborative manner. The learners get a chance to reflect, evaluate, reinforce ideas and skills they have learnt. Digital assessment becomes instant, quick, reliable and unbiased and learners get instant feedback. However we need to understand that technology can never replace the physical presence or undermine the significance of the teachers' presence in the classroom. Technology only empowers the teachers to carry out innovative ways of teaching and achieve their desired outcomes in an optimal manner.

Teacher's Training in CALT (Computer Aided Learning Teaching)

The present day teacher needs to be thoroughly updated and comfortable with incorporating technological aids in classroom teaching. Since a lot of repetitive activities like reinforcement of a topic, creating relevant and effective content, evaluating learners and generating reports are taken care of by technology the teacher can focus more on the learner's needs and guide him more effectively. With the help of e-classrooms the teachers can teach students across geographical boundaries and thus the need for infrastructure is eliminated and this leads to cost cutting as well. Technology has been able to take care of many challenges faced in classroom teaching. (Whittlestone 1993). Ed Tech Brands are constantly giving classroom solutions and help to reach out even to the learners in remote rural areas where they are deprived of quality education. Ed

tech is constantly working on classroom solutions to find answers to the evolving needs of the present day teaching learning classroom contexts.

Conclusion

The chapter gives an insight into the evolution of pedagogic practices over the years. The modifications in teaching methods based on various learning theories, assessment methods, syllabus designing etc is an extensive area to explore. The technological aids in the modern world have further enabled teachers to optimize the classroom context for better and more stimulating, creative and effective learning.

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Islamic Feminism in Nawal El Saadawi's 'Woman at Point Zero' and Khaled Hosseini's 'A Thousand Splendid Suns'

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Abstract

The novels 'Woman at Point Zero' by Nawal El Saadawi and 'A Thousand Splendid Suns' by Khaled Hosseini explore the themes of gender inequality and the struggle for women's rights within Islamic societies. While they tackle similar topics, it is important to note that Nawal El Saadawi's work primarily focuses on feminism in the context of Egypt, while Khaled Hosseini's novel takes place in Afghanistan. 'Woman at Point Zero' tells the story of Firdaus, a woman who is sentenced to death for the murder of a man and shares her life experiences with the narrator. It is based on a true story. This novel delves into the oppressive conditions faced by women in Egyptian society, addressing issues such as female genital mutilation, forced marriages, and the objectification of women. El Saadawi presents a critique of the patriarchal structures that perpetuate these inequalities and emphasizes the need for women to reclaim their agency and challenge societal norms. On the other hand, 'A Thousand Splendid Suns' explores the lives of two Afghan women, Mariam and Laila, against the backdrop of the tumultuous history of Afghanistan, including the Soviet invasion, civil war, and Taliban rule. While the novel primarily focuses on the themes of love, friendship, and survival, it also portrays the challenges faced by women in a deeply conservative and patriarchal society. The characters' experiences shed light on issues such as forced marriages, domestic violence, and restrictions on women's freedom. Both novels highlight the intersectionality of gender, religion, and cultural traditions, emphasizing the importance of recognizing and challenging

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oppressive systems while acknowledging the diversity within Islamic societies. They depict women's experiences as complex and multifaceted, portraying their resilience and agency in the face of adversity. While the authors have different styles and narrative approaches, both works contribute to the broader conversation on gender equality, women's rights, and the potential for reform within Islamic societies. The present paper aims to provide an analysis of the portrayal of Muslim women in Nawal El Saadawi's 'Woman at Point Zero' and Khaled Hosseini's 'A Thousand Splendid Suns' highlighting their exploration of gender inequality and their struggles within Islamic societies. The paper is an attempt to highlight Islamic feminist perspective that seeks to challenge the oppressive aspects of Islamic tradition.

Keywords: *Islamic Feminism, Oppression, Patriarchy, Sexual Exploitation.*

Islamic Feminism

Islamic feminism is a feminist movement that seeks to address gender inequality within the framework of Islamic teachings and traditions. It is a term used to describe the efforts of Muslim women and scholars who aim to reinterpret and reclaim elements of Islam in order to promote women's rights, equality, and social justice. Islamic feminists argue that gender inequality is not inherent to Islam itself but rather stems from patriarchal interpretations and cultural practices that have been imposed over time. They advocate for a more inclusive and egalitarian understanding of Islam, emphasizing the principles of justice, equality, and human rights found within the Islamic scriptures. Islamic feminists engage in various forms of activism, scholarship, and advocacy to challenge discriminatory practices and interpretations of religious texts. They explore alternative interpretations of Islamic scripture, reexamining traditional understandings and highlighting the egalitarian messages present in the Qur'an and other Islamic sources.

Key areas of focus for Islamic feminists include issues such as women's access to education, legal rights, political participation, reproductive rights, and freedom from violence. They seek to challenge gender norms and cultural practices that limit women's agency and promote harmful stereotypes. Islamic feminism is a diverse and evolving movement, with a range of perspectives and approaches. Different individuals and groups within the movement have varying interpretations of Islamic teachings and strategies for achieving gender equality. Islamic feminists also engage in dialogue and collaboration with other feminist movements and activists across

the globe, seeking to build bridges and create spaces for mutual understanding and cooperation. Islamic feminism represents an effort to reconcile Islamic faith with the pursuit of gender equality and women's rights, aiming to bring about social change within Islamic societies while honoring the principles and teachings of Islam.

Nawal El Saadawi As a Feminist

Nawal El Saadawi is widely recognized as a prominent feminist figure and advocate for women's rights. Her work and activism have played a significant role in challenging patriarchal structures, exposing gender inequality, and advocating for women's empowerment in Egypt and beyond. (Palmer 88) El Saadawi's writings and activism critically analyze the oppressive nature of patriarchal systems and the detrimental effects they have on women's lives. She exposes how gender inequality is deeply embedded in social, cultural, and political institutions, advocating for the dismantling of these structures. She talks about the experiences and struggles of women in Muslim world. She addresses a wide range of women's issues, including gender-based violence, female genital mutilation, sexual exploitation, and discrimination in various spheres of life. Through her writing, she amplifies women's voices and experiences that are often marginalized or silenced. She has been a vocal advocate for women's health and highlights the challenges women face regarding access to healthcare and the societal control over women's bodies. El Saadawi recognizes the intersectionality of women's experiences, acknowledging how gender discrimination intersects with other forms of oppression, such as class, race, and religion. She emphasizes the need to understand and address the interconnected nature of various systems of discrimination. El Saadawi engages with Islamic teachings, questioning patriarchal interpretations and advocating for a more egalitarian understanding of Islam. She challenges the ways in which religion has been used to justify and perpetuate gender inequality, promoting a feminist interpretation that empowers women within the framework of Islam. (Nawal 195)

Her work has contributed to the global discourse on gender equality and women's rights. She has been recognized as a significant voice in the feminist movement, inspiring generations of activists and scholars. Her work has sparked important conversations, brought attention to pressing issues, and fostered empowerment and liberation for women in Egypt and beyond.

Woman at Point Zero

It is the most famous novel by El Saadawi with a focus on gender issues and condition of women in Egypt. The novel highlights the pervasive influence of patriarchal structures in Egyptian society, emphasizing the unequal power dynamics between men and women. It explores how gender inequality manifests in various forms, such as restricted opportunities, limited agency, and systemic violence against women. It sheds light on the lived experiences of women subjected to oppression and violence. Through Firdaus's narrative, the novel portrays the struggles faced by women who are marginalized, objectified, and denied autonomy. It also showcases acts of resistance and resilience as women strive to challenge societal norms and assert their agency. It also exposes the commodification and sexual exploitation of women within a patriarchal system. It explores how women's bodies become objects of control and desire, often resulting in their dehumanization and subjugation. Firdaus's experiences as a sex worker highlight the intersectionality of gender and sexuality in the context of oppression. "Day and night, I lay on bed, crucified, and every hour mean would come in. there are so many of them." (Nawal 61) The novel engages with the concept of Islamic feminism, which seeks to reconcile Islamic teachings with the pursuit of gender equality. The novel questions patriarchal interpretations of religion and advocates for a reinterpretation of Islamic texts to challenge oppressive practices. Through her writings the author tries to provides a glimpse into alternative interpretations of Islam that empower women and promote equality. The novel explores the theme of agency and the quest for liberation. Firdaus's journey reflects her pursuit of personal freedom and autonomy in a society that seeks to confine and silence her. The novel presents a nuanced exploration of individual agency, emphasizing the importance of personal choice and the reclaiming of power. "Now I knew what I wanted. Now there was no room for illusion. A successful prostitute was better than a misled saint. All women are victims of deception. Men impose deception on women and punish them from falling so slow, bind them in marriage and to chastise them with menial service for life, or insults, or blows. Now I realized that the least deluded of all women was the prostitute. That marriage was the system build on the most cruel suffering for women. (Nawal 94) It offers a critique of gender inequality and patriarchal norms within Egyptian society.

From a young age, Firdaus endures various forms of abuse, including sexual violence and exploitation. Her encounters with male authority figures, such as her uncle and later her husband, highlight the pervasive nature of gender-based violence and the limited agency afforded to women.

"But my uncle told me that all husbands beat their wives, and my uncle's wife added that her husband often beat her" (46) He later leapt on me like a mad dog. The hole on his swelling oozing drops of foul smelling pus. I did not turn my face or my nose away this time. I surrendered my face to his face and my body to his body, passively, without any resistance, without a movement, as though life had been drained out of it" (47).

Despite the oppressive circumstances she faces, Firdaus refuses to conform to societal norms that perpetuate her subjugation. She challenges the prescribed roles and expectations imposed upon women, instead seeking her own path to liberation. Firdaus's decision to confront the system by becoming a prostitute and eventually taking control of her own destiny reflects her resistance against societal constraints. She consciously chooses a path that society deems immoral in order to reclaim power and assert her autonomy. "A prostitute, however, is a little better off. I was able to convince myself that I had chosen this life of my own free will. The fact that I rejected their noble attempts to save me, my insistence on remaining a prostitute, proved to me this was my choice and that I had some freedom, at least the freedom to live in a situation better than that of other woman" (Nawal 97)

Firdaus's character serves as a powerful symbol of resilience, defiance, and the yearning for freedom in the face of deeply ingrained gender inequality. Through her experiences, El Saadawi sheds light on the systemic oppression faced by women in Egyptian society and challenges readers to question the norms and structures that perpetuate such injustice. (Fwangyil 26) Firdaus's story resonates with the larger struggle for women's liberation, highlighting the importance of breaking free from societal expectations and reclaiming one's own identity and agency. Her narrative serves as a call for societal change and an indictment of the systems that suppress women's rights and perpetuate their marginalization. The novels present a nuanced understanding of the cultural and religious context in which these struggles take place, acknowledging the influence of Islamic traditions on women's lives while also questioning and challenging oppressive interpretations.

Khaled Hosseini as Emerging Voice of Afghanistan

Khaled Hosseini is widely recognized as a significant voice representing Afghanistan and its people through his literary works. His novels, such as 'The Kite Runner' (2003) and 'A Thousand Splendid Suns' (2007) have gained international acclaim for their powerful storytelling and their exploration of Afghan history, culture, and the experiences of Afghan individuals. Hosseini's writings often provide a window into the socio-political landscape of Afghanistan, capturing the impact of decades of conflict, displacement, and cultural transformation on the lives of ordinary Afghans. Through his vivid descriptions and empathetic characters, he brings to light the struggles, resilience, and humanity of the Afghan people. Hosseini's works tackle complex and sensitive topics, shedding light on issues such as gender inequality, political upheaval, and the consequences of war. His narratives often challenge stereotypes and offer nuanced portrayals of Afghan individuals, showcasing their strength, love, and endurance in the face of adversity. Hosseini's ability to evoke a sense of place and to create emotionally resonant characters has contributed to his reputation as a voice of Afghanistan. His works have been instrumental in fostering a deeper understanding and empathy towards the Afghan people and their experiences, allowing readers from around the world to connect with and learn about the country's rich cultural heritage and the challenges it has faced. Hosseini's humanitarian efforts and his involvement with various charitable organizations, including the Khaled Hosseini Foundation, have further solidified his position as a compassionate advocate for Afghan causes. Through his writings and philanthropic endeavors, he continues to raise awareness about the ongoing issues affecting Afghanistan and to amplify the voices of its people. His literary contributions and advocacy work have positioned him as a prominent and influential voice representing Afghanistan, bringing its stories and struggles to a global audience and fostering a greater understanding and appreciation for the Afghan people.

A Thousand Splendid Suns

It is a powerful and emotionally charged novel that explores the lives of two Afghan women, Mariam and Laila, against the backdrop of the tumultuous recent history of Afghanistan. The novel delves into the theme of gender discrimination, shedding light on the oppressive societal norms that restrict the lives of women in Afghanistan. Mariam and Laila both experience the profound impact of gender inequality in their lives. They are forced into marriages against

their will and face constant scrutiny and control by their husband and society.

Hosseini explores the enforcement of strict Islamic family laws on women, compelling them to adhere to fundamental values such as virginity, marriage, and divorce. Through the varied destinies and distinct characteristics of his female characters, the author highlights the shared experiences among Muslim women in Afghan society during the tumultuous political transformations spanning the 1970s to 2003. The novel depicts the belief held by the Taliban and Mujahideen that maintaining a proper social order requires the restriction of women's rights. As Rasheed proclaims his masculinity and control over his wife Mariam, "I am a different breed of man, Mariam. Where I come from, one wrong look, one improper word, and blood is spilled. Where I come from, a woman's face is her husband's business only. I want you to remember that. Do you understand?" (Hosseini 63). All the female characters, including Nana, Mariam, Laila, and Aziza, all experience the oppressive actions of men, whether as wives or daughters. These women are led to believe that their mistreatment is justified by Islamic teachings, such as the concept of a husband's authority over his wife. Mariam, who is uneducated and the illegitimate daughter of a wealthy businessman and a poor maid, endures Rasheed's violence, as she has internalized her mother Nana's teachings to silently endure. "Learn this now and learn it well, my daughter: Like a compass needle that points north, a man's accusing finger always finds a woman. Always. You remember that, Mariam" (Hosseini 7). On the other hand, Laila, an educated and spirited girl, resists domestic violence and fights for her survival and rights. Raised with a strong sense of self by her father, Laila is unwilling to submit to her circumstances like Mariam. However, when she does make compromises, it is because she sees something to gain from it, such as accepting Rasheed's marriage proposal because she is pregnant with Tariq's child. The miserable conditions of these female characters illustrate how religious beliefs and the practices of Islamic law cripple them and render them powerless. The most disheartening aspect of patriarchy is that women are directly and indirectly blamed and suffer the consequences for the mistakes made by men. Nana, in particular, endures countless hardships solely because she is a woman. As a poor epileptic girl, she is abandoned by her fiancé, disowned by her father, and ostracized by society for becoming a mother without being married, ultimately being discarded by Jalil Khan.

When Mariam expresses her desire to attend school, Nana bluntly reveals their reality, stating that there is only one essential skill for women like them; endurance. The education system doesn't teach it. Similarly, Aziza, Laila's daughter, suffers due to her gender. Rasheed, obsessed with having a male child, refuses to show affection towards Aziza and refers to her dismissively as "that thing". Rasheed views Aziza as a burden, evident when he decides to send her to an orphanage as a solution to the family's poverty. He even wishes for Aziza to beg, while he spends money on new clothes, toys, and a television for his son, Zalmai.

The novel highlights the absence of women's rights under Afghan law. Women are confined to traditional gender roles, subjected to polygamy, and become victims of domestic violence. Both Laila and Mariam endure these oppressive conditions. When Mariam fails to conceive a male child, Rasheed becomes a tyrant, forcing her to chew pebbles out of frustration.

"Get up" he said. "Come here, get up." He snatched her hand, opened it, and dropped a handful of pebbles into it. "Put these in your mouth." "What?" "Put there, in your mouth." "Stop it, Rasheed, I'm" His powerful hands clasped her jaw. He shoved two figures into her mouth and pried it open, then forced the cold, hard pebbles into in. Mariam struggled against him, mumbling, but he kept pushing the pebbles in, his upper lip curled in a sheer. "Now chew" he said. Through the mouthful of grit and pebbles, Mariam mumbled a plea. Tears were leaking out of the corners of her eyes. "Chew" he bellowed. A gust of his smoky breath slammed against her face. Mariam chewed, something in the back of her mouth cracked. "Good" Rasheed said. His cheeks were quivering. Now you know what your ri e tastes like, know what you have given me in this marriage. Bad food and nothing else. Then he was gone, leaving Mariam to spil out pebbles, blood , and the fragments of two broken molars.(Husseini 102-3)

Rasheed's true malevolence is revealed when Laila and Mariam discover that Tariq's death was a fabrication. Enraged by Laila's visit to Tariq without a burqa, Rasheed locks up his son and violently beats both Mariam and Laila. Despite their harrowing experiences, Laila and Mariam strive for survival and attempt to escape, only to be caught and returned to Rasheed due to Taliban restrictions on women's mobility. The Taliban's enforcement of Sharia law empowers Rasheed to further subjugate his wives without fear of legal repercussions. Women are treated as property, and the

authorities refuse to intervene in private family matters. This is evident when an officer dismisses Laila's plea for protection from her husband, emphasizing non-interference in domestic affairs.

Hosseini utilizes the burqa as a symbol of male dominance and control over women, portraying them as objects to be discarded and covered. Rasheed presents the burqa as a gift to his wives, Mariam and Laila, pretending to protect them from the outside world while hypocritically exercising his authority over them. When Mariam wears the burqa for the first time, she feels its weight and restriction, experiencing a loss of peripheral vision and discomfort. Both Mariam and Laila accept the burqa, with Mariam conforming to traditional gender roles and Laila using it to hide her shame in being married to Rasheed. As the Taliban seizes power, the burqa becomes a symbol of imprisonment and oppression. Women are strictly mandated to stay indoors, cover their faces, and face severe punishment if they disobey.

"Attention women: You will stay inside your homes at all times. It is not proper for women to wander aimlessly about the streets. If you go outside, you must be accompanied by a mahram, a male relative. If you are caught alone on the street, you will be beaten and sent home. You will not under any circumstance, show your face. You will cover with burqa when outside. If you do not, you will be severely beaten. Cosmetics are forbidden. Jewelry is forbidden. You will not wear charming clothes. You will not speak unless spoken to. You will not make eye contact with men. You will not laugh in public. If you do you will be beaten. You will not paint your nails, If you do you will lose a finger. Girls are forbidden from attending school. All schools for girls will be closed immediately. Women are forbidden from working. If you are found guilty of adultery, you will be stoned to death. Listen. Listen well. Obey." (Hosseini 278)

Even female doctors are forced to operate on patients while wearing the burqa, highlighting the extreme measures imposed by the Taliban. "They want us to operate in burqa," the doctor explained, motioning with her head to the nurse at the door. "She keeps watch. She sees them coming; I cover" (Hosseini 259).

Hosseini extends the feminist concept by personifying Afghanistan as a woman. The female characters in the novel, much like the country itself, are subjected to external forces, familial and societal, with limited agency to shape their own lives and futures. However, Laila and Mariam are not passive or helpless; they make choices and accept the consequences to achieve their desired ends,

both hopeful and tragic. Similar to Laila and Mariam facing abuse from Rasheed at home and harassment from men on the streets of Kabul, Afghanistan has been traumatized by foreign invasions, civil war, and conflicts among religious factions. The novel explores the complex relationship between religion, tradition, and culture in limiting women's power and freedom in social spheres. These factors work together to enforce societal restrictions that prioritize the honor and reputation of men. Culture plays a significant role in upholding these limitations, ensuring that male honor and societal expectations are preserved.

Domestic violence is a prominent aspect of the novel, portraying the harrowing experiences of Mariam and Laila. The story exposes the physical, emotional, and psychological abuse they endure at the hands of their husband, Rasheed. The author presents the brutal reality of domestic violence, highlighting the way it strips away their dignity, erodes their sense of self-worth, and inflicts long-lasting scars. Through the characters of Mariam and Laila, the novel also explores the resilience and strength of Afghan women in the face of adversity. Despite the challenges they face, both women find moments of defiance and bravery, striving to protect and support each other. Their friendship and shared experiences create a bond that allows them to find solace and strength amidst the harsh realities of their lives.

Cultural and Religious Context

The novels present a nuanced understanding of the cultural and religious context in which these struggles take place, acknowledging the influence of Islamic traditions on women's lives while also questioning and challenging oppressive interpretations. Both authors emphasize women's agency and resilience in the face of adversity. The protagonists in both novels navigate their circumstances, challenging societal norms and seeking to reclaim their autonomy and rights. The novels reflect feminist perspectives that seek to challenge and reform oppressive aspects of Islamic tradition. They promote a critical examination of cultural norms and advocate for gender equality and women's rights. "It is believed that women are meant to serve men and remain in this position of servitude for life. In a bid to continue this trend, the girl-child is taught to accept her slavish role." (Fwangyil 22)

The novels critique patriarchal structures that perpetuate gender inequality and restrict women's rights. They highlight the need for societal reform and the empowerment of women within

Islamic societies. They explore how factors such as class, ethnicity, and geopolitical events shape women's lives and struggles. The novels are influenced by the historical contexts in which they are set (Egypt and Afghanistan), incorporating socio-political events and conflicts that have shaped women's lives. This adds depth to their exploration of the challenges faced by women within these societies. Both 'Woman at Point Zero' and 'A Thousand Splendid Suns' contribute to the discourse on Islamic feminism by portraying the struggles, resilience, and agency of women within Islamic societies. They offer nuanced perspectives on gender inequality, cultural traditions, and the potential for reform, emphasizing the need to challenge oppressive structures while recognizing the complexities of women's experiences.

El Saadawi highlights the issue of wife beating within the context of the protagonist's experiences and societal norms in Egypt. The novel highlights the prevalence of domestic violence and the objectification of women. Firdaus, the central character, encounters various forms of violence throughout her life, including physical abuse from her husband and others. El Saadawi's portrayal brings attention to the oppressive power dynamics and the ways in which women are subjected to violence within patriarchal structures. Hosseini also explores the theme of domestic violence, including wife beating, which plays a significant role in the narrative. The novel depicts the abusive marriage of Mariam, one of the central characters, who endures physical and emotional abuse from her husband, Rasheed. The story illustrates the oppressive conditions faced by women in Afghanistan, particularly during the Taliban regime. It explores the societal acceptance of domestic violence and the challenges faced by women who are trapped in abusive relationships.

Both novels provide harrowing portrayals of the consequences of wife beating, shedding light on the physical and psychological toll it takes on women. They expose the power imbalances and systemic injustices that enable such violence to persist within their respective cultural contexts. Fatema Mernissi writes, "The Prophet never raised his hand against one of his wives, or against a slave, nor against any person at all." (157) Despite being disregarded by Prophet of Islam it prevails in society as a means to control women and rule over their bodies. Nawal and Hosseini openly criticize subjugation of women in the Muslim world by the religious eloquences depriving

them the actual rights given by Islam. The novels also highlight the issue of sexual exploitation of women exposing the life of Arab and Afghan women oppressed by religion and patriarchy. All women characters; Firdaus, Mariam, Laila and Nana were deprived of “Islamic right to female sexual pleasure” (Ali 8) and reduced to a sex slave by their husbands.

Conclusion

It is worth noting that while these novels depict instances of wife beating, sexual violence, and gender oppression but they also emphasize the resilience, agency, and resistance of the female characters. The authors aim to raise awareness about the issue and challenge societal norms that perpetuate violence against women. They highlight the urgent need for social change, emphasizing the importance of empowering women, promoting gender equality, and addressing the root causes of domestic violence. Both novels underline the systemic nature of gender discrimination and its impact on women’s lives. They portray the emotional, psychological, and physical toll that discrimination takes on women and provide insight into the challenges they face in their pursuit of equality and agency. These narratives shed light on the urgent need for societal change, calling for the recognition of women’s rights and the dismantling of patriarchal structures that perpetuate gender discrimination.

In conclusion, Nawal and Hosein fearlessly challenge oppressive practices that silence and subjugate women. They criticize the misogynistic interpretations of religion and the control that men exert over women’s bodies. They also question the dominance of religious fundamentalists who limit women’s participation in society and politics. As a strong voice of Egypt and Afghanistan, the authors made a significant social and political impact, exposing the failure of religious and political leaders in their countries to grant women the rights and status advocated by the Prophet of Islam. The novels demonstrate the profound influence of religious rhetoric on the lives of Arab women and the overall progress of the nation.

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Value Orientations, the Impact of Satisfaction on a Person's Physical Health

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Abstract

People's value orientations change and human health largely depends on job satisfaction. A strong society is a strong ideology. Human health requires not only the satisfaction of material values, but also spiritual values. You can't be selfish today. Cooperation today becomes possible for the development of self-realization. Healthy people, new thoughts give new opportunities to science.

Keywords: *Value Orientations, the Impact, Physical Health Self-Development, Self-Realization, Activity, Ability, Individuality, Real Conditions, Self-Alienation, Responsibility, Society, Personality.*

In the era of independence in Kyrgyzstan, the role of scientific communication of people in the post-Soviet space is increasing. In public life, a person most fully self-actualizes and manifests the transformation of human values. The development of their ideology, the development of professional philosophy. New communication, new thinking in the process of scientific and educational communication, there is a need for new understandings of Kyrgyz terminology. Until recently, terminology was traditionally used, as well as textbooks, only in Russian. Thus, knowledge of one's language, the creation of terminology in the Kyrgyz language in all branches of knowledge is especially important for our republic. This task should be solved in such important national problems for

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our building society as the restoration of material culture - social values, the development of spiritual heritage, the ability of modern environmental perception. Value always inspires a person and awakens in a person the desire to act and create. "Nomad Games" is a vivid example of traditional values, presentation of cultural values. "Games of nomads" - Asian Olympiad in ethnic form. Folk games build character.

Observing the rules in folk games, a person forms good qualities. Good qualities and like a good mood have a big role in a person's well-being. The development of the service sector gives a person a great opportunity to qualitatively pay attention to their health. To be healthy means to be beautiful. The development of traditional culture is the development of the national language. In Kyrgyzstan, understanding of the status of the national language is taking place all the time. When rethinking the Kyrgyz language, interest arises and a responsible attitude towards national traditions increases. Education of moral and value orientations, manifestation of patriotism, manifestation of concern for the future and the present.

Almost all the changes that have been taking place in the country lately are associated with great changes in the form of public consciousness. The development of society, namely in a post-industrial society where IT technologies are developed, we understand that development is taking place in the service sector, the formation of new forms of communication and communication, the deepening of the dialogue of cultures, the formation of new systems of value orientations. The human goal is the satisfaction of their needs, not only material, but also the need for communication.

A person who is satisfied with his life activity can, with good reason, consider himself complete and approved of himself in this life. With the realization of his needs, a person considers himself realized, has positive value judgments.

The outstanding poet and philosopher Zhusup Khas Khadzhib Balasagyn put forward ideas about the role of reason and knowledge, laws and justice in the value orientation of a person. Knowledge in human activity is health, light of the soul, wisdom and correct argumentation.[1]

Knowledge of the Kyrgyz philosophy, the history of one's people, through education and knowledge of the Kyrgyz language, forms new value orientations of the youth.

An educated person has such qualities as openness, the ability to dialogue, the acceptance of national characteristics and the desire to understand universal human values. As part of society. A person always comprehends his values and capabilities. The process of reflection forces a person to apply the new, the advanced for his development. Any development requires obtaining the truth of any knowledge. The truth is known in the dispute. Human growth occurs in communication and discussion. In communication, a person conveys his best through experience.

Therefore, an important task is to strengthen the role of humanities disciplines that form a certain system of knowledge, norms and values for students, allowing them to function as a full member of society. Knowledge gained in the study of social and general scientific disciplines. They form modern thinking among the younger generation, facilitate the transition to an information society, expand the possibilities of intercultural interaction, sociability, tolerance and in the future will contribute to the formation of a harmonious community.

The socio-economic transformations of the early 90s made it possible to ensure a change in the national identity of a person. However, the crisis that has occurred has slowed down positive changes. The influence of the state on all levels of the education system has weakened, which is forced to use the principles of commercialization, largely abstracting from the real needs of the country. In Soviet times, our traditions were fading. With the acquisition of sovereignty, there is a revival of the national tradition. The revival of the national tradition is a symbol of change. The changes made it possible to reflect the ability of a person's perception of the world through national identity

Currently, we are proud to wear national clothes, and in Soviet times we could not show our national. The pride of the Kyrgyz is a yurt, which was made as a world heritage. The preservation of the nomadic tradition is a great contribution to the world culture. Yurt is the culture of nomads. The yurt is a symbolic meaning of a model of the universe, a model of the nomads' cosmos. It is necessary to emphasize the power of the human mind. We can emphasize the greatness of human creation. The round shape of the yurt shows the structure of the real world and its infinity. Tunduk is a dome shape that can withstand natural phenomena. A yurt is a house where you can recharge with life. "Man tames the winds and conquers the seas,

knows the time... In addition, he turns night into day with the help of a lamp. Finally, the divinity of man is revealed to us by magic. She works miracles with human hands - both those that nature can create, and those that only GOD can create"[2].

Speaking about human health, we must take into account his physical condition, the study of the social system and the influence of value orientations. The study of the social system makes it possible to understand the values of the orientation of the individual, its claims and ideological orientation, the possible degree of its creative manifestation. But social behavior is determined not only by the current situation of a person, but also by his past life experience, as well as the nature of the acquired ones. Cultural values in which the previous history of mankind is accumulated. Each individual as a person is a product not only of existing relationships, but also of the entire previous history, as well as of his own development and self-awareness. However, also by its objective sign of social status, being differently realized and evaluated by a person, it encourages her to completely different actions.

Physical health, being an accessory of the personality, comes to the fore in case of its weakening. The deterioration of health has a special effect on the feelings of well-being of the elderly. Serious disability is associated with a general negative model of the quality of life of modern society. As a rule, people with low incomes are more likely to have poorer health. Given the fact that the indicators of age, income and education are interrelated, it is not always easy to separate the influence of each of these factors, however, despite the weakening of health with age, high income is able to weaken this negative trend, thereby quality of life indicators in this area. The study shows that people with poor health (disabled people, pensioners, veterans of the Great Patriotic War and other local wars, etc.) are less satisfied with their incomes and savings, as well as their "share of happiness in life." In terms of feelings of stress and overstrain, they are similar to a group of unemployed people. These two groups experience the least happiness among the other socio-demographic groups. New approaches in education contribute to the development of high technologies in the future of all mankind. People's value orientations change and human health largely depends on job satisfaction. A strong society is a strong ideology. Human health requires not only the satisfaction of material values, but also spiritual values. You can't be selfish today. Cooperation

today becomes possible for the development of self-realization. Healthy people, new thoughts give new opportunities to science.

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Loneliness or Dysfunction: Mannu Bhandari's The Lonely One

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Introduction

A dearth of emotions can impede psychological communication and lead to a lack of self-worth and a sense of aimlessness. Hiding emotions can negatively impact marital satisfaction and happiness (Impett et al.). Therefore, reducing the suppression of emotions can improve the overall quality of a marriage.

i. Dysfunction in Marriages

The emotional cut-off is one of the critical concepts in Family Systems Theory. It refers to the tendency of individuals to avoid emotional contact with family members with whom they have experienced conflict or tension. This avoidance can lead to a breakdown in communication and increased emotional distance between family members, ultimately resulting in more significant dysfunction in the family systems (Kerr and Bowen).

ii. Distance and Emotional Neglect

The incapacity to identify, classify, and be aware of one's emotions impedes the expression of emotions and hinders the establishment of a strong emotional bond. It is often perceived in relationships where one spouse is unable or unwilling to express their emotions, making it challenging to comprehend, articulate,

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or distinguish emotions, diminishing marriage quality and inhibiting the couple's ability to develop a deeper connection. Emotional unavailability is a critical factor in determining mental and psychological health in close partnerships, particularly in marriage (Parker).

Additionally, poor emotional expressivity in marriage is correlated with marital dissatisfaction, and emotional neglect exacerbates this. High levels of emotional expressivity towards one's spouse are repeatedly linked to greater marital happiness (Feeney, Attachment, Marital Interaction, and Relationship Satisfaction: A Diary Study). According to studies, women who report feeling more satisfied in their marriages also communicate their emotions more positively (Carstensen; Halberstadt et al.).

Some individuals may avoid emotional intimacy due to childhood events (Gibson). Emotional neglect is sometimes used as a protection mechanism to prevent further harm. Nonetheless, it is evident that open communication of feelings is a crucial aspect of the quality of married life, and no relationship can develop positively without it (Guerro). It can be challenging for a spouse to be more emotionally aware and expressive when emotionally unavailable. This suggests that a person's early attachment patterns may impact the kinds of relationships they have as adults. Research on emotions, romantic relationships, and attachment has demonstrated a significant link between emotional expression and relationship happiness (Feeney, Adult Attachment, Emotional Control, and Marital Satisfaction).

On Women and Broken Homes

Hailing from Bhanpura in Madhya Pradesh, Mannu Bhandari was born in 1931 and spent most of her teenage and early adult years in Ajmer, Rajasthan. She was the daughter of Sukhsampat Rai, a passionate freedom fighter who laid the groundwork for translating English dictionaries to Hindi and Marathi. When she was twenty-five, her short story "Main Haar Gayi" was published in a literary journal, Kahani, in 1956; when she was in Ajmer, it was her first short story. Slowly she was drawn towards the contexts of the «Nayi Kahani» movement, a literary movement in India that emerged in the 1950s and gained prominence in the 1960s with a primary focus on bringing a new and fresh perspective to Indian literature, which was previously dominated by the works of traditional and established writers. The same is reflected in Bhandari's works of the 1950s and

1960s, a light yet sarcastic vein that underlined the moral and ethical beliefs and dilemmas of the emerging middle classes. As the Nayi Kahani Movement sought to break away from the conventions of traditional literature and experiment with new forms, styles, and themes, so did Mannu Bhandari's stories encompassing feminine sensibilities and dysfunctional families came into view, and she did so despite being married to Rajendra Yadav, an enigmatic editor, and writer.

The brilliance of Mannu Bhandari's prose lies in the sheer simplicity with which it flows. She takes up ordinary instances of life and paints a picture so subtly that a reader might ignore it while reading for the first time. Then, as the coin drops and reality sinks in, they sit pondering over how fleeting moments and everyday happenings are what make life's mundane beauty visible. Never in her stories would you find a plot or a character gaudy, alien, or unrelatable. From her short stories to her novels to the stories that later turned into movies, the highlights are always the ordinary life and the common people, who are more often than not female. Namita Gokhale rightly commends her remarking that Bhandari demonstrates a keen awareness of the intricacies of daily existence and possesses the skill to artfully express intricate feelings with finesse and refinement in her writing (Gokhale ix).

The Lonely One: Spousal Neglect and Noncommunication

Bhandari's female protagonists were not limited to the young and elite instead, her works spoke of the lives of women hailing from all walks of the socio-economy; a fitting example is the character of Soma Bua in 'The Lonely One' (Pradhan, *The Lonely One*), which was published in Hindi as 'Akeli.' At present, the omniscient narrator introduces us to Soma Bua, remarking – «Soma bua is old. Soma bua is abandoned. Soma bua is lonely.» Twenty years ago, after her young son Harkhoo's death, Soma Bua and her husband grew apart. Her husband left for a holy place and adopted the ritual of visiting once every year for one month. Bua grew even more frustrated and lonely during his visits because he would constantly pick on and find fault with her. In a way, he was right because Soma Bua would go to the neighborhood weddings, mundans, and other celebrations uninvited. But he was never there, and although he came to stay with her for a month, he didn't spare her any affection.

The main story starts with Bhandari's lens zooming in on Soma Bua seated under the sun, massaging her hand when her

neighbour Radha Bhabhi comes down to sundry papads. The two women are engrossed in talking about Soma Bua's distant and indifferent husband, as she tells Radha about the mundane ceremony at Kishorilal's place, which was turning out to be disorganised, and where Soma Bua went uninvited. Bua argues that she was like a family member to Kishorilal and that family members don't require a formal invitation. At Kishorilal's, the daughters-in-law had prepared dishes in inadequate quantities, so Soma Bua jumped to their rescue and helped make the party successful. Bua's husband rebuked her for going there uninvited and called her «an interfering busybody», among other things.

A week later Soma Bua is in high spirits as she tells her husband about a distant relative, «a girl from brother-in-law's in-laws' family,» marrying into a neighbourhood family. She is sure that they too, will receive an invitation and begins preparing a gift for the bride by selling her late son's ring. On the day of the wedding, at around three in the afternoon, when Radha sees Bua on the roof, the two women chat for a bit. Soma Bua is adamant that the invite would come any minute, so Radha goes downstairs to complete her household chores. When Radha looks out, it's seven in the evening, and Soma Bua is still waiting for the invite even though the muhurat is at five. Radha called out to her, and as the camera rolled, one could see the frame of Soma Bua shuffling downstairs with «an extinguished heart... to light the angethi».

Some of the major themes of 'The Lonely One' include loneliness, dysfunctional family dynamics, emotional cut-off, abandonment, social exclusion, and the desire for acceptance and belonging. The title, *The Lonely One*, is ironic as well as foreshadowing as Bhandari recounts Soma Bua's character as a lonely and abandoned woman.

After the death of their son, her husband abandoned her emotionally and physically, visiting her only once a year for a month. During his visits, he would constantly pick on her and find fault with her, causing her to feel more frustrated and lonely. He didn't show her any affection during his stay, and he didn't bother to keep in touch with her for the rest of the year. Soma Bua is left to cope with her grief and loneliness, which drives her to seek companionship and acceptance elsewhere, leading to her becoming the neglected spouse (Parker). Yet she desperately seeks acceptance from her husband, who is distant and critical of her. While emotional expression is proportional to marital satisfaction and healthy family system,

her husband's emotional neglect gives rise to dysfunctional family dynamics (Carstensen; Feeney, Attachment, Marital Interaction, and Relationship Satisfaction: A Diary Study; Halberstadt et al.). He blames her for going to neighborhood weddings and celebrations uninvited, but he fails to acknowledge that he is not present in her life and doesn't provide her with any social support. He doesn't seem to care about her feelings or well-being, and he criticizes her instead of supporting her.

Bhandari shines light on the impact of spousal neglect and unavailability through Soma Bua and her husband's characters. She is portrayed as an old, abandoned, and lonely woman, who is seeking love and affection from her husband in a dysfunctional family. She is constantly trying to find ways to connect with him and share her life with him, but he is distant and indifferent towards her. His neglect has left her feeling isolated and unloved, and she seeks validation from her neighbors and friends. The effects of spousal neglect and constant rebuking on the spouses can be severe. The neglected spouse would suppress their emotions and may experience feelings of depression, anxiety, and low self-esteem along with physical health problems (Impett et al.). The rebuked spouse may experience feelings of guilt, shame, and worthlessness, which can lead to depression and anxiety. In conclusion, spousal neglect and constant rebuking are related issues that can occur in dysfunctional marriages.

The scene where Soma Bua sells her late son's ring to prepare a gift for a distant relative's wedding is particularly poignant. It shows how much she wants to be included and valued by others, and the importance of relationships and social connections in her life. She is willing to let go of her son's memory to participate in a celebration that she hopes will bring her closer to her husband. She also seeks acceptance from the community and attends events uninvited to feel like she belongs. These factors make her feel abandoned, frustrated, and lonely, which is evident in her interactions with her neighbor Radha Bhabhi.

Overall, the story portrays Soma Bua's husband's neglectful and uncaring behaviour towards her. His behavior has left her feeling abandoned and lonely, seeking validation and affection from those around her. Bhandari delves into the themes of neglect on individuals' emotional and psychological well-being and the importance of social support and connection in people's lives.

Conclusion

As seen in the short story mentioned above, it was difficult for the neglected individual to connect with their partner on a deeper level when they were emotionally unavailable, which negatively impacted their family systems. Due to one partner's ignorance of their partner's emotional requirements, the couples struggled to be happy in their marriages, as seen in *The Lonely One*. When couples are emotionally available and receptive to each other's requests for intimacy, a stable connection can grow. However, insecurities and concerns may appear in the relationship when partners are emotionally unavailable. As *The Lonely One* draws to its end Bhandari employs the cyclic nature of absurdist works and the circle of neglect and dysfunction ensues in Soma Bua's life. Families need open and transparent lines of communication in order to operate well, according to research (Lederer and Jackson). Family members who communicate well with one another may overcome disputes, express their feelings, and build intimacy and trust. The literature also highlights the importance of flexibility within the family structure. Effective family communication is crucial as it allows individuals within the family to express their desires, concerns, and emotions to each other. When communication is conducted openly and honestly, family members can both express their love and address conflicts.

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Features of the Development of Intercultural Communication of Future Specialists

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Abstract

This article discusses the peculiarities of the development of intercultural communication of future specialists in the process of studying a foreign language and in the process of exchanging experiments with other universities abroad. Intercultural communication is considered as a source of the formation and development of professional and personal qualities of future specialists, intercultural competence and interethnic tolerance in the condition of foreign-language communication. Intercultural communication is considered as an integral part of education and is characterized by an intensive exchange of information and values of socialization in this article. Intercultural communication has become the leading activity of a specialist in any profession in currently. Due to new technologies, specialists were able to communicate regardless of the geographical location of their interlocutor. Internet, mobile communications, telecommunications technologies, i.e. in the process of globalization at the current stage, intercultural communication becomes the main means of communication. The relevance of the research of the development of intercultural communication of future specialists is due

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to the emerging new types of international scientific and technical relations, such as the exchange of scientific and technical information, the exchange of specialists and scientists, training and retraining of personnel abroad, the organization of international scientific and practical conferences, symposia, round tables, etc.

The purpose of this article is to analyze the peculiarities of the development of intercultural communication of future specialists. To achieve this goal, theoretical (analysis of psychological and pedagogical literature, regulatory documentation) and empirical research methods (observation, survey) were used.

Also, this article discusses the concepts and definitions of intercultural communication. The article gives the history of education of KSU named after I. Arabaev and analyzes the activities of studying a foreign language through an understanding of the meaning and value of one's own and someone else's language culture in the educational process in order to develop intercultural communication of future specialists. The results of the research were noted in conclusion.

Keywords: Foreign Language Training; Intercultural Communication; Country Studies; Linguistic Phenomenon, Culture, Tradition; Lifestyle.

Introduction

In higher educational institutions, according to the requirements of the State Standard, foreign-language training involves the development of intercultural communication skills. The goals of mastering the discipline "Foreign Language" are the development of oral and written speech among future specialists for intercultural communication, as well as the development of the ability to work in a team, tolerantly perceiving social, ethnic, confessional and cultural differences [7].

During classes in a foreign language, the teacher only lays down basic information about the problems of intercultural communication among students, including materials of a country and cultural nature in the content of the discipline [6].

The principle of comparing linguistic phenomena, cultures, traditions and lifestyle of the two countries contributes to the formation of a linguistic picture of the world, that is, knowledge, understanding, analysis, manifestation of sensitivity to the phenomena of one's own and another culture. For the development of intercultural communication, a teacher in classes can use active teaching methods and intercultural training [10].

Relevance

Analysis of the requirements for a modern specialist makes it possible to give communication skills a special status, since the specialist is a subject of internal and external communication. Any activity is based on communication and the ability to qualitatively interpret information. In today's reality, a specialist should be able to find, structure, analyze, evaluate, reproduce, interpret, use and produce new information.

Research Material and Methods

To achieve this goal, theoretical (analysis of psychological and pedagogical literature, regulatory documentation) and empirical research methods (observation, survey) were used. Before identifying the peculiarities of the development of intercultural communication of future specialists, we will define the concepts of intercultural communication.

The concept of intercultural communication was introduced in the 1950s by the American cultural anthropologist Edward Hall as part of a program developed by him on the instructions of the US State Department to adapt American diplomats and business people abroad. G. Trigger and E. Hall with this concept outlined "the ideal goal that a person should strive for in his desire to adapt as best and efficiently as possible to the world around him" [11].

Initially, classical understanding of culture as a more or less stable system of conscious and unconscious rules, norms, values, structures, artifacts that make up a national or ethnic culture was used to describe intercultural communication. In this case, we are talking mainly about stereotyping in the understanding of representatives of various cultures [10].

Currently, a dynamic understanding of culture as a way of life and a system of behavior, norms, values, etc. of any social group (for example, urban culture, generational culture, organization culture) is increasingly being brought to the fore. The dynamic understanding of culture is concentrated on the possibilities of changing the cultural system depending on a particular social situation [11].

A necessary condition for intercultural communication is the presence of a common language among communication subjects: if they have a common historical and socio-cultural experience, then the meanings of the symbols are interpreted by them in the same way, which contributes to mutual understanding between communication subjects.

Important components of intercultural communication are: knowledge of foreign languages, understanding and anticipating the communicative behavior and national psychology of the interlocutor (manners of communication, gestures, expressive expressions, gifts, rules of etiquette, culture of nutrition), sociocultural knowledge about the country of the interlocutor (about traditions, stereotypes) and multicultural education [9].

Research Results and Discussion

The multifaceted nature inherent in intercultural communication determines the complexity of the problems that arise in the study of intercultural communication in the process of foreign-language training of students [4].

Mastering intercultural communication without understanding another culture and knowledge of the language is almost impossible. In this regard, it becomes obvious that students need to practically develop intercultural communication skills in situations of direct communication with representatives of other nations [3].

In the educational process of Kyrgyz State University named after I. Arabaev, in order to develop intercultural communication of future specialists, activities are carried out to study a foreign language through an understanding of the meaning and value of one's own and someone else's language culture.

The history of Kyrgyz State University named after I. Arabaev begins in 1945 when it was founded in Frunze as the Kyrgyz Women's Pedagogical School, since 1950 - the Teacher's Institute, since 1952 - the Kyrgyz Women's Pedagogical Institute named after V.V. Mayakovsky. In 1952, when the Department of Foreign Languages was opened at the V.V. Mayakovsky Kyrgyz Women's Pedagogical Institute and the first head of the department was T.V. Prischepchik. Currently, the Department of Foreign Languages is a modern scientific and educational unit in the structure of the Institute of Foreign Languages and Computer Linguistics providing teaching of foreign languages: English, German, Chinese. An invaluable contribution to the preparation for the development of intercultural communication of future specialists was made by highly qualified specialists of this department. The university has more than 14,000 students, graduate students, more than 1000 highly qualified teachers, doctors of sciences, professors, candidates of sciences, associate professors.

In modern society, in connection with the expansion of the possibilities of intercultural communication, the study of the intercultural communicative competence of the individual is of particular importance, the level of its development determines the personal and professional success of future specialists in the multicultural social space [4.5]. Due to this, the Kyrgyz State University named after I. Arabaev conducts fruitful work in order to communicate internationally with many countries of near and far abroad.

On the basis of the new project “Erasmus + project” of 2022, created in order to familiarize himself with the culture and education of the Hungarian state, as well as with the goal of international communication, namely the development of intercultural competence, at the Catholic University named after Eszterhazy Karoly in the city of Eger, from April 25 to 29, 2022 there was an exchange of experience between teachers.

They had an interesting and fruitful week-long meeting with the base, scientific laboratories, research centers, library, faculty and students of the Eszterhazy Karoly Catholic University. An agreement was reached in the fields of science and education in higher educational institutions of the two countries with the aim of mutual exchange of students, specialists in science and education, mobility, and exchange of experience. It was decided to open the “Training Center” at the Institute of Foreign Languages and Computer Linguistics of KSU named after Arabaev. This decision opened up new conditions and wide possibilities. The first fruitful events were held:

1. On the basis of the agreement, from March 2022, the Course conducted Hungarian language within the walls of the Institute of Foreign Languages and Computer Linguistics of KSU named after I. Arabaev. The Hungarian language course is taught online by David Kiray to this day.
2. Representatives from the University attended summer language courses at the University of Hungary from July 25 to August 7, 2022 at the Eszterhazy Karoly Catholic University. He took an international summer course in Hungarian language and culture. This summer course was attended by teachers from universities in the USA, Italy, Poland, the Czech Republic and Kyrgyzstan. The purpose of the international summer course was to study the Hungarian language by participants, get acquainted with Hungarian culture and education, and

develop international cooperation within the framework of the cultural and educational program of the University "Hungarian Language and Culture." The history of the Catholic University of Eszterhazy Karoly begins in 1774, today it offers undergraduate and graduate programs with a developed modern infrastructure and scientific and technical base, as well as a rich library with more than 130,000 rare books and medieval manuscripts. The organizers of the international summer course in Hungarian language and culture thanked the leadership of our university for their interest in developing bilateral cooperation between universities. They also noted the need to develop comprehensive cooperation in the spirit of friendship and mutual understanding based on the proximity of history, culture, national clothing, food and traditions of these countries. Activities in the multicultural social space are carried out in close connection with foreign countries as Austria, Germany, Great Britain, Turkia, Russia, Kazakhstan, Hungary, etc.

Conclusion

KSU named after I. Arabayev, is always ready to conduct comprehensive activities with higher educational institutions in these foreign countries, and is also ready to establish international relations with other countries.

Many University graduates love and work in linguistic centers, schools, colleges and universities. University graduates successfully work in organizations that require knowledge of foreign languages to establish international relations, negotiate with foreign partners, conduct business correspondence, conclude contracts, organize foreign business trips, and send employees abroad for advanced training. University graduates who have a special interest and ability in scientific research continue their studies in graduate or postgraduate studies. Most of the students studying at the university come from remote villages, and due to the hard work and high level of professionalism of the faculty, they are educated in English, German and Chinese.

At the end of our article, would like to note the results of the study:

- Learning a foreign language is complex, multifaceted and responsible a process whose success depends on many factors, one of which is the experience of intercultural communication, which determines the success of socialization and the development of intercultural communication;

- Intercultural communication is an important and necessary criterion for professional and personal activities;
- Intercultural communication leads to significant positive results in deepening knowledge of cultures and expanding the picture of the world;
- Intercultural communication contributes to the development of intercultural tolerance, empathy and different cultures, understanding relationships with individuals;
- Intercultural communication learning process significantly increases the interest of future specialists in the study of a foreign language and culture of different countries;
- Forms skills of interaction and cooperation, develops personal, professional qualities and abilities.

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The Impact of the Covid-19 Pandemic on Education in Kyrgyzstan: A Sociological Analysis

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Adina Azhigulova***

Annotation

This article analyzes the impact of COVID 19 on the process of education in higher education institutions on the example of the Kyrgyz National University named after J. Balasagyn. The study was conducted by the Sociological Center for Socio-Cultural Studies named after Zhusup Balasagyn (Kyrgyzstan). A qualitative method of focus group discussion among teachers and administration of KNU was used.

Keywords: *Pandemic, Distance Education, Online Learning, Health form, Technology, means.*

In order to reduce the spread of COVID-19, most countries of the world, including our state, have decided to temporarily close educational institutions. According to UNESCO, at the end of April 2020, educational institutions were closed in 186 countries, which affected about 74% of the total number of students on the planet. By March 20, 2020, all educational institutions in Kyrgyzstan, including schools, kindergartens and universities, were quarantined. However, the training has not stopped, classes are completely conducted

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remotely and online, since schools and universities provide distance learning. Thus, the J. Balasagyn KNU has switched to distance and online education since March 2020.

The rapid transfer of many educational processes to the Internet has caused the need for a speedy response to the new changing conditions on the part of public authorities and relevant Ministries. The Ministry of Science and Education of the Kyrgyz Republic promptly took control of this situation and adjusted its management. From the first days of the introduction of quarantine restrictions, the Ministry launched a “hotline” for the transition to mixed and distance learning formats. In the face of the threat of the spread of coronavirus infection, most universities and colleges, on the recommendation of the Ministry of Education and Science of the Kyrgyz Republic, decided to switch to distance learning. In this regard, all face-to-face classes, including lectures, practical and even laboratory classes in the presence of virtual analogues, were moved to an online environment. This, in turn, accelerated the process of digitalization of education and revealed the need to improve the regulatory framework.

Teachers are forced to organize the educational process through distance learning technologies based on various ways of delivering electronic content and available communication tools for students and teachers in an electronic information and educational environment. In this regard, as part of the transition to distance learning, changes were made to regulatory documents and special instructions for teaching the basics of distance education were developed. The abrupt transition to distance and online education is a forced and emergency measure, not all universities were ready for this radical restructuring of the educational process based on objectively different levels of information infrastructure development, provision of disciplines with electronic educational resources and the readiness of teachers to use digital platforms and services in the educational process. As for the technical staff who could support teachers during this difficult period, the number of such staff in universities is small and, most likely, the resources will only be enough to develop standard solutions and support a small part of interested teachers.

In order to identify problems related to distance education, in November 2020, a sociological study was conducted on the topic: “Adaptation to distance and online learning technologies among employees of the J. Balasagyn KNU”.

The study was conducted by the method of focus group discussion. The research involved the teaching staff and staff of KNU University among 22 faculties. Using the results of a sociological study conducted by the focus group discussion method and data from the latest regulatory documents, regulations and decrees, this report attempts to better understand how the COVID-19 crisis can affect the quality of students' education. It examines the various direct and indirect ways in which the virus and the measures taken to contain it can affect teaching, as well as the difficulties of online and distance education at J. Balasagyn KNU. Increased attention is paid to the adaptation of the teaching staff to the extreme transition to digital services and remote platforms.

Goals and Objectives of the Study

The object of research is the teaching staff and staff of the KNU named after J. Balasagyn.

The purpose of this study is to identify problems related to distance education and develop recommendations for their solution.

The following tasks were formulated to achieve the purpose of the study:

To determine the peculiarities of the perception of distance and online education by teachers and university staff;

- Identify the difficulties faced by teachers and staff to distance learning and online learning technologies;

To identify the opinions of the Dean's office and teaching staff on the most appropriate measures to improve the effectiveness of the educational process of distance and online education;

- Identify comments, suggestions and suggestions for improving the quality of the organization of the distance learning process of the KNU named after J. Balasagyn;
- Determine the forms and methods of quality control of online distance learning;

Identify the advantages and disadvantages of distance and online education.

Methods of Data Collection and Analysis

The study was conducted by the focus group method. In accordance with the objectives of the study, a focus group scenario was developed, an express questionnaire for the focus group, on the basis of which, within the framework of a series of focus groups

for target groups, an assessment of the relevance and quality of services provided, the needs of target groups to solve emerging problems of distance and online learning was carried out. The selection of participants was carried out on the principle of nest sampling. All participants of the focus group gave oral informed consent to participate in the focus group. Also, with their consent, discussions within focus groups were accompanied by audio-video recording. The duration of FGD is 1.5 hours. Focus groups were held on September 29 and 30, 2020.

Main Characteristics of the Sample Population

The object of the study were teachers and staff of the KNU named after Zh. Balasagyn as employees of this educational institution. Their opinion was about the problem of online learning among the staff of the dean's office and the teaching staff, as well as the impact of e-learning on the educational process as a whole. Thus, the sample size was 28 people. These are teachers of the Kyrgyz National University who are currently working.

Age. Respondents – from 22 to 54 years old with a predominance of age groups “22-32” (46,4%); “33-43” (39,3%) and “44-54” (14.3%).

Gender. 82.1% of the sample were female and 17.9% of the sample were male (see diagram No. 1).

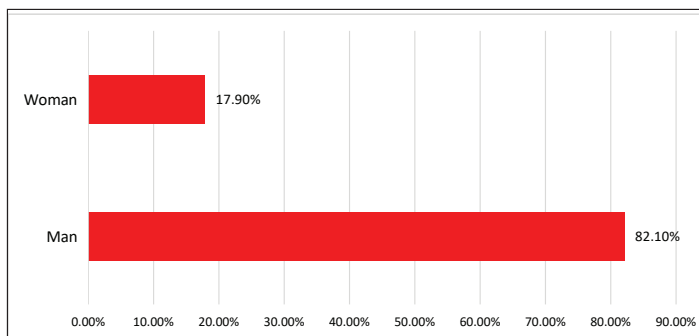


Figure 1: By gender

Occupation. Current position of the university. 28.6% manager; 21.4% deputy dean; 14.3 senior lecturer; 10.7% lecturer; 7.1% associate professor; 7.1% laboratory assistant; 3.6 chief specialist; 3.6% engineer; 3.6 head of the department (see gist. No. 2). At the same time, some respondents noted that they are engaged in other additional types of employment.

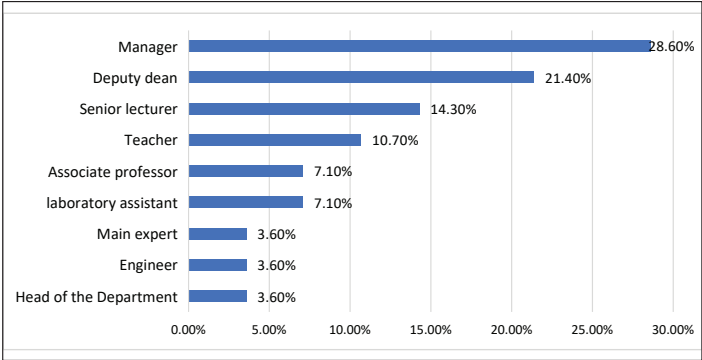


Figure 2: Current position

Marital status. By marital status: single - 46.4% (13); married - 53.6% (15). *Education.* All respondents have higher education.

Main Discussion: Attitude to distance and online education.

All respondents noted that the technology of distance education undoubtedly opens up a lot of prospects for teachers, but there are also disadvantages and advantages. The disadvantages include technical difficulties, especially for remote regions with poor Internet connection quality. In addition, not all teachers and students have devices for remote learning format. The advantage is that distance learning has become an impetus for university teachers to learn and use new information technologies.

Thus, for 53% of respondents, the current situation will lead to a deterioration in the quality of higher education, 35.5% assume that there will be no changes in quality, and only 11.5% agree with an improvement in the quality of education (see diagram No. 2).

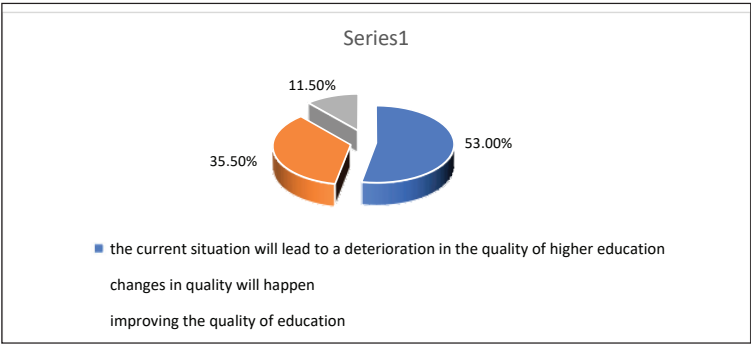


Figure 3:

Nevertheless, 91% of teachers claim that with the transition to the remote format, the schedule has tightened and free time has become less, 82% of teachers do not find the remote format convenient and not comfortable, and 60% believe that the remote format is not convenient and not comfortable for students. Finally, 42% believe that it is better to conduct their classes in full-time format.

Difficulties encountered during the transition to a distance learning format.

Changing the usual practices of teaching and working with children is stressful for all participants in the educational process. The overwhelming majority of teachers (94%) believe that with the transition of the university to distance and online learning, their workload has increased. The remaining 6% found it difficult to answer. At first it was hard for everyone, firstly there was no organization, but there were only formal requirements from the administration. Technical difficulties were experienced especially by the older generation, who were forced to turn to laboratory assistants or young colleagues. Who also spoke about the lack of training mechanisms and the lack of preparatory measures for such teachers and are forced to engage in counseling taking time. According to the participants, there were cases when they quit due to the lack of a computer. As we all understand, it is not easy for them to use new programs and technologies. Currently, respondents use the most popular platforms for distance learning, such as: Google Meet, Zoom, Classroom, AVN, WhatsApp. The teacher creates a link to the class or to an online meeting in the program. Throws a link to students in a general chat via WhatsApp, after a certain time students join. During online classes, the dean's office checks the student's attendance. All participants of the focus group use the Google Class application, as they consider it the most convenient platform for conducting online classes, as well as distributing tasks and interacting effectively with students. For video communication with students, they mainly use the Google Meet application, a small part use Zoom. For additional material, use What Sapp. The automated document execution control system is implemented according to the AVN program. In the process of conducting distance learning, the following problems are highlighted:

- Students and undergraduates could not attend the video meeting 32.3%;
- Interruptions in online video lessons 30.1%;

- Couldn't handle the connection or had technical problems 13%; low Internet speed among teachers (especially teachers in the regions) – 24.6% (see gist. No. 3).

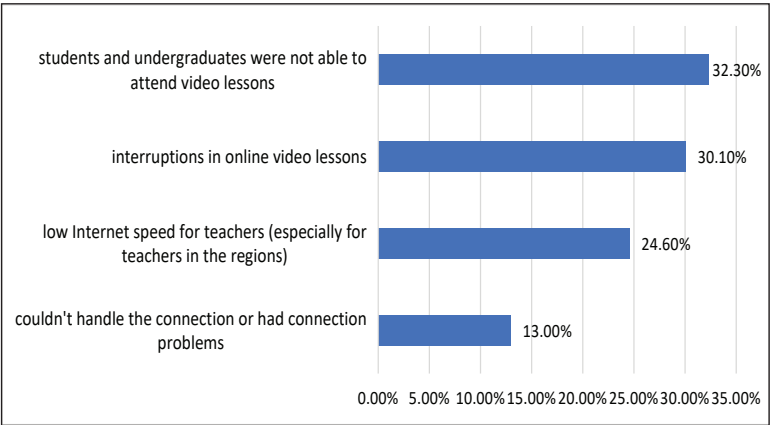


Figure 4: Problems during remote and online classes

Many experienced technical difficulties, which generated a lot of negative emotions both among teachers and staff, and from students and undergraduates. On the other hand, it was convenient for some to work and study at home in a remote and online format: saving time, travel expenses, etc. And it was also possible to combine study and work. They began to devote a lot of time to the family and the education of their children, who are also in distance education. Nevertheless, the quality of education has declined. Many teachers say that they use online resources, but half of the respondents noted that they place lectures in the Google classroom, and students and undergraduates master them independently. In some cases, teachers communicate with students via whatsapp voice messages and explain the material in text. Communication exclusively through the KNU (kreno) e-mail is perceived as work in a remote format through electronic resources. However, in the current situation, it is difficult to blame the teachers or staff of KNU. Many people do not have the technical capabilities for full-fledged distance learning. "I receive 8000 soms, during the quarantine I was in the village of Aral (Talas region) with my children and taught classes online. The Internet was weak, my income does not allow me to pay an expensive Internet tariff for me and my children. Besides the phone, I don't have a computer," one of the teachers' comments.

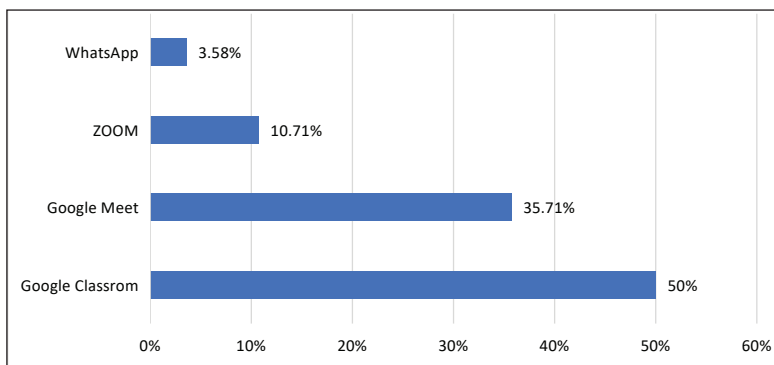


Figure 5: The most popular platforms that are most often used

Training and Skills for these Remote Resources

During the summer holidays of this year, special courses were organized to train specialists for a new online training format. But the employees were not satisfied, as no training certificates were issued. Secondly, not enough information was provided at the courses, so that everyone could attend this seminar. Not everyone was informed that such courses had been organized. Basically, respondents independently learned how to use remote resources, or they were helped by acquaintances or colleagues who have computers.

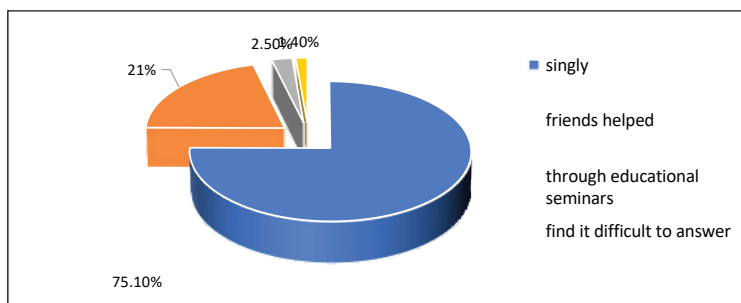


Figure 6:

Where Did You Learn to Access These Remote Resources?

The degree of motivation of teachers in the framework of distance education. Respondents were asked to assess the degree of motivation of teachers in the framework of distance and online education (see diagr. № 4).

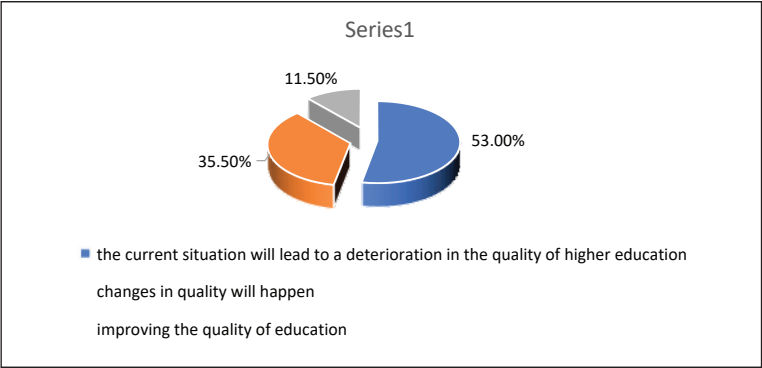


Figure 7: Satisfaction with distant online learning format

Methodological Feature of Distance Learning

According to the respondents, the methodological feature of distance learning is that the assimilation of skills and knowledge is carried out not in traditional forms of learning, but through the self–sustained work of the student using various media. The majority of respondents started using interactive presentations and video presentations in their classes.

The method of teamwork has become irrelevant, since it is difficult to work in an online format. Students work independently and submit their papers electronically.

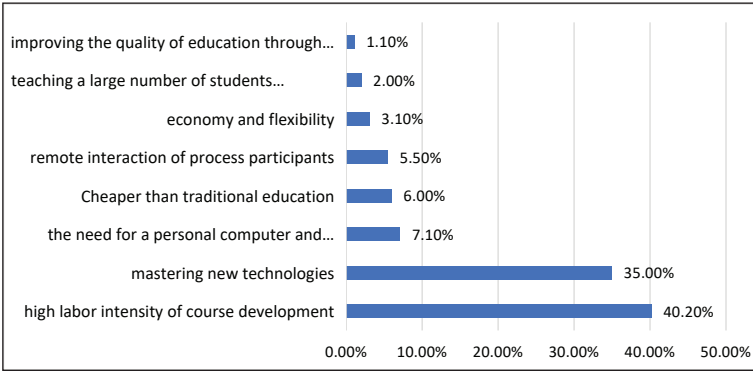


Figure 8: Features of online distance learning

The focus group participants reported that there are more disadvantages of e-learning than advantages. The advantage is that there is no need to waste time on the way to work and back. You

can use a lot of online resources to the teacher during the lesson. Screenshots, videos, audio recordings, and photo reports are used for the reporting form.

The main problem of distance learning is problems with sound or the device itself and a low Internet connection, especially for those who live in the regions. Also, not everyone has computers and laptops, and they have to work through the phone, and it is very inconvenient to work remotely. It is difficult to conduct group classes, students are often distracted and they get bored in class, which causes attendance to drop. And accordingly, there is no feedback. There is no working favorable atmosphere for a full-fledged educational process. However, they have learned to work more or less with educational platforms, to create interesting interactive presentations. It's right to speak and behave on camera. Compared to the teachers, the students turned out to be more advanced in creating various presentations, video presentations.

What advanced training courses do you need? Why? In what form would you like to participate? What are the latest information technologies that interest you?

During the discussion, it was stated that almost all teachers need computer courses, especially the older generation. Out of desperation, some quit, which leads to the loss of a good qualified teacher. Everyone would like to participate in an offline format. They noted that they are interested in the latest platforms for creating courses and conducting classes, programs for working with videos and presentations, and interactive whiteboards.

Conclusion

In general, there are positive trends in the transition to remote online mode. Teachers and staff of the J. Balasagyn KNU have learned to use various online platforms independently and in a short period of time. To reach such a level in distance and online learning, where it is now, it was difficult. Instant and uncontested isolation led to a surge of negative background, the breakdown of the usual lifestyle, the established daily routine, the need to constantly spend time at home, many are not adapted for this. It was difficult for both the teacher and the students to get used to the distance and online learning format. From the very beginning of the pandemic, teachers were instructed to implement distance learning methods — often without sufficient methodological assistance, training or resources. It was especially difficult for teachers rather than students, because

it is more difficult for the older generation to adapt to modern technologies and programs. Also, during the study, it was found out that employees have very little personal time due to work with a double load. The fact is that there are not enough personnel in the management of the university and the teacher has to do all the work himself, even those jobs that are not included in the duties. It was confirmed that students eventually get used to this format of learning, but everyone assures that there is no substitute for live communication in reality, because some students lose interest in studying, since lectures are of the same type. I would like to appeal to the Minister of Education so that they create a new special platform for distance and online learning, so that lectures are more accessible and interesting. To develop a new mechanism in the programs and work on the organization of online learning.

All focus groups were conducted with a high level of interest of participants in the issues discussed. The participants of the focus groups were active, answered all questions, gave examples of situations from their personal lives. The discussions were productive.

Recommendations

1. Many participants replied that they recommend providing warm classrooms and equipped with technologies for remote lectures for those teachers who do not have the opportunity to work at home.
2. KNU teachers and staff need computer courses to teach educational platforms. Install programs and mechanisms to protect the copyright of lectures by teachers who upload their UMCS and syllabuses in electronic portals.
3. Provide each department with stationery materials, as there are a lot of paperwork and they are often not enough.
4. Create an educational free platform for distance and online education.
5. The participants answered that the administration should pay attention to technology, that is, to purchase not only a laptop or computer, but also appropriate devices such as a webcam, headphones, good Internet, tablets and printers for printing.
6. Reduce bureaucratic paperwork. They noted that they are loaded with paperwork that is not part of their duties (these are mainly employees and laboratory assistants who are forced to partially help older teachers during the session) and they have almost no free time for themselves and their family.

7. Training on the use of the AVN program. Consider hiring appropriate personnel, especially technical (computer scientists and engineers) who will advise in the votsap group or update the site with the latest information on AVN issues for both students and staff and teachers. Engineers who work in this field physically do not have time and are overloaded, they have a heavy load. Phones can't stand the load, and sometimes they can't answer everyone. For consultation, you have to specially go to the main building, which could be solved in an online format.

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Socialization and Optimization in Teaching of Foreign Students in a Medical University in Fundamental Disciplines

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Saryeva Nurisa***

Annotation

This article discusses the problems of adaptation of students to study at medical universities, as well as the use of the TBL (Team-Based Learning), PBL (Problem-Based Learning) and traditional teaching methods used for effectiveness in teaching foreign students.

To choose a more productive method, the results of students' testing were processed using the SPSS (Statistical Package for the Social Sciences) program.

With the SPSS program, you can analyze any data, and the latest versions of the program are used in a variety of scientific fields, including pedagogical science.

Important when working with foreign students is the student himself and the choice of the value of the profession. The key criterion in the socialization and training of foreign students at a medical university are teachers. To train a more qualified doctor, the teacher needs to select and re-develop the necessary training methodology so that the result is productive.

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The purpose of this study is to show the effectiveness of an innovative teaching method or a traditional one, as well as the effectiveness of this tool for the formation of competent specialists.

The objectives of the study are aimed at conducting a comparative analysis and identifying the dynamics of the levels of academic performance and the quality of the acquired knowledge.

Keywords: TBL (Team learning), PBL (problem-based learning), traditional teaching method, SPSS program (Statistical Package for Social Sciences).

The most important criterion in the pedagogical activity of higher school teachers is to teach students independent skills in selecting the most important and necessary information.

The teacher needs to select and create the necessary teaching methodology so that the student is interested and exciting and at the same time more productive for studying a particular topic.

Of course, the world does not stand still and is replenished with new teaching methods. If we rely on modern teaching standards: the student plays a key role in the learning process. This means that the student not only sits and listens to the teacher's explanations, but also conducts cognitive work himself.

Thus, it can be concluded that the formation of students' learning and self-learning skills depends on the pedagogical skills of the teacher. To identify the effectiveness of the chosen training method, it is necessary to conduct an analysis. Based on the results of testing, by all parameters SPSS which is a complex and productive application that meets the requirements.

The purpose of this study is to show the effectiveness of an active teaching method or a traditional one, as well as the effectiveness of this tool for the formation of competent and competent specialists.

The objectives of the study are aimed at conducting a comparative analysis of the data of control and independent work, the students were divided into two groups, the first of which was engaged in the traditional method, and the second in the interactive method of teaching.

In the future, the collected data were processed and generalized according to the SPSS program, revealing the dynamics of changes in the levels of cognitive independence and activity, as well as the levels of academic performance and the quality of knowledge acquired.

Such methods as TBL, PBL and game methods were chosen as active teaching methods.

Team learning (TBL) is both active learning, as well as an educational strategy based on the use of small groups, which provides students with the opportunity to apply conceptual knowledge through a sequence of actions that includes individual work, teamwork, as well as instant feedback [2].

The use of Problem-Based Learning RBL helps to link theory and practice, develops decision-making skills of certain problems, increases the level of critical thinking, stimulates communication skills and teamwork, helps to assess the complexity of real situations, contributes to the formation of different points of view [3]. The method of analysis of the conducted studies on the effectiveness of PBL, presented by Norman G.R. with co-authors, confirms that students who studied problem-oriented teaching methods have higher motivation, can solve problems better, are able to better learn information, as well as recall the necessary information, have a high ability to integrate basic scientific knowledge in solving clinical problems [4].

In many studies in the field of pedagogy and psychology, the idea is traced that the quality of the information being assimilated, the level and depth of mastering by students of knowledge and skills, the ability to apply them in practice largely depend on their own cognitive activity, determined by the level of their motivation. In our research, we relied on the concept of the theory of thinking by S.L. Rubinstein ("thinking is, first of all, analysis and synthesis") [6, p. 252] and M.I. Makhmutov (problem-based learning as a system and type of learning) [7, p. 118, 246, 253-254].

Traditional teaching methods are methods and techniques of pedagogical influence that awaken in students search mental activity, creativity, contributing to the formation of competencies at the level of "know", "be able" and "own". Interactive ("Inter" is mutual, "act" is to act) means to interact, to be in a conversation mode, a dialogue with someone. In other words, unlike active methods, interactive methods are focused on broader interaction of students not only with the teacher, but also with each other [8].

The following are the test results in each group processed using the SPSS program.

One-Sample Statistics

	N	Mean Std.	Deviation	Std.	Error Mean
Traditional	61	3,62	662	085	
TBL	61	3,70	615	079	

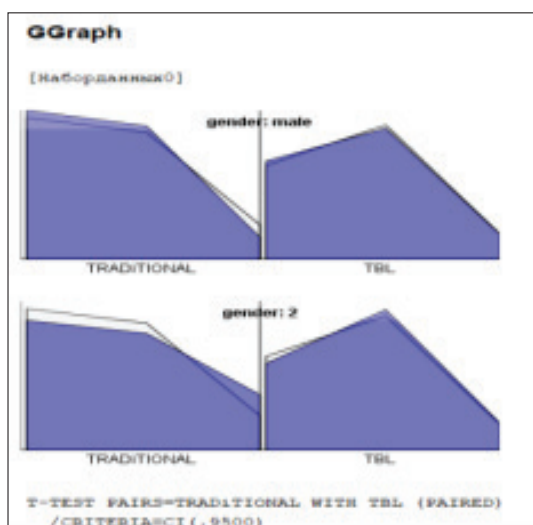
One-Sample Test

Test Value = 0

t df Sig. (2-tailed) Mean Difference

95% Confidence Interval of the Difference

	Lower	Upper				
Traditional	42,716	60	,000	3,623	3,45	3,79
TBL	47,056	60	,000	3,705	3,55	3,86

**Conclusions**

Therefore, active teaching methods should be attributed to developmental learning, since its purpose is to form a progressive type of thinking in an actively developing information space, analyze and structure new knowledge, the ability to compare and interpret facts at a scientific level, analyze a large and contradictory amount of information, the formation of clinical thinking capable of providing a high level of training of comprehensively developed specialists in the field of healthcare.

Traditional teaching methods are the foundation of all pedagogical teaching methods. Of course, active methods in teaching make lessons interesting and entertaining, but the teacher plays an important role in this process.

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Based on the results, there are no significant differences in each group. If we look at the average academic performance in groups where classes were conducted using the latest teaching methods, then we can see that it slightly exceeds the academic performance in groups where classes were conducted with traditional teaching methods.

Peculiarities of Adaptation and Teaching Fundamental Disciplines to Foreign Students in a Medical University

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Aizada Makeshova***

The article defines the structure of academic adaptation among foreign students studying in the first year of medical university and the peculiarities of teaching fundamental disciplines and ways to optimize the educational process by using innovative pedagogical technologies. The aim of the work is to determine the peculiarities of academic adaptation and teaching of biology among the 1st year medical students of foreign students.

Originally, the term “adaptation” was applied in biology to the process of adaptation of organisms to the natural environment. Later it was borrowed by a number of other sciences: sociology, psychology, pedagogy [1].

Adaptation (from Latin - adaptation - adaptation) is an integral, multifaceted phenomenon that has many interpretations and is considered in various fields of science. From the point of view of biology, adaptation is the adaptation of organisms to the conditions of their existence. In physiology and medicine, adaptation denotes the process of organism’s adjustment to changes in external environmental conditions [2]. The problem of adaptation is one of the constantly discussed topics in the scientific literature of the broadest profile. This is due to the fact that the process of development both in nature and in society is aimed at adapting to the changing conditions of life.

* Affiliation ?????

Academic adaptation is the adaptation of a student to a pedagogical system that is new to him or her.

For the adaptation of higher education students, it is necessary to go through a number of processes such as socio-psychophysiological [3]. This process requires a number of adaptive systems of the body. In the modern world the role of internationalization orientation has become one of the key factors in the implementation of international educational programs, research projects, exchange of students and teachers [4].

Recently, the number of foreign students receiving knowledge outside the country is increasing every year. Therefore, it is necessary to develop new accreditation indicators of medical universities take, into account the number of foreign students.

At the World Conference on Higher Education UNESCO-2009 it was noted that academic mobility is a factor in improving the quality and efficiency of higher education. In this connection integration processes of domestic higher education institutions into the international system of higher education are very urgent [5]. According to UNESCO, the number of persons receiving higher education outside their country has increased over the past 10 years by almost 30%.

Currently, there is a steady tendency in the educational sphere to increase the number of foreign students in medical universities [6]. In addition, there is an increase in the number of countries that send their citizens to study in Kyrgyzstan.

Universities are interested in increasing the number of foreign students, as the training of foreign citizens on a contractual basis is an additional source of income of the university. In addition, the number of foreign students is one of the indicators of the effectiveness of a higher education institution.

At the beginning of the academic year 2021/2022 there were about 83 thousand foreign students studying in the higher professional education institutions of the republic, or more than 35% of the total number of students.

One of the urgent tasks of higher education development in Kyrgyzstan is the inclusion of universities in the international educational space. The process of internationalization of education is going on, mainly attracting foreign students to study and including higher education institutions of Kyrgyzstan in the global scientific and educational environment.

Medical education in Kyrgyzstan, famous for its fundamentality and deep traditions, forming quality professional skills according to the results of training is especially attractive to foreign students due to the relatively low cost of education. This is especially true for foreign students in medical universities - representatives of countries with a warm climate of India, Pakistan, Bangladesh and other countries. The period of arrival of foreign students to Kyrgyzstan to study is from October to December, that is the first time they come to our country in the cold season.

Training of foreign students in a medical university faces a significant number of difficulties in the educational process [7].

For a variety of reasons, the adaptation period of international students, unlike local students, takes longer. It is necessary to note the distinctive features of specialized medical disciplines that affect the organization of the educational process. Such features include a large volume of material to be studied, high saturation of complex terminology, strong interdisciplinary links, a large number of hours for practical work and self-study, the need for communication skills with colleagues and patients. However, the main difficulty for foreign students is adaptation to life in a foreign country and study in unfamiliar for them conditions of another system of higher education [8, 9].

International students go through the main adaptation period during the 1-2 semester of study. Adaptation in a foreign language environment leads students to the first semester of life in the country. Its objective reasons are, language helplessness and dependence on an interpreter as our country is famous for Kyrgyz and Russian languages. Biological adaptation is the change of climatic conditions and the quality of nutrition.

At the initial stage of study, natural adaptation begins. Students gradually become accustomed to: endure a school day of 7-8 hours, work in the library, come to the appointed time for classes, get used to the need for an early rise, allocate their own budget and plan their work and free time.

All of this can lead the student to psychological breakdowns or conflicts. During this period, it is very important for international students to communicate with their fellow countrymen, Kyrgyz peers, faculty and course administrators, curators, native English speakers, giving the student their first notions of what rules and traditions are in Kyrgyzstan.

Biology is a complex, multilevel science, which is a determinant in obtaining high qualifications in the field of medicine; accordingly, the degree of its study by medical university students plays a crucial role in the subsequent possession of relevant professional competencies [10].

The use of multimedia is an important feature for teaching foreign students, in order to arouse interest in lectures, expand the range of visual aids and favorable response from students.

The advantages of using text in a lecture of multimedia means: clarity, good perception of information, highlighting fragments in italics, the possibility of using color, highlighting by underlining, varying the size [11]. The use of all these tools allows not only to draw attention to the most important points in the lecture material, but also contributes to a clearer structuring of the teaching material [12].

Another method for student's interest is practical exercises. It can be used to develop the students' ability to express their thoughts, because he has to state his thoughts using complex terms, for example, chromosomal diseases. In addition, it is students listening carefully to each other, helping or arguing. It is interesting that the form of practical training may be different and not very limited, which makes it possible to show and develop the creative side of the students, as the practical lessons teacher uses a variety of educational films, presentations, atlases and other visual aids.

Also, not insignificant role played by independent work. It is allocated a considerable part of the training load. It is of great benefit both for the teacher and for the student. For the teacher this is a great opportunity to control the quality of knowledge, if there is a need to adjust-correct and form an objective assessment. And for the student it is an opportunity to improve and consolidate the knowledge and accordingly assess your knowledge. Most studies prove that the incoming students are mostly responsible and interested in the results of exams. They mostly have a good foundation of knowledge, received in school time, if we talk about knowledge of biology.

From all of the above we can conclude

Academic adjustment is a key ligament for a student's adjustment to a new environment. In order to train highly qualified specialists and raise the status of medical universities, not only curricula and teaching aids are developed, but also comprehensive tasks are solved for the comfortable stay of international students in our country.

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Interconnectedness of Man and Nature in the Novel "The Living Mountain" by Amitav Ghosh

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Introduction

"The Living Mountains: A Fable of Our Times" by Amitav Ghosh is a cautionary tale that skillfully combines elements of fantasy and reality to prompt readers to reevaluate their connection with the natural world. While the novel's setting is not explicitly identifiable, subtle hints suggest its deep-rooted Himalayan essence. Through the exploration of themes such as colonialism, exploitation, and the devaluation of traditional knowledge, Ghosh's work serves as a poignant reminder of the pressing environmental challenges we face and the imperative to take action before it's too late. It underscores the significance for individuals, communities, and societies at large to acknowledge the intricate links between environmental, social, and political concerns and strive for comprehensive solutions that address them in unison. This novel presents its characters as symbolic representations of larger ideologies or groups, rather than fully fleshed-out individuals. This storytelling technique strikes a unique balance between simplicity and complexity. On one hand, it simplifies the narrative by reducing the number of individual motivations and personalities to track, allowing readers or viewers to focus on the interactions between these ideologies or groups. On the

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other hand, it introduces complexity by exploring the intricacies and conflicts within and among these ideologies or groups. It prompts reflections on power, identity, belief, and their influence on both individual and collective actions. The incorporation of a fantastical element in the storytelling further enhances this dynamic, creating a sense of detachment from reality and enabling allegorical or metaphorical interpretations. Altogether, this approach delivers a captivating and thought-provoking reading or viewing experience.

The novel metaphorically portrays humanity's relentless pursuit of progress and growth, symbolized by scaling forbidden peaks, which comes at the expense of the environment. The story begins with the narrator and their online acquaintance Maansi. The narrative highlights the sustainable way of life supported by the Mahaparbat, a sacred Living Mountain in the Himalayas. The indigenous valley dwellers thrive in harmony with their natural surroundings, benefiting from the mountain's resources in a carefully managed manner. However, their peaceful existence is disrupted by the arrival of the Anthropoi, humans driven by commercial interests and technological advancement. This clash of values and ways of life echoes Ursula Le Guin's "The Word for World is Forest" as it explores the conflict between indigenous traditions and the intrusion of technologically advanced outsiders. The novel delves into the ensuing upheaval faced by the indigenous people, highlighting their resilience and adaptability in resisting the exploitation and greed brought by the Anthropoi. The story revolves around the Anthropoi's destructive impact on the mountain and its inhabitants, exemplifying the consequences of human encroachment on the natural world. Through Maansi's dream and the narrator's exploration, the novel serves as a cautionary tale about humanity's exploitative relationship with nature and addresses themes of colonialism, traditional knowledge, and power dynamics. It emphasizes the significance of traditional wisdom and reverence for nature's sanctity in maintaining a harmonious balance between human activities and the environment. Ultimately, the story of the Mahaparbat and the Anthropoi serves as a potent reminder of the lasting consequences of our choices on ourselves and our planet.

When considering the relationship between humanity and the natural world, two essential questions arise: What is the connection between man and nature? And what responsibilities does man have towards nature? The presence of nature is

pervasive in our world today, encompassing everything around us that is not created by humans. The beauty of nature is readily apparent, with its vibrant, living, and regenerative qualities. Our survival as human beings relies on nature in numerous ways. Our sustenance, such as food, air, and water for crops, is provided by our forests, oceans, soils, and rivers. Additionally, we rely on nature for various other goods and services that contribute to our well-being, happiness, and economic prosperity. The novel's opening, particularly through Maansi's dream, emphasizes the significance of nature and its role in our lives.

"We knew in our hearts that our Mountain was a living being that cared for us; We saw proof of this everyday, all around us, in the form of a tree that grew along the streams that descended from it's slopes" (ghosh.2022.p7-8)

Maansi's deep emotional connection to nature is evident when she highlights the unique "Magic Tree" that grows exclusively in their valley, known for its miraculous offerings. Throughout history, human beings have maintained a profound relationship with nature, relying on it for survival and recognizing the importance of living in harmony with it. Over time, this relationship has developed, and we have come to appreciate the multitude of benefits nature bestows upon us. Nature is the ultimate source of life, providing us with essential elements such as breathable air, nourishing food, and drinkable water. Additionally, nature serves as a wellspring of inspiration and beauty, offering solace and comfort during challenging times. However, our interaction with nature has not always been positive. As human societies have progressed and advanced, we have often exploited and abused nature for our own gains, neglecting to consider the consequences of our actions. This has resulted in environmental degradation, climate change, and the alarming loss of biodiversity. While nature is perceived as something beyond human influence and control, humans possess the capability to shape and manipulate nature, leading to diverse representations of this relationship throughout history.

Certain societies express a longing for a bygone era when humans coexisted harmoniously with nature, prior to the industrialization and urbanization of society. This sentiment often manifests through the idealization of rural life and a yearning to embrace more traditional lifestyles. However, alongside this yearning, there exists a sense of both fear and reverence towards the immense power of nature. Natural disasters such as earthquakes, hurricanes, and

tsunamis serve as stark reminders of our vulnerability and limited control. This fear can also fuel a desire to assert dominance and exert control over nature, driving advancements in science and technology. The relationship between humans and nature is intricate and diverse, varying across different societies and individuals. Nevertheless, it is evident that nature profoundly shapes human cultures and societies, and our interactions with the natural world have profound and far-reaching impacts on both ourselves and the environment.

Extensive research has demonstrated the intricate and mutually dependent relationship between humans and nature. Nature fulfills our fundamental requirements by providing indispensable resources like clean air, water, food, and materials for economic growth. Yet, this relationship extends beyond material necessities. Scientific investigations have revealed that exposure to natural environments yields significant benefits for both mental and physical health. Natural settings possess the capacity to alleviate stress, enhance mood, and even contribute to the treatment of certain ailments. Moreover, many individuals derive a sense of contentment and spiritual connection through their interactions with nature. Nevertheless, the environmental impact of human activities has sparked concerns regarding the sustainability of this relationship. Issues such as climate change, deforestation, pollution, and other ecological challenges jeopardize the delicate equilibrium between humans and nature, posing detrimental effects on human well-being. Indeed, as human societies advance, there is a tendency to rely less on nature directly for survival, instead placing greater reliance on the technologies and artificial systems we have constructed. This shift is particularly prominent in urban areas, where people predominantly inhabit highly engineered environments with limited direct interaction with the natural world. However, it is crucial to recognize that even within highly developed societies, our dependence on nature persists in various aspects of our lives, encompassing everything from the food we consume to the air we breathe. The technologies and infrastructure we rely on are ultimately derived from natural resources, and their proper functioning hinges upon the intricate ecological systems that underpin them. Our impact on the natural world is increasingly significant, with climate change, deforestation, pollution, and other forms of environmental degradation reflecting our growing influence over the planet. Concurrently, as our understanding of nature deepens, so too does our awareness of the imperative

to conserve and safeguard it for future generations. While the relationship between humans and nature is undoubtedly evolving, it remains an indispensable and profoundly interconnected one.

Human beings are undeniably an integral part of the natural world, and our existence and well-being are intricately intertwined with the environment. The necessities of life, such as breathable air and potable water, are derived from nature. Furthermore, scientific research demonstrates the positive effects of nature on human health and overall well-being. Exposure to natural environments has been found to reduce stress levels, enhance mood, cognitive function, and even aid in physical recovery. However, modern society has witnessed a growing disconnection from nature due to factors such as urbanization and technological advancements, leading to increased indoor lifestyles. Nevertheless, this disconnection does not necessarily equate to a weakened bond with nature. Many individuals still value and actively seek opportunities to engage with natural surroundings. The relationship between humans and nature remains intricate and multi-faceted. Although our dependence on nature may have evolved, our fundamental need for it persists. Hence, it is vital to acknowledge the significance of nature and undertake efforts to preserve and protect it for the benefit of future generations. This deep and enduring relationship between humanity and nature is the essence of our connection. Regarding man's responsibility to nature, there are divergent perspectives on how we should approach this duty. While some individuals assert that humans hold dominion over the Earth and can exploit its resources as desired, others argue that we bear the responsibility of being conscientious caretakers, preserving the planet for future generations. The acknowledgment of human activities contributing to environmental issues is undeniable, but the question of whether we can address these challenges remains a subject of debate. Some individuals may feel powerless to effect change or question the significance of individual actions. However, numerous avenues exist for both individuals and society as a whole to actively pursue a more sustainable future. Even within the book "The Living Mountain," Ghosh emphasizes the traditional perspective of man's responsibility towards nature.

"Our ancestors had told us that of all the world's mountains ours was the most alive; that it would protect us and look after us-but only on condition that we told stories About it, and sang about it, and danced for it-but always from a distance"(ghosh.2022.p7)

Recognizing the profound influence humans wield over the natural world is crucial, prompting the need to mitigate their negative impact while fulfilling their needs. This necessitates embracing sustainable practices, such as employing renewable energy sources, safeguarding biodiversity, and curbing greenhouse gas emissions. By fostering a more harmonious relationship with nature, humans can ensure a healthier and more prosperous future for both themselves and the environment. It is imperative to acknowledge the invaluable gifts nature provides us and assume our responsibilities by honoring and preserving it in our daily endeavors. The Earth comprises intricate systems encompassing natural resources, ecosystems, and climate patterns that sustain life. While humans are an integral part of this system, we possess a distinct ability to exert significant influence on the environment. Our actions can yield positive or negative consequences for Earth's ecosystems and the dependent organisms, including our own species. Natural calamities like earthquakes, hurricanes, and floods are inherent in the Earth's cyclical processes, beyond our control. Nonetheless, we can manage their impact and strive to rebuild the ensuing damage. Similarly, human activities such as deforestation, pollution, and overfishing can severely harm the environment, but we also possess the power to manage and alleviate these adverse effects. Undeniably, humans bear the responsibility of caring for the Earth and acting as responsible custodians of the bestowed resources. Nevertheless, it is crucial to comprehend that the Earth is not solely humanity's possession to exploit at will. It is a multifaceted system with interconnected components, wherein our actions can have far-reaching repercussions. To genuinely preserve the Earth, we must strive to understand and respect its natural systems, acting in ways that foster long-term sustainability and resilience. The actions of humans have had a significant influence on the environment, causing various transformations. These activities have resulted in the depletion of natural resources, the destruction of ecosystems, and alterations in the Earth's climate. As humans have adapted nature to fulfill their requirements, they have developed technologies that have revolutionized society and fostered economic progress. Nevertheless, these changes have come at a price. Human actions have contributed to the extinction of numerous plant and animal species, the degradation of habitats, and the pollution of air and water. Furthermore, climate change, primarily caused by human activities like the burning of fossil fuels, is triggering more frequent and severe weather events, rising

sea levels, and other repercussions that jeopardize both human well-being and the survival of various species. Recognizing their impact on the natural world, humans must take measures to mitigate their negative effects while still addressing their needs. This entails embracing sustainable practices, such as utilizing renewable energy sources, safeguarding biodiversity, and reducing greenhouse gas emissions. By striving for a more harmonious coexistence with nature, humans can ensure a healthier and sustainable future for themselves and the entire planet.

The dynamics of the human-nature relationship unfold through various stages. Initially, humans were dependent on nature, relying on its resources for survival through hunting, gathering, and utilizing natural materials. This fostered a deep understanding, respect, and recognition of nature's power and potential hazards. The subsequent stage witnessed the impact of human activities on the environment as agriculture and technological advancements brought about significant alterations to the natural landscape. This resulted in ecosystem changes, resource depletion, and environmental problems like pollution. The current stage reflects an increasing concern for preserving nature for future generations, driven by a heightened awareness of the consequences of human actions on the environment. Efforts such as conservation, sustainable resource management, and the adoption of renewable energy sources demonstrate these preservation endeavors. It's important to note that these stages are not strictly linear or mutually exclusive, but rather represent different facets of the intricate and ongoing human-nature relationship. Regardless of the stage, it is evident that the interconnectedness between humans and nature is pivotal for human well-being, necessitating mindful attention and management. Humans undeniably exert a substantial impact on nature, modifying the environment through deforestation, land use changes, pollution, and climate change. However, it is equally true that nature profoundly influences humans. Our basic needs for food, water, shelter, and overall physical and psychological well-being rely on natural resources. Hence, humans and nature are inseparable, underscoring the importance of maintaining harmony with the natural world. Achieving this involves deepening our comprehension of the intricate systems underlying nature while recognizing our own influence. Preserving natural resources for future generations and establishing sustainable systems that balance human needs with environmental well-being are crucial. Ultimately, the relationship between humans and nature is intricate

and multi-dimensional, and addressing the challenges it presents requires collective efforts and responsible action.

Although "The Living Mountain" was not specifically written in response to the pandemic, it has garnered attention as a relevant work during our current circumstances due to its promotion of a deep and respectful connection with nature. Given the ongoing climate crisis and the growing acknowledgment of human impact on the environment, the book's message holds even greater significance today. Rather than disregarding it as fiction or a transient expression of despair, we should perceive it as a call to take action. As we navigate the Anthropocene era, characterized by human influence on the planet, we face the imperative of determining our next steps. This question is normative, as it delves into what we ought to do, rather than simply observing what is happening or will occur. Accepting the Anthropocene as an unchangeable reality is insufficient; we must actively choose our response. "The Living Mountain" underscores the value of cultivating a profound and experiential bond with the natural world, representing one potential response to this query. Ultimately, the question of how we should proceed in the Anthropocene is intricate and multifaceted, lacking easy solutions. However, by engaging with texts like "The Living Mountain" and purposefully contemplating our relationship with nature, we can initiate a path toward a more introspective and sustainable way of existence.

Conclusion

The Quote

"They knew a lot about how things work, but nothing about what they mean."(ghosh.2022.p31)

highlights a fundamental issue with the way our societies priorities and value knowledge. Often, our emphasis lies solely on comprehending the mechanics of things, disregarding the wider implications or significance of our actions. This matter extends beyond enchanting mountains and encompasses numerous aspects of our developmental policies. Economic growth and technological advancements are frequently prioritized without adequately considering their environmental, social, and cultural consequences. This narrow focus on quantifiable outcomes can lead to the disregard of crucial values like sustainability, fairness, and human well-being. To address this concern, it is imperative to adopt a broader perspective and embrace a holistic approach

to development. This entails prioritizing not only economic growth but also social and environmental sustainability, cultural preservation, and human well-being. Our focus must shift from mere comprehension of functionality to contemplation of significance and impact on the world around us. Amitav Ghosh's quote serves as a reminder that knowledge is not impartial but influenced by our values and priorities. To cultivate a more equitable and sustainable world, we must challenge restrictive frameworks that prioritize technical expertise over broader values and meanings. By doing so, we can begin to formulate policies and practices that genuinely address the needs of both people and nature.

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Portrayal of Women in Bankim Chandra's Novel 'Rajmohan's Wife'

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Introduction

Bankimchandra Chatterjee is considered to be the first Indo-Anglian novelist. His first novel *Rajmohan's Wife* was published in 1864 and is also widely regarded as the first novel in English by an Asian writer. He was a pioneer of Indian literature in English. His work demonstrated that it was possible to write about Indian life and culture in a foreign language without blindly imitating Western literary forms. His novel *Rajmohan's Wife*, the first novel in English by an Indian author, marked the beginning of a new era in Indian literature, where Indian writers could express themselves in English while staying true to their roots and cultural identity. Bankimchandra's Contribution to Indian Literature in English cannot be overstated. He paved the way for other Indian writers to express themselves in a language that had been associated with the colonial oppressor. By writing in English, he made Indian literature accessible to a wider audience and helped break down the cultural barriers that existed between India and the West. Moreover, Bankimchandra's novels were not mere translations of Indian themes into English, but they were written in a unique style that was a fusion of Indian and Western literary forms. His use of Indian

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mythology, language, and cultural motifs, combined with Western literary techniques, created a unique style that was distinctively Indian. His work had a profound impact on the development of Indian literature in English inspiring generations of writers to follow in his footsteps. Bankimchandra's novel, *Rajmohan's Wife*, is a remarkable work of literature for many reasons. Not only does it display Bankimchandra's mastery of the English language, but it also shows his deep understanding of his time's social and cultural issues, particularly the plight of women in Indian society. The novel is a testament to Bankimchandra's wide knowledge of literature, both Indian and Western. He draws on a range of literary influences to create a story that is both engaging and thought-provoking. The novel is also notable for how realistically portrays women in their social context, a reflection of Bankimchandra's sensitivity to the issues facing women in Indian society. The fact that he was able to create such a realistic portrayal of women in their social setting at a very young age is a testament to his talent and skill.

Rajmohan's Wife is a faithful portrayal of the rural setting of Bengal in the mid-19th century when the Zamindari system, a feudal land tenure system, still held sway in many parts of India. The novel depicts the social and economic conditions of rural Bengal, where the landed gentry, represented by Rajmohan, held vast tracts of land and exercised immense also power and influence over the local population. The novel shows the lives of the common people, particularly the women, who were often subjected to oppression and exploitation at the hands of the zamindars and their henchmen. Bankimchandra presents a vivid picture of the hardship faced by the rural population, such as poverty, famine, and disease. He also highlights the deep-rooted patriarchy and caste system that pervaded Indian society at the time, perpetuating the subjugation of women and the lower castes. The novel is also marked by the intrigues for possession of property that were common in the feudal setup of 19th-century India. The struggle for control of land and property was often the cause of conflicts and rivalries between landowners, and Bankim Chandra uses these themes to highlight the corruption and greed that were rampant in the feudal system.

The story of *Rajmohan's Wife* revolves around the mismatched marriage of the heroine, Matangini to a devilish character Rajmohan. The novel portrays the complexities of their relationship and the struggles that Matangini faces as a woman in a patriarchal society.

Bankimchandra uses the novel to explore rural Bengal's social and cultural condition in the mid-19th century and to highlight the plight of women who were often relegated to the role of subservient wives and mothers.

Most Bankim Chandra works often feature female characters as protagonists and further as the story's heroines. He pays close attention to and understands the position of women in Indian society which makes him use women as the main highlight to most of his novels. Bankim Chandra Chatterjee's portrayal of women in his novels, particularly in *Rajmohan's Wife*, highlights the prevalent patriarchal society's dominance and its impact on women's identity and status. Through his female characters, he presents the harsh reality of women's subjugation and their struggle for independence and recognition. His portrayal of women in *Rajmohan's Wife* also reflects the societal norms and gender roles of the time. He shows how women's identity was derived from their relationship with men and how their existence was overshadowed by their husbands. The novel *Rajmohan's Wife* shows the neglect of conferring upon the protagonist Matangini the status of an individual. Regardless of having a name Matangini is identified as Rajmohan's wife, and not as an independent entity, her identity is derived only from her social status of being Rajmohan's wife, as if she exists in response to her husband's existence. Bankim Chandra uses the novel to critique the social norms that restricted women's freedom and perpetuated their subjugation to men. Through the plot of the novel, Rajmohan represents the mainstream of a patriarchal society whereas Matangini, being a woman and a wife, represents the subaltern or the other. This is the typical scenery of the patriarchal society where the existence of women, the inferior, depends on that of men, the superior. The novel described the detailed activities during his time, he brings the idea with regards to the suppression of women in the hands of demonic men. Bankim Chandra portrays the characters of women differently, not only Matangini but the other female characters spell the conditions of women in Indian society, especially during the 19th century. Bankim Chandra Chatterjee's depiction of women was not entirely one-dimensional. He portrayed women as strong, brave, and passionate individuals who were capable of standing up for themselves and fighting for their rights. Through the protagonist Matangini, he highlighted the plight of women and their struggle against the oppressive patriarchal society.

In Indian literature, including Bankimchandra's novels, there is often a tendency to describe women in terms of their physical appearance, emphasizing their beauty and attractiveness. This has been a traditional concept in Indian culture, where women's physical beauty has been seen as an important aspect of their identity and worth. Matangini has been portrayed as the heroine of the novel. And all through the novel she has played a big role and the story revolves around her character and as we can see how she has suffered in a patriarchal society and how she vociferates her need for freedom. The writer Bankim Chandra very beautifully describes the appearance of Matangini in a long lyrical passage.

"The dainty limbs of the woman of eighteen were not burdened with such abundance of ornaments, nor did her speech betray any trace of East Bengal accent, which clearly showed that this perfect flower of beauty was no daughter of the banks of Madhumati, but was born and brought up on Bhagirathi in some place near the capital. Some sorrow or deep anxiety had dimmed the luster of her fair complexion. Yet her bloom was as full of charm as that the land lotus half scorched and half radiant under the noonday sun. Her long locks were tied up in a careless knot on her shoulder, but some loose tresses had thrown away that bondage and were straying over her forehead and cheeks. Her faultlessly drawn arched eyebrows were quivering with bashfulness under a full and wide forehead. The eyes were often only half seen under their drooping lids. But when they were raised for a glance, lightning seemed to play in a summer cloud. Yet even those keen glances charged with the fire of youth betrayed anxiety. The small lips indicated the sorrow nursed in her heart. The beauty of her figure and limbs had been greatly spoilt by her physical or mental suffering. Yet no sculptor had ever created anything nearly as perfect as the form half revealed by the neat sari she wore. The well-shaped limbs were almost entirely bare of ornaments. There were only churis on the wrists and a small amulet on her arm. These were too elegant in shape" (Rajmohan's Wife-3)

While the traditional concept of describing women based on their physical appearance is present in Bankimchandra's writing, it is also important to realize how he portrays women as complex and multifaceted characters who are more than just their physical beauty. From the opening chapter, we can see the devil character

of Rajmohan. For instance, Matangini tells her friend Kanak that she is forbidden to go outside of the house and that she cannot even fetch water so she wants to stay caged in the house instead of facing her husband's wrath. It shows how women have been a victim of "coerced confinement" (Monali Chatterjee). When her veil is removed due to the wind she asked her friend Kanak to not reveal it as she knows her husband will accuse and slap her for such an incident. This highlights a common experience of many women throughout history and in different parts of the world. The notion of women being confined within their homes and subject to the control of their husbands or other male family members is a form of gender-based violence and oppression. In the case of Matangini, her husband's refusal to allow her to fetch water is a clear example of this kind of coercion and control. By denying her access to a basic resource like water, he is effectively keeping her confined to the home and limiting her ability to participate in society. Matangini's statement that she prefers remaining caged in her house rather than facing her husband's wrath underscores the difficult choices that women may have to make in situations like this, where their safety and well-being are at risk. The contrasting attitudes of Mathur and Madhav towards Matangini can be seen as reflecting broader societal attitudes towards women in India during the period in which the novel is set. Mathur represents the patriarchal, exploitative attitudes that were prevalent in many parts of India, where women were seen as objects to be controlled and manipulated by men. In contrast, Madhav represents a more progressive and protective attitude towards women, where women are seen as equals and deserving of respect and protection. The idea that beauty can be both charming and destructive is also a common theme in the novel, and it reflects the complex and often fraught relationships between men and women in Indian culture. Women are often seen as objects of desire and beauty, but they are also subject to intense scrutiny and judgment based on their appearance and behavior. Bankimchandra captures the terror that Matangini is experiencing and it is the poignant moment of the novel as it underscores the vulnerability of women in a society where they are often subject to violence and oppression. *"O horror! Durga save me! Cried out the young woman as she cast her eyes towards her house and began to tremble"* (Rajmohan's Wife 11). The scene where Matangini returns home and is chided by her husband for going out of the house is indeed a powerful moment in the novel, and it highlights the strength of Matangini's

character. Despite facing criticism and condemnation from her husband, Matangini remains resolute in her belief that women should have the right to go out and engage with the world around them. However, Rajmohan scolds her for leaving the house without his permission and proceeds to pour the water she had fetched onto the ground. In response, Matangini asserts that she is his wife and does not require anyone's permission to engage in activities of her choosing.

As Matangini boldly replied *"I am your wife and I had gone because I thought there was nothing wrong in it"* (Rajmohan's wife 12) Matangini's declaration demonstrates her newly discovered bravery and assertiveness in claiming freedom for herself. In his work, Bankim Chandra explores how men have historically repressed women's agency and autonomy and how women aspire for freedom in communities where men are in charge.

Bankim shows the idea of the wife as a soul supporter to the husband through the character of Matangini. It is inspiring to see Matangini as a bold woman who stands up to her husband's stiff impositions and shows resistance to his behavior. It is also admirable that she is willing to seek help from her sister Hemangini to find a suitable job to help her husband and family out of dire financial straits. It is noteworthy that Matangini speaks in a tone of affection and care for her husband, which shows that despite the challenges she is facing, there is still a deep sense of love and commitment to her husband. As Matangini said *"But my husband, whatever he is, sister, Heaven made him so, he is my husband and I care for him"* (Rajmohan's Wife 19) Not only that Matangini's affection and care towards her husband can also be seen when she happens to find out that her husband involves in the planning of the robbery. Bankimchandra highlights the faithfulness of the wife toward her husband and the feeling of guilt she had inside her mind despite knowing her husband is not innocent. *"But Matangini could not for all the world turn informer against the man to whom she had pledged her faith before God and man"* (Rajmohan's Wife 38)

The writer contrasts the contrasting behaviors of two mature men towards their respective partners through the characters of Rajmohan and Madhav. While Rajmohan consistently displays rudeness and control towards his partner, Matangini, she still feels compelled to assist him in finding employment, viewing it as a wife's duty and accepting her role as the spouse of an impoverished,

jobless man. Conversely, Madhav demonstrates respect for his wife's opinions and grants Rajmohan the position of Zamindari, reflecting his love and affection for his wife, which stands in stark contrast to Rajmohan's behavior. Bankim Chandra's writing reflects a concern for the plight of women in Indian society and a desire to challenge the status quo. He recognized that women's lack of control over their bodies and sexuality was a major obstacle to their full participation in society and sought to bring attention to this issue through his writing.

"Matangini lay in her bed brooding over the sufferings she was doomed forever to bear. Her husband, she knew, would not see her that night, as was his wont whenever he was offended with her. She, however, felt all the happier for it, and felt a pleasure too in being left alone to indulge in her reflections....Matangini's chamber was without a light, and total darkness pervaded it, except where a bright moonbeam that crept through a slight crevice in the small window, streaked the cold mud floor. With her head raised from the pillow and supported on her hand, her anchal thrown off from her bosom towards the waist on account of the sultry heat, Matangini gazed on the single ray of moonlight that recalled to her remembrance the days when she could sport beneath the evening beams with the gay and light heart of childhood... The loud laugh was forgotten, the faces which she loved and whose pictures lay treasured in her heart, she never more could see...she could give all she had now in the world again to see that smile, again to hear that tone of human voice.....her life was continued misery, and Matangini wept as she thought it could be nothing more" (Rajmohan's Wife 29-30)

Bankim Chandra skillfully transforms Matangini's character from a submissive wife who adheres to her husband's rules into a brave young woman who fearlessly stands up for the truth. When she discovers the conspiracy involving her spouse, Matangini undergoes a remarkable transformation. Bankim Chandra uniquely portrays a woman's persona, introducing a fresh and innovative concept in Indian literature. Matangini, the novel's main character, is portrayed as a brave, strong-willed, and deeply passionate woman who defies both her husband's and societal expectations. A notable scene that gained popularity depicts her embarking on a daring nocturnal journey through a forest, facing challenges such as storms, lightning, rain, and treacherous roads. Nevertheless, her unwavering commitment to protecting her loved ones remains

unyielding, as nothing can hinder her determination. As Meenakshi Mukherjee comments "One of the most memorable of its many shifting scenes in Matangini's solitary journey in the night through the forest, water, storm, and lightning" The heroic journey indicates two purposes, brave and smart young woman Matangini wants to save Madhav, who also happens to be her sister Hemangini's husband because she feels it is her duty as a sister and a lover. She also wants to reaffirm her love for Madhav from her early years. *"Matangini had a brave heart, and for her sister and her husband she felt she could risk her life"* (Rajmohan's Wife 39) Even though Matangini has failed miserably to regain the affection she once felt for him, she at least prevents the heist for which she risked her life. The mental conflict Matangini experiences as she considers how Madhav could react if she tells him about the heist and whether he would comprehend her conduct even though she is a woman alone at night shows the limitations imposed on women's behavior and decision-making skills by society. In traditionally patriarchal countries, where women are frequently expected to conform to prescribed gender roles and are susceptible to heavy punishment if they transgress from these standards, these restrictions are particularly obvious. How these societal expectations might restrict women's agency and their capacity to act by their ideas and values are highlighted by Matangini's self-questioning. *"To go to the house of Madhav at midnight and alone! Who would understand her? What would Madhav think? She pressed her brows and stood thinking in an unmoved attitude"* (Rajmohan's Wife 39).

Matangini's emotional state, suggests that she has a lot of love to give but is unable to express it fully due to the constraints of her societal role as a married woman. The coldness and unkindness she experiences from others may be contributing to her inability to express her love freely. Bankim Chandra's portrayal of the sense of guilt experienced by married Indian women who indulge in extramarital relationships is an accurate reflection of the social conventions of the time. In traditional Indian society, women were expected to be completely devoted to their husbands, and any extramarital relationship was viewed as immoral and taboo. Bankim Chandra's portrayal of women who struggle with their desire for love outside of their marriage reflects the complex emotional and social dynamics of Indian society at the time. Matangini values love and affection above material possessions or favors. She is not interested in using Madhav's offer for personal

gain but instead seeks a relationship of mutual care and concern. This highlights the importance of emotional connections and supportive relationships in a society where women often have limited opportunities for advancement and agency. Matangini's desire for a genuine connection with Madhav challenges the traditional gender roles and expectations of women in Indian society. *"Should she (Hemangini) ever fall under your displeasure, which Heavens forbid! May the memory of her sister's suffering obtain her pardon! As for myself, I could not do otherwise than I have done it. (Rajmohan's Wife 53)*

Bankim Chandra's portrayal of Matangini and Rajmohan's marriage highlights the issue of mismatched marriages in Indian society. Matangini, a victim of domestic violence, is married to a villainous man who abuses her regularly. Her silence is her only defense, as she is unable to stand up against her husband. This portrayal of Matangini represents the plight of many Indian women who are oppressed by their husbands and treated as mere commodities, this is the example of women, who don't have a voice and long for freedom in society. Through her suffering throughout the terrifying days she spent imprisoned in one of Mathur Ghoose's hidden vaults, Matangini's strong and uncompromising virtue is conveyed. She resists his advances and upholds her morality even though doing so puts her in danger of dying. She exemplifies the resilience of Indian women with her fortitude and resolves to uphold her virtue in the face of hardship. The tenacity and fortitude of Matangini in the face of danger and tyranny is a monument to the power of women and their capacity to resist and fight for their rights. She exemplifies the courage, altruism, and resolve that are crucial in the struggle against patriarchy and tyranny. She made a strong statement about women's agency and their right to be in charge of their bodies and lives by refusing to give in to Mathur's advances. As a result, Matangini stands for a new breed of an Indian woman who is not delighted to be oppressed or marginalized but instead strives to be liberated from patriarchal constraints and embrace her freedom and wisdom.

Bankim Chandra's portrayal of the character Mathur serves as an example of the "juxtaposition of lust and love." Mathur is aware of Matangini's need for a place to stay, but he prioritizes Champak over her, using her as a means to fulfill his sexual desires. This depiction of Mathur highlights the objectification of

women in Indian society. Bankim Chandra's novel portrays the struggles of women in Indian society, particularly those who are subjected to oppressive marriages and treated as mere objects.

The novel depicts a diverse range of women characters with distinct personalities, experiences, and backgrounds, making it fascinating to observe. In addition to Matangini, these female characters contribute to the overall richness and complexity of the novel. For example, Kanakmayee, also known as Kanak, is portrayed as a close friend of Matangini in the novel. Despite her rough and untidy appearance, she is still depicted as a beautiful woman. Kanak is shown to be in a polygamous marriage where her husband does not take care of her or provide for her needs. This is something that Madhav, the male protagonist, admires at her at the beginning of the novel. *Monali Chatterjee comments: "A woman gains admiration in society only by enduring pain and agony that her husband inflicts upon her"*.

Hemangini the younger sister of Matangini is portrayed as a compassionate and caring woman who supports her sister throughout her struggles. She is married to a gentle Madhav who listens to her and fulfils her needs as a husband. Servants like Suki's mother and Karuna who have their own stories are also given characters which is more realistic and interesting than some of the men in the novel. Another bold character apart from Matangini is Tara, Mathur's wife, who stands out for her bravery and strength. Tara believes she is not an important person in her husband's life. Even though she truly loves her husband, Mathur did not give her the attention she craves. Despite feeling neglected and unimportant in her husband's life, she risks her safety to rescue Madhav and Matangini from the kidnapped and report her husband to the police, which is very brave and strong of her. Tara finds herself in a situation where her husband shares his affections with Champak, a captivating young woman whose attractiveness is the reason Mathur is drawn to her, as she fulfills his sexual desires. Despite being 8 years younger than Tara, Champak displays jealousy toward her and attempts to assert her superiority. Bankim, the writer, keenly observes that Champak's physical beauty is accompanied by a noticeable absence of kindness. In his portrayal of Champak, he captures the essence of Indian women who are often feared for their inability to be chosen by their husbands or meet their marital needs. As such, Wealthy widow Karunamayee marries Banshibadhan Ghose and bequeaths

him a sizable amount of movable goods. The family's demise is finally brought on by this inheritance. The novel portrays a diverse range of women characters with varying personalities, experiences, and backgrounds. This provides a multifaceted representation of women's lives and challenges in society

Another important aspect to be pointed out is a vivid description of the group activities of women in Zenena which we can see in two specific chapters. The noise and bustle have been described as a combination of 'comedy and grandeur' (Monali Chatterjee). The two specific chapter points out the group activities of women and their roles as a servant and women as a whole. Meenakshi Mukherjee comments:

"The mock-serious account of the bustle and commotion in the kitchen courtyard in 'A Letter-a Visit to the Zenana' where cooks, servant women, children, and girls with tinkling ankle-bells vie with each other to keep the decibel level permanently high; and a more relaxed scene in 'Between Rival Chambers', when the slanting rays of the late afternoon sun fall at regular intervals through the balcony rails in an upstairs veranda where women sit around dressing each other's hair or painting their feet with 'lac dye', discussing the different ways of braiding hair in Radhsganj and Calcutta, reiterating and recurring concern of the novelist--- the relative merits of rural East Bengal and the urbanized West Bengal dominated by Calcutta. But both these engaging scenes are suddenly shattered by the unexpected arrival of the masters of the houses, abruptly silencing the women into awe and making them scurry and hide from the authoritarian male gaze. In positions of absolute power, the masters of the house, depending on their mood, can order instant obedience, punish defiance or confer a favor. Compared to the predictable man-woman relationship, the equations among the women across the classes have a more nuanced texture in the novel of mutual bonding, subtle rivalry, friendship, sympathy or betrayal"

The two chapters present different situations for women, with one showing how they find fulfillment through social interactions in small groups and the other emphasizing how their lives are abruptly upended by the entry of men into the home. Ironically, the author uses men as an illustration of this abrupt upheaval of women's life. Unfortunately, the author has neglected to explore the inner psychology of women while focusing too much on their external appearance.

Through a variety of female characters, Bankim Chandra conveys the idea of oppressive women in this novel. These characters serve as Bankim's mouthpiece for his viewpoint on women in Indian society. For instance, the writer comes up with the idea of the family reunion because Matangini can never mend fences with Madhav or go back to his cruel husband. Most Indian authors resolve their problems by returning to their families or yearning for their love. The portrayal of Matangini by Bankim Chandra is remarkable for challenging the conventional gender norms in India that give men the authority and power to make decisions. The brave and straightforward Matangini assumes responsibility and honorably defends Madhav's family. She even gets her husband Rajmohan a job, handling the responsibilities and workload that are normally assigned to men in a patriarchal society. In addition to opposing patriarchy, Matangini has a progressive outlook that is years ahead of its time by having feelings for her brother-in-law. She decides to follow her interests and listen to her inner voice despite society's denial of her fundamental right to pursue happiness on her terms. Her husband's total fusion of authority and tradition demonstrated his inability to respond psychologically to Matangini's predicament. Having Matangini constrained by social norms and regulations—the female of chastity is what is to be regarded as conventional—is a condition that permeates the discussion of women's rights. However, she can express herself just as well as any contemporary woman can, though. She makes her feelings for Madhav clear and audible when she publicly declares her admiration for him.

The depiction of the agony of women in literature is not a new theme, but rather one that has been present throughout history. In the case of 'Rajmohan's Wife', the novel anticipates later works of fiction that explore similar themes, particularly in the relationship between individuals and society and between men and women. The novel operates on two levels, with incidents narrated from the viewpoint of Matangini, presenting her stance in a court of law. This formal and grand prose serves to advocate for her point of view, while also allowing the reader to make their judgment. In contrast, the language used by the women in the novel reflects the diction of typical rural Indian gossip, spanning various castes and classes. This use of language adds a sense of authenticity and realism to the story, as it accurately reflects how people of different backgrounds communicate with each other.

The novel provides a powerful exploration of the struggles faced by women in Indian society, particularly in the context of the patriarchal structures that have historically dominated social relations. By delving into the nuances of these relationships exploring the experiences of individual women experiences and challenges readers to confront the issues at the heart of these struggles.

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Abstract

Language plays a significant role in developing Ethnic Identification, particularly in the context of West Africa. The different ethnic groups' use of West African languages (spoken) is essentially important for ethnic identification. In addition, the identification of one ethnic group is simply known when his or her language is used. Language is a means of communication. Language helps us to forward some social messages regarding our background. It also contributes a lot in helping the people of West Africa to organize themselves in terms of their daily lives communication. So, the relationship between language and ethnicity are crucial in West African context. Through the study of this topic, we understand how language facilitates our ethnicity identification. Presently, we know that many languages of West Africa like Hausa, Igbo and Wolof are largely spoken within many countries of West Africa and how they have distinct ethnic identities.

Keywords: *Significance, Language, Ethnic, Identification.*

Introduction

This chapter highlights the important role that language plays in West Africa in terms of ethnic identification. We define ethnic identification when people is belonging to a social group sharing some cultural values, language, religion etc. It is considered a choice

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of identity. In West Africa, ethnic identification is basically concerned the ethnic groups use of language.

Language and Ethnic Identity

In this section we look at some research papers that contribute to understand the theme of our analysis on the importance of language importance to identify West African ethnic groups. Wallerstein (1960, p.133) states that ethnic group definition is essentially based on a common occupation. In fact, we observe that a common language does not affect much the ethnic group. In Accra (Ghana, West Africa) for example, we understand that the people of Accra have considered all the merchants from Savannah as Hausa people. The same situation is observed in Nigeria, West Africa that any people who come from the north area of the country are also called Hausa people. Moreover, in West Africa, the ethnic groups constitute a main factor of developing the relationship existing between the different communities. Today, we know that most of West African decision makers are not able to bring their assistance to the communities who are in needs during some important events like wedding ceremonies. In such circumstance, the policy makers of West Africa do not play the role of ethnic group. In this case, the West African governments should establish some policies to develop the languages in the countries of West Africa by which all ethnic groups integrate and develop their languages.

Through language, the ethnicity plays an important role and it contributes to develop national integration and avoid political tensions within the community of West Africa. Wallerstein (1960, p. 129) comments on the conflict existing between the two concepts tribalism or ethnicity and nationalism. We understand that the word ethnicity is seen as an element that destroys the national cohesion. In one hand, the author also raises some important points to prove that ethnicity is important to promote national integration. Through the concept of ethnicity, the different ethnic groups of West Africa should coordinate their efforts together as a single community to support the national interests of the communities. Eifert et al., (2010, p. 494) state that exposure to political competition is important in ethnic identities in Africa. This shows that ethnic identities contribute a lot for political competition success in Africa. Bannon et al., (2004, p. 1) state that Africans are generally considered as ethnic people because in ethnic terms they identify themselves.

As a result, ethnicity is part of African daily lives and it highly reduces conflict. For example, in terms of ethnic society, South Africa is cited as an example. It is important to note that conflicts in the different communities is not good in the sense that language may lose its significance to the ethnic identification. That is why it is necessary to keep in mind that language is important to develop ethnic identification in West Africa. We have to respect ourselves to get a social cohesion between ethnic groups and avoid conflict that may have a negative impact on the social bonds.

Language and ethnicity play a crucial role in creating good relationship among different ethnic groups and promoting culture within the West African communities. For instance, Lever (1982/83, p. 242) points out that language plays an important role to develop social bonds in West African society. This shows that language is used to unite the communities of West Africa and creates most of the time a good atmosphere where people can have some exchanges and find out solutions to their problems. It means that language consolidates the ethnic groups' relation and encourage people to have solidarity between the people of West Africa. As a consequence, we note there are no ethnic discriminations between the communities. It facilitates the inter-marriages between ethnic groups which do not exist in certain societies in the world. Pendakur, K and Pendakur, R (2002, p. 151) comment on how knowledge of language is important for ethnic identification and creating employment. Patterson (1980, p. 62) states that there are connections that exist between language and ethnicity. Language is part of culture. That is to say that language contributes immensely in promoting culture and ethnic values in the society.

Particularly in West Africa, we note that language as a communication means allows the different communities to identify themselves. This is possible because the speech that they used help them. For example, the population of Niger is estimated twenty five million are living peacefully with different ethnic groups. In the context of Niger, West Africa, through the use of language, this ethnic identification permits to joke with some ethnic groups considered as cousins. This situation of happiness in Niger consolidates most of the time the parental bond existing between each other. Moreover, there are two native languages (Hausa and Zarma) are clearly understood and spoken by every ethnic group. Furthermore, the languages of Niger contribute a lot in ethnic identification. In Niger, West Africa,

the majority of Nigeriens are spoken Hausa and Zarma languages. We understand that spoken language of other ethnic groups is part of West African people's life. As consequence, it is difficult to find out social conflict in West Africa.

Some Unexplored Areas

In this section, we have some unexplored areas that should be examined in further research as follow:

- In the West African educational system, there exists tremendous social discrimination
- In West Africa, there is no language policy that takes into account the ethnic identification

In Africa in general and West Africa in particular, the ethnic solidarity among themselves is understandable most of the time in the African communities. Today, African people give much interest for maintaining their social relationships. The ethnic groups are always living together with full respect and consideration. Generally, people communicate by using their own mother tongue in West Africa. In addition, through language, the West African communities understand each other because there are no language barriers that avoid them to speak their own language. We may find some people who understand the language of other ethnic groups and vice versa. For this reason, we observe that through language the people of West Africa in general do not face a problem of ethnic identification. Their languages are spoken everywhere in West African countries and have a great consideration within the societies. This shows how language is significantly important in ethnic identification in West Africa.

The people of West Africa must have in mind that it is necessary to create a research centers where people bring their own contributions to develop language in ethnic identification. These centers could help to understand the importance of West African languages contribution to identify the ethnic groups of West part of Africa.

Some of the burning questions which come to our mind are as follows:

- Does ethnicity harm national integration?
- How does West African languages correlate with ethnic identification?
- Does language help to identify ethnic groups in West Africa?

Conclusion

We may conclude by saying that presently there is no appropriate policy that develops the West African language ethnic identification. That is why it is difficult to find tools used to develop the African languages.

The West African communities with their policy makers must play an important role to develop African languages. Our own languages of West Africa contribute a lot for the development of ethnic identification. This help us to be proud of our own languages. In the future, it is interesting to focus on how to develop more the West African languages in order to help the ethnic groups to speak their own languages. The younger generation must be aware of their language situation in terms of ethnic identification. They should speak their own languages more to develop ethnic identification.

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The Status of English Language and its Influence in India

Sagolsem Bonie Devi* & Dr. Brinda Chowdhari**

Abstract

English language has a very high status in modern India. English plays a multidimensional role in India, provides a throwback of its historical inheritance and present-day importance. Although it originated as a reminder of British colonial control, it has come to represent opportunities and advancement. Many prestigious institutions use it as a means of instruction, making the language essential to education. For prosperous employment, especially in the business and information technology industries, proficiency in English is a requirement. It advances international relations by facilitating cross-cultural interaction and global communication. Although concerns about the exclusion of indigenous languages are raised by English's dominance, it is undeniable that English plays a significant role in modern India, filling the distinction between tradition and modernization. This chapter delves into the role and status of English in India such as its policy making, opportunities, education, business, etc. and its influence in the modern India.

Keywords: *English Language, High Status, Colonial Heritage, Opportunities, Modern India.*

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Introduction

English is now seen as a language or an advantage that is unmatched by any other language. Since so many Indians are proficient in speaking, reading, and writing English, it is clear that English is a second language with a surprising high prestige in India. It is a language that is used as a medium of instruction in India, as well as the language that is most frequently used for publishing, has the fastest rate of growth, has the highest-quality online content, and is the language that is most commonly spoken and used in the fields of science and business.

India is a diverse country with numerous languages, dialects and speech communities. Although Hindi is the official language of the nation, not all Indians have Hindi as their mother tongue. According to a survey based on the languages of India, India in total has 22 state languages, more than 120 languages and above 270 mother tongues. In such a diverse and a complex linguistic scenario, English language has served as a blessing to unite the nation and to communicate with one another. English is undeniably a colonial heritage in India. During the time of colonization by the British in India, English was the official language of India. This was when India got exposed to English and hence the generations of English speaking were passed on till date. Even after India got its independence, the official language of India changed from English to Hindi, but time hasn't changed the fact that Indians still continue to use English as a means of communication for education, business, media, entertainment, conferences, court, etc.

The Indian government communicates in both Hindi and English, according to the Indian Constitution. English is the official language in all seven states and seven territorial unions in India, as well as to being the second official language in seven additional states and one union territory. Additionally, English is the only official language of the Indian judiciary until a state governor or government mandates it, or if the President of India has authorized the adoption of regional languages in courts. English is a second language not just to India but to many other nations, including those that were formerly part of the British Empire, have made English their primary or official language.

India still has a wide variety of languages spoken throughout the country, despite the advent of English as the dominant language.

India's regional languages have interacted with English, and this interaction has not always led to a decline in the number of indigenous languages.

English in Policy Making, Education, Business, etc. in India

The history, economy, and culture of India have all been profoundly influenced by the English language. English has given Indians many opportunities, from its beginnings as a colonial language to its current standing as a global language. In this chapter, we'll examine the numerous opportunities that the English language has provided for India over the years and in the present. English was brought to India under the British Raj as a means of communication with its rulers and officials. But over time, especially in cities, it started to blend more and more into daily life. This has given English speakers in India today many new opportunities.

English is the lingua franca of corporate communication in India. It is the language of meetings, presentations, e-mails and official documents. It is considered as a professional language and is often required for white collar jobs. English is the preferred language of Indian start-ups that want to reach global investors, customers and partners. A lot of Indian innovators and entrepreneurs present their concepts and products in English. The use of English in government and administration is widespread, especially at the state and local levels. Government documents, legislation, and policies are frequently written in English, which helps to ensure consistency and clarity in communication. In India, academic research, publications, and conferences are frequently held in English, allowing researchers to collaborate with their worldwide counterparts.

In India, English is the standard language of business communication. Meetings, presentations, e-mails, and formal documents are all written in it. It is regarded as a professional language, and it is frequently required for white-collar occupations. English is the language of choice for Indian start-ups seeking global investors, consumers, and partners. Many Indian entrepreneurs and innovators showcase their ideas and goods in English. English is widely used in government and administration, particularly at the state and local levels. Government documents, regulations, and policies are usually written in English, which aids in communication uniformity and clarity.

English in News and Entertainment in India

English is commonly utilized in media and entertainment in India. It is utilized because of the country's various languages, internationalization, and the necessity to reach people both at home as well as abroad. The English-language entertainment and media sector in the nation has expanded rapidly. English media outlets, English-language TV stations, and English-language online resources serve a diverse popularity. There are several options for journalists and writers, as well as performers as well as content creators, to reach both domestic and international audiences.

Indian Hindi-language films, popularly known as "Bollywood," have earned recognition around the world. This has helped India's soft power. The term "Bollywood" refers to Hindi-language films produced in India. These films are well-known around the globe and are considered an example of Indian cultural export. They highlight India's vibrant film industry as well as the country's diversity. English music and entertainment platforms in English have also grown in popularity among urban Indians. English is an excellent language for individuals from many cultures to communicate with one another while also getting to know one another better. Many Indian performers, artists, and filmmakers connect in English to citizens from all over the world in order to gain a better knowledge about what India is capable of offering.

The widespread adoption of English in entertainment and news media demonstrates India's global perspective and capacity to adapt to shifting linguistic circumstances. Native languages continue to thrive in these areas, but English functions as a unifying language that connects India closer to the rest of the globe. The usage of English in India indicates both the country's recognition of its rich cultural legacy and its aspirations for modernity and involvement abroad.

The Rise of Indian English Literature and its Success

Indian English literature is diverse and rich, celebrating the country's heritage, dialect, and history. It's been there for quite some time and has a lot to offer, ranging from poetry to fiction, theatre to non-fiction, and it's intriguing for readers from all over the world. What's great about Indian English is that it succeeds to integrate the Indian experience with the rest of the world, resulting in a world of writing that is both compelling and significant.

Indian English literature has a lengthy history and has produced some of the world's most famous writers, including R. K. Narayan and Salman Rushdie. Rabindranath Tagore's poems, plays, and essays connected the East and West. He was India's first Nobel Laureate in Literature and was instrumental in promoting Indian English literature. They have not only received accolades from around the world, yet they have also contributed to the lineage of Indian writing by integrating traditional Indian ideals with a modern worldview. Authors of Indian English literature have received important honours and acclaim on a global scale. This worldwide reputation has expanded the reach of Indian literature, facilitating cross-cultural conversation. Indian English literature is rich in intriguing social commentary on subjects such as social class, gender, socialism, and post-colonial identity. Since its colonial beginnings, Indian English literature has progressed a long way. It has grown into a vital component of Indian literary tradition and has provided a diverse spectrum of voices, issues, and perspectives that contribute view to the global literary landscape.

Despite its obstacles and criticisms, Indian English literature continue to provide an understanding of India's complicated identity, socioeconomic challenges, and cultural history. It demonstrates the power of language in bridging civilizations, encouraging discourse, and offering knowledge about the human condition. Today, Indian English literature remains an important and vibrant aspect of Indian literature, shaping the literary landscape for future generations.

Conclusion

In India, English has played an important role in news and entertainment. Its application in numerous sectors indicates the country's language variety, the spread of globalization and ambition to reach both home and foreign audiences. At last, English as a language is an essential component of modern India's socioeconomic status, societal, and governmental framework. Its significance goes beyond basic communication; it represents India's desire for global participation, creative thinking, and development while coexisting peacefully with its vast linguistic and cultural variety. India's ability to capitalize on the benefits of English while conserving its linguistic heritage demonstrates its flexibility and resilience in an ever-changing global arena.

To summarise, the English language's role in modern India is enormous. It has transformed from its colonial roots to become

an essential tool for learning, employment, worldwide interaction and exchanges of culture. English proficiency provides a gateway to economic possibilities and social mobility, supporting India's worldwide influence. However, its rise raises concerns about the possibility of extinction of indigenous languages and cultural variation. It is critical to strike the right balance between the benefits of English and ensuring the survival of linguistic history. Finally, English represents a link connecting history and the spread of globalization influencing India's direction in the twenty-first century.

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Teaching Drama: Innovative and Engaging Pedagogical Approaches

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Abstract

The adoption of innovative teaching and learning practices at the university level is crucial for preparing students to thrive in a rapidly changing world. It requires a commitment to ongoing experimentation, evaluation, and adaptation to ensure that education remains relevant and effective. The chapter specifically identifies how incorporating plays with real-world relevance into the curriculum can enhance the overall educational experience, fostering intellectual growth, cultural awareness, and critical thinking skills. The chapter discusses that it allows students to explore the human condition, societal issues, and diverse perspectives through the lens of dramatic storytelling, hence, making the learning process more engaging and meaningful.

The second segment of the paper explores pedagogical approaches like Applied Theatre, Devised Theatre, Forum Theatre, Immersive Theatre, Site-Specific Theatre, besides others, that make drama education more engaging and effective. A detailed step by step pedagogical practice of how applied theatre can be used for social change, education, and community development is also elaborated in this section. The chapter concludes that innovative drama education, by harnessing performance to drive social change enhances education, and promotes community development, hence emerging as a paramount and pertinent educational tool within university-level classrooms.

Keywords: Innovative Drama Education, Applied Theatre, University Level Classroom, Pedagogy.

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Incorporation of Plays with Real-World Relevance in the Curriculum

Teaching plays with real-world relevance can be a valuable and engaging approach in university-level education. Incorporating such plays into the curriculum can be beneficial. "An arts-rich curriculum can be a powerful agent in developing an inclusive classroom learning community" (Ewing et al. 25). Many plays explore complex themes, social issues, and ethical dilemmas. Studying these works encourages students to think critically, analyze different perspectives, and engage in thoughtful discussions about real-world problems. Ancient plays from various cultures often explored social issues and provided commentary on the societies in which they were written. Such plays need to be introduced in the classroom discussions since these very particularly delve into social issues. "Antigone" by Sophocles, for instance, explores themes of civil disobedience and the conflict between individual morality and state law. Antigone defies the king's decree to bury her brother, raising questions about the limits of authority and the role of individual conscience. "Lysistrata" by Aristophanes, even though a comedy addresses the serious issue of war. The women in the play withhold sexual privileges from their husbands until they end the Peloponnesian War. It highlights the toll of war on families and society. "The Eumenides" by Aeschylus is part of Aeschylus's Oresteia trilogy and deals with the concept of justice and the transition from blood feuds to a more formalized legal system. It explores the tension between personal vengeance and the rule of law. "The Bacchae" by Euripides examines the conflict between tradition and change as it follows the arrival of the god Dionysus in Thebes and the resistance he faces from the city's ruler, Pentheus. Another example may be cited from Indian Sanskrit Drama, "Mrichakatika" (The Little Clay Cart) by Shudraka. This ancient Indian play from the 5th century BCE addresses issues of social hierarchy, caste, and justice. It revolves around the love affair between a Brahmin man and a courtesan, challenging social norms. Such ancient plays serve as historical documents, offering valuable insights into the social, cultural, and moral values of their respective societies. They continue to be studied and performed today for their enduring relevance and the universal themes they address.

Similarly, plays often reflect the cultural and historical context in which they were written. Studying them can provide insight into

different time periods, societies, and cultural movements, helping students gain a deeper understanding of history and culture. "The Crucible" by Arthur Miller was written during the McCarthy era in the 1950s, this play is a metaphor for the Salem witch trials of the 17th century. It reflects the social and political climate of the United States at the time and serves as an allegory for the Red Scare and McCarthyism. Similarly, "The Cherry Orchard" by Anton Chekhov, written in 1904, reflects the cultural and social changes occurring in Russia at the turn of the 20th century. It explores the decline of the aristocracy and the rise of the middle class. Another play, "A Doll's House" by Henrik Ibsen, written in the late 19th century, reflects the societal norms and expectations placed on women during that era. It challenges traditional gender roles and addresses issues of women's rights and independence. "The Glass Menagerie" by Tennessee Williams, set in 1930s St. Louis, Missouri, reflects the economic hardships and societal pressures of the Great Depression. It also explores the dreams and disappointments of its characters. "Death of a Salesman" by Arthur Miller, written in 1949, reflects the post-World War II American Dream and the disillusionment that many felt in the face of economic and social challenges. It critiques the materialistic values of the time. "The Homecoming" by Harold Pinter, a product of the 1960s, reflects the changing social dynamics in Britain during that period, including shifts in family structures and power relationships. Examples are many; these plays serve as windows into the cultural, social, and historical contexts in which they were written. They provide valuable commentary on the issues and concerns of their respective eras and continue to be studied and performed for their enduring relevance.

Plays often feature well-developed characters facing various challenges. Analyzing these characters and their motivations can foster empathy and help students better understand the experiences and perspectives of others, promoting empathy and tolerance. Besides, studying plays involves reading and interpreting dialogue, which can enhance students' communication skills, including comprehension, interpretation, and effective expression of ideas. Plays also offer opportunities for creative interpretation, whether through acting, directing, or designing sets and costumes. This fosters creativity and encourages students to think outside the box. Moreover, studying plays can involve interactive activities such as theater productions, group discussions, and role-playing, making the learning experience more engaging and memorable. Since plays

often touch on multiple disciplines, including literature, history, psychology, sociology, this cross-disciplinary approach can enrich students' understanding of various subjects. Above all, for students pursuing careers in theater, drama, or related fields, studying plays can provide practical skills in acting, directing, scriptwriting, and stage production.

Adopting New Pedagogies to Teach Drama

It is well pointed out that drama can be “rescued from its stepchild position” only if attention is paid to the teaching procedures” (Veidemanis 544). Teaching drama has evolved over the years, and educators have developed new pedagogical approaches to make drama education more engaging and effective. Here are some new pedagogies and teaching techniques that can be employed to teach drama:

- **Applied Theatre:** Applied theatre involves using drama and theatre techniques for social change, education, and community development. Students can engage in applied theatre projects to address real-world issues and bring about positive change in their communities.
- **Devised Theatre:** Devised theatre involves collaborative creation and performance of original plays or performances. Students work together to develop scripts, characters, and staging, promoting creativity and teamwork.
- **Immersive Theatre:** Immersive theatre blurs the boundaries between the audience and performers. Students can create and participate in immersive experiences, allowing them to fully engage with the drama and become active participants.
- **Forum Theatre:** Forum theatre is a form of interactive drama where students explore social issues and conflicts. It encourages audience participation, allowing students to step into the performance to suggest alternative solutions to the problems presented.
- **Digital Storytelling:** Integrating technology into drama education can enhance learning. Students can use digital tools to create multimedia performances, incorporating elements like video, sound, and interactive platforms.
- **Playback Theatre:** In playback theatre, participants share personal stories, and actors immediately reenact them.

This technique promotes empathy, active listening, and the exploration of diverse perspectives.

- **Process Drama:** Process drama focuses on the learning process rather than the final performance. It encourages students to immerse themselves in a dramatic scenario, explore characters and situations, and reflect on their experiences.
- **Inclusive Theatre:** Inclusive theatre practices involve accommodating students of all abilities and backgrounds. This approach ensures that drama education is accessible to a diverse range of learners.
- **Storytelling and Narrative Techniques:** Emphasizing storytelling skills can be a powerful way to engage students in drama. Students can create and perform stories, exploring narrative structure and character development.
- **Cross-Disciplinary Approaches:** Drama can be integrated into other subjects, such as history, literature, or science, to create cross-disciplinary learning experiences that deepen understanding and engagement.
- **Reflective Practice:** Encouraging students to reflect on their performances and experiences in drama helps them develop critical thinking skills and self-awareness.
- **Site-Specific Theatre:** Site-specific theatre takes place in non-traditional settings, such as parks, museums, or public spaces. Students can create site-specific performances that respond to the environment and its historical or social context.
- **Digital Platforms for Virtual Performances:** In the digital age, virtual performances and online platforms can enable students to create and share drama experiences, especially in remote or blended learning environments. However, some scholars are of the view that new technological tools in the classroom become a matter of confusion if not used methodically. Buchholz, for instance, asserts, “children and teacher in the multiage classroom find themselves thrust into a state of constant negotiation over how and when the tool should be used (7).
- **Global Perspectives:** Exploring drama from different cultures and regions helps students gain a broader understanding of world perspectives and fosters cultural empathy.

- **Collaborative Projects:** Encouraging students to collaborate on drama projects with peers from different disciplines or schools can promote teamwork and a holistic approach to learning.

These new pedagogies reflect the evolving nature of drama education and its potential to address contemporary educational goals and societal challenges. Drama educators can choose and adapt these approaches to suit their specific teaching objectives and the needs and interests of their students.

Detailed Example of Applied Theatre

A detailed example of how applied theatre can be used for social change, education, and community development is explored in this section. Supposingly, the title of the project is “Theatre for Community Empowerment: Breaking the Stigma of Mental Health”. The context is that in a mid-sized urban community, there is a prevalent stigma surrounding mental health issues. People with mental health challenges often face discrimination, isolation, and a lack of understanding from the community. This project aims to address this issue through applied theatre.

Project Phases and Activities

Phase 1: Needs Assessment and Community Engagement
Community Survey: Begin by conducting a comprehensive survey in the community to understand the extent of the mental health stigma, common misconceptions, and the community’s willingness to engage in a theatre project. **Focus Groups:** Organize focus group discussions with community members, mental health professionals, and local organizations to gather insights and perspectives.

Phase 2: Play Development Scriptwriting Workshop: Collaborate with a playwright experienced in applied theatre to conduct workshops. Participants can include community members, mental health advocates, and individuals with lived experiences of mental health challenges. **Storytelling Workshops:** Work with community members to share their personal experiences and stories related to mental health. These stories can serve as the basis for the play’s narrative. **Community Input:** Continuously involve the community in script development, seeking their feedback and input to ensure authenticity.

Phase 3: Rehearsals and Performance Casting: Conduct open auditions for community members interested in performing in the play, ensuring inclusivity. **Rehearsals:** Facilitate a safe and supportive environment for rehearsals, allowing participants to explore their characters and emotions. **Encourage discussions about the issues raised in the play.** **Community Performances:** Stage multiple performances in community spaces, including community centers, schools, and parks, to maximize accessibility.

Phase 4: Post-Performance Workshops and Discussions **Talkback Sessions:** After each performance, host “talkback” sessions where the audience can engage in open discussions with the actors and mental health professionals about the themes of the play. **Workshops:** Offer workshops on mental health awareness, empathy-building, and communication skills to empower community members with tools to combat stigma.

Phase 5: Evaluation and Impact Assessment **Surveys and Feedback:** Collect feedback from both participants and audience members to gauge changes in attitudes, knowledge, and behaviors related to mental health. **Case Studies:** Share personal stories of individuals who have been positively affected by the project, highlighting their journeys of overcoming stigma. **Phase 6: Community Development and Sustainability** **Community Action Plans:** Work with community members to develop action plans for ongoing efforts to combat mental health stigma. This could include the formation of support groups, awareness campaigns, or educational initiatives. **Youth Involvement:** Encourage youth involvement by establishing drama clubs in local schools to continue the conversation on mental health. **Results and Impact:** Over the course of this applied theatre project, several positive outcomes are achieved: **Reduction in Stigma:** The project significantly reduces stigma surrounding mental health in the community, as evidenced by changes in attitudes and behaviors among community members. **Empowerment:** Participants and audience members report feeling more empowered to address mental health challenges, seek help, and support those in need. **Community Cohesion:** The project fosters a sense of community and belonging, as people come together to address a shared issue. **Sustainability:** The community continues its efforts to combat mental health

stigma through ongoing initiatives and support networks. This example demonstrates how applied theatre can be a powerful tool for social change, education, and community development, using the transformative power of storytelling and performance to address pressing societal issues and empower communities.

Conclusion-Traditional vs Innovative Approaches

Conventional ways of teaching drama, which often involve a heavy focus on scripted plays, traditional acting techniques, and a fixed curriculum, should not be entirely discarded, as they have their own merits and can be valuable in certain contexts. However, there are situations where relying solely on conventional methods may not be as effective or appropriate. Reasons for supplementing conventional ways of teaching drama are very clear. Conventional methods may prioritize classic plays that may not directly address or resonate with contemporary social, cultural, or political issues. As drama education strives to remain relevant, incorporating newer and more diverse voices can be essential. Conventional drama education may not always accommodate the diverse needs and backgrounds of students. Inclusivity is a crucial aspect of modern education, and innovative approaches can be more adaptable in this regard. Traditional drama programs often follow a fixed curriculum that may not allow for flexibility or adaptation to the specific needs and interests of students. Innovative approaches can provide more room for customization. As education undergoes significant changes, such as the integration of technology and cross-disciplinary learning, drama education can benefit from innovative methods that align with these trends. Modern education emphasizes the development of skills such as creativity, critical thinking, collaboration, and adaptability. Innovative drama education approaches may be better suited to foster these skills. Conventional approaches may not always provide a platform for students to explore and address pressing social issues, which are important for promoting social awareness and activism.

As seen from the above discussion, there are very distinct comparisons. Innovative drama techniques, such as interactive and immersive experiences, on the other hand, can be more engaging and motivating for students, helping them connect more deeply with the subject matter. In an increasingly interconnected world, drama can be integrated with other subjects to provide students with a holistic

understanding of complex topics. Conventional methods may not encourage such integration. Preparation for Non-Theatrical Careers: Many students who study drama do not pursue careers in theatre. Innovative approaches can help students develop transferable skills that are valuable in a wide range of professions. Meeting Diverse Learning Styles: Students have diverse learning styles, and some may benefit more from experiential, hands-on, or non-traditional approaches to drama education. It's important to note that the effectiveness of drama education depends on various factors, including the goals of the program, the needs and preferences of the students, the resources available, and the educational context. A balanced approach that combines elements of both conventional and innovative methods can be a successful way to provide a well-rounded drama education that addresses the changing needs of students and society.

The chapter concludes that the innovative practices in teaching drama encompass a dynamic approach that adapts to evolving educational and societal needs. The above discussion suggests that such practices involve exploring diverse voices and themes in drama, using technology for immersive experiences, embracing inclusivity and interdisciplinary learning, addressing contemporary issues, and engaging students through hands-on, experiential methods. They promote creativity, critical thinking, empathy, and adaptability, preparing students not only for theatrical pursuits but also for careers and life in a rapidly changing world. Since innovative drama education leverages the performance to foster social change, education, and community development, it can be taken as one of the most essential and relevant educational tools in the classroom learning at the university level. To end with the words of another instructor of English Language, with whose sentiments I can fully relate with: "When I first became an English teacher, I knew why I wanted to use drama. Drama was like no other pedagogy. Texts were resurrected as they came to life in voices and moving bodies, students kept asking when they could get out of their seats again, and I had known—occasionally—what flow felt like" (Dawson and Lee xi).

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A Representation of Bacha Bazi in Afghan war Zones in Nadeem Aslam's Blind Man's Garden

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Abstract

Bacha Bazi is a deeply troubling practice that involves the exploitation and abuse of young boys in Afghanistan. This practice is a violation of human rights and has devastating physical and psychological effects on its victims. The issue of Bacha Bazi is complex, with social, cultural, and political factors contributing to its perpetuation. These children are physically and mentally abused and sometimes even killed if they do anything about it. They live a life of fear with no hope of escaping it. Decades of armed conflicts in the country "has increased the vulnerability of Afghan boys to experience sexual violation as well as individual and collective trauma" (Pashang, 2018, p.38). Various novels and other works of literature have shed light on the devastating effects of Bacha Bazi on young boys in Afghanistan. The present paper examines Nadeem Aslam's Blind Man's Garden to understand the trauma of young boys in Afghan conflict zones who are trapped in the vicious vortex of Bacha Bazi.

Keywords: Bacha Bazi, Afghans, Young Boys, Culture, Trauma, Sexual Abuse.

Human Rights and Afghan Boys

All people have the same basic legal rights, regardless of their gender, colour, nationality, ethnicity, language, religion, or any other distinction. Human rights cover a wide range of rights, such as the

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freedom from slavery and torture, the right to life and liberty, the freedom of speech, the right to a job and an education, among many more. These rights apply to everyone without exception. Children are those who fall within the legal definition of a child, which is typically 18 years old. All children, regardless of age, are entitled to basic human rights, just like adults. This covers rights to equality, health, education, a clean environment, a safe place to live, and protection from all forms of harm. It also includes the freedom to speak out and express one's thoughts. "Children's rights are enshrined in the 1989 United Nations Convention on the Rights of the Child (UNCRC), the most ratified human rights treaty in the world" (Amnesty International, 2023).

Since then, the United Nations has ratified several international treaties and accords relating to human rights, notably the Convention on the Rights of the Child. These agreements provide as a foundation for talking about and enforcing human rights. The rights and values they define are made into binding legal responsibilities for the States that choose to abide by them. A legal and other framework is also established to hold governments responsible for any violations of human rights. Prof Katrina Lee-Koo states,

Alongside the 70th anniversary of the Universal Declaration of Human Rights (UDHR) is the 30th anniversary of the General Assembly's adoption of the United Nations Convention on the Rights of the Child (UNCRC). The Convention now stands as the most ratified UN convention with the US being the only UN member state that has not signed. Children's rights, apparently, are virtually uncontested. And this is matched by political rhetoric. Across the world, we hear political leaders echo the 1997 sentiments of Nelson Mandela that "the true character of society is revealed in how it treats its children" (2020).

A breach of human rights is when a child is sexually abused. It is a widespread societal disorder that has negative psychological, social, and economic effects on both the sufferers and society as a whole. Children are more prone to experience abuse, particularly sexual assault, which can have long-lasting effects on a child's general wellness throughout childhood and into adulthood.

It is clear that, despite international organisations' best attempts to improve "their capacity to monitor and report" human rights abuses during international wars, criminals are still seldom made to pay for their crimes. Numerous abuses go almost undetected

in Afghanistan, which allows for the exploitation of thousands of young boys. Both the world community and the U.S. government have failed to protect them, and until immediate action is done, the abhorrent practise of bacha bazi will continue.

Modern slavery discourse has drawn attention to the idea of "human exploitation" that underpins a variety of practices grouped under this general umbrella term. Despite being widely used, it has never been defined. This article clarifies the necessary and sufficient conditions for the concept of exploitation in the context of human rights prohibitions on slavery, slavery, forced labour, forced labor and trafficking in persons. This is done by examining international law, jurisprudence, and philosophical discussions of this concept. Clarifying the parameters of exploitation sets firm limits on this right, while leaving ample room for its further refinement in light of the newly emerging forms of modern slavery. Such analyzes are pioneering efforts to clarify the rationale for prohibiting slavery, serfdom, forced labour, human trafficking and child sexual abuse.

Bacha Bazi: A Socially Legitimised Sexual Slavery

Bacha Bazi is a slang for sexual slavery and child prostitution of boys across Afghanistan. It is a juvenile prostitution throughout Afghanistan. Boys between the ages of 10 and 18 are sold as entertainment or sex slaves to wealthy and influential patrons. These boys are called Bacha Bareesh or Beardless Boys. When these boys turn 19 or grow a beard, they are released and go on with their lives. A better life, a career, or education may be promised to some of these boys before they are taken from their family. In most cases, families do not know they are being sexually exploited as sex slaves. At an age when these boys are abandoned by their owners, they are expected to take them into their lives, but the psychological damage caused by years of sexual abuse and social isolation is a social male-dominated culture helped spread this practice in Afghanistan.

The ancient Central Asian civilizations are the ancestors of the Bacha Bazi. The 19th century saw the emergence of the practise in its contemporary form. These were often affluent Afghans, frequently Pashtuns, who treated youths and young men well in exchange for sexual favours and exploitation. In many regions of Afghanistan, it is against the law for women to perform as dancers and entertainers; males are used in their place.

Homosexuality is forbidden in Islam, but the people involved in bacha bazi justify their actions by not falling in love with these

boys. It is a practice that has centered on Afghan traditions for centuries. Over time, with the poverty and countless tragedies, due to conflicts and wars, that have occurred in the society of the region, this tradition has undergone new changes and now directly violates human rights and the rights of children. It's difficult to erase the practice from Afghan landscape as the perpetrators are powerful people who are responsible for nurturing it. As the perpetrators have always been empowered warlords who have important positions in the Afghan corrupted government, police, and military systems, this practice, going back several centuries into the history of the country, has been a challenge when it comes to its eradication. As a deeply rooted custom, it has been a part of their culture whose archaic aspects are not easily forgotten. We find its antecedents in cultures across central Asia ((Human Rights Bright Blue, 2017).

Children who face this are victims of the worst forms of human rights violations. After the United States dismantled the Taliban in 2001, the practice of bacha bazi resurfaced, resurrecting the practice, which had somehow been banned during the Taliban era. Many of the newly proclaimed alumni became influential figures such as governors, ministers, and presidents, so the practice was normalized as many of these influential people were part of it. The practice of Bacha Bazi predates the cruel acts of boys, also known as Bacha Bareesh (boys without beards), selling their bodies, participating in dances, and dressing up as women. Powerful men buy boys to show off their skills, make them dance at men's parties, or spin them for sexual gratification. Among the male population of Afghanistan it is generally accepted that 'women are there for children and boys for fun'. It causes Afghan men to lose their attraction to the opposite sex. Social and religious customs require all men to marry and have children with one or more wives. Marriage is treated as a practical arrangement, not love.

The prevalence of bacha bazi among the ANSF (Afghan National Security Forces) partners is well known to the United States. On American military outposts in Afghanistan, connections between men and boys were evidently known to the U.S. Department of Defence by 2009. The United States disregarded several instances of criminal activity and severe human rights abuses, including child sexual abuse on military facilities, while creating its security sector aid plan. One of the US army officers reported to his father.

At night we can hear them screaming, but we're not allowed to do anything about it," the Marine's father, Gregory Buckley Sr.,

recalled his son telling him before he was shot to death at the base in 2012. He urged his son to tell his superiors. "My son said that his officers told him to look the other way because it's their culture" (Goldstein, 2015, New York Times).

The United States turned a blind eye to the ANSF's current practice of Afghan bacha bazi culture. Though it has been vocal in its human rights statements and policies in Afghanistan to protect women and girls, yet it has under-researched and misunderstood the threat of bacha bazi to boys. The US invasion of Afghanistan in 2001 improved prospects for several disadvantaged groups there, including women, but it actually made bacha bazi more common. The Taliban's severe punishments for individuals convicted of taking part in the practice are no longer enforced because of the authority vacuum that the conflict has produced. Although it was still unlawful to abuse children, bacha bazi was legal and was used as a pretext for sexual assault. Government collusion in actuality also became an issue very rapidly. High-ranking officials have reportedly engaged in bacha bazi, but their colleagues seldom ever bring charges against them. According to his 2014 report by the AIHRC, most people engaged in Bacha bazi either paid bribes to law enforcement officers, prosecutors or judges, or had relationships that effectively exonerated them from prosecution.

Children who are trapped in Bacha Bazi experience various physical and psychological trauma,

According to the Afghanistan Independent Human Rights Commission (AIHRC), victims are often beaten, with injuries including internal haemorrhaging, protrusion of intestines, throat injuries, heavy internal bleeding, broken limbs, fractures, broken teeth, strangulation, and in some cases, death. Unsurprisingly, the AIHRC found that 81% of victims want to leave the so-called 'profession', which in reality constitutes human trafficking (Somade, 2017).

Preventing bacha bazi requires approach, including legislative reform, awareness campaigns and support for victims. Legislative reform can play an important role in preventing bacha bazi, enforce laws against this practice and perpetrators should be held accountable for their actions, enact laws to protect victims and provide them with the assistance and services they need. Awareness campaigns can help raise awareness of the harm of bacha bazi and change social attitudes in favor of the practice. These campaigns can target both adults and children and should aim to change

perceptions of what the practice is acceptable or normal should get help. This support helps them recover from the trauma they experienced and rebuild their lives.

Invite them into community and provide them with education and training opportunities. Child protection systems need to be strengthened to prevent bacha bazi and other forms of child exploitation. This includes developing child-friendly reporting mechanisms, ensuring access and use of child protection services, and strengthening the capacity of child protection agencies to respond to cases of abuse. International cooperation is also important to prevent bacha bazi, especially in areas where it is most prevalent. This includes supporting local non-governmental and community organizations working to prevent the practice, and providing technical assistance for governments to develop and implement effective bacha bazi prevention strategies includes.

Overall, preventing bacha bazi requires concerted efforts at all levels of society: governments, communities, families and individuals. By working together to address the underlying cultural and social attitudes that support practice, we can create a safer and fairer world for our children.

Many writers have become sensitive to this inhuman practice. We can include Khaled Hosseini, Atiq Rahimi and Nadeem Aslam among such writers. This paper exclusively discusses Nadeem Aslam's *Blind Man's Garden* to underscore the plight of young boys who are trapped in Bacha Bazi. The paper discusses the trauma endured by boys who are impatiently longing to go back to their families. Instead of being safeguarded and protected by their own warlords during a foreign invasion, they are mercilessly pulled into this inhuman practice by them. The novel highlights the objectification of the boys by Afghan men, who are reduced to the state of a commodity and are used for the sake of satisfying their sensual urges.

Nadeem Aslam's *The Blind Man's Garden*

The novel opens with the statement "History is the third parent." While there is no escape from the "parentage" of history, Aslam makes the compelling and awe-inspiring argument in his fourth book that we may, throughout the course of our lives, follow and compromise with the workings of our historical circumstances. Aslam plunges readers straight into the heart of the conflict where the fall-out from the September assaults on the Pentagon and the

World Trade Centre is wreaking havoc and killing people. After 9/11 attack America waged a war against Afghanistan which also affected Pakistan. The story is set in Pakistan and Afghanistan and the most disturbing and unrelenting aspect of this outstanding story is how completely incommensurable the opposing sides are. "For the United States, "there are no innocent people in a guilty nation". For the splintered, warring groups opposing them, the Americans are aliens, an army "made up of homosexuals and women". Killing them has "a perfect legitimacy and even beauty" (Hill). According to Fatima Noor, President Bush declared a war on terrorism and coined the term 'Islamophobia'. The American troops attacked Afghanistan as they believed that suspects were the Afghani Taliban,

Before the attacks Pakistan was supporting the Taliban government, but after the attacks it joined hands with America. This unison with the American government also had its cons, and Pakistan had to pay the cost for it. The killing, damage and trauma that was firstly allocated on Americans and then was poured upon Afghans, moved to Pakistan. All these nations were facing the effects of war, but no nation was aware of the troubles faced by other nations (2020, p.2).

The novel represents trauma experienced by Pakistani people due to war and terrorism and the effect of traumatic people on the society. As most researchers have extensively discussed the impact of war on Afghans and Pakistanis, the trauma experienced by children in the course of war is majorly sidelined. Before we delve deep into the sexual exploitation of children, trauma and war, as depicted in *The Blind Man's Garden*, it is essential to understand the background of the novel.

The novel is weaved around the teacher and scholar Rohan, who resides in a house with a rose, lotus, carnation, and almond-scented exquisite garden in a tiny Pakistani town, Heer. He created this sanctuary by gathering pieces of dirt from sacred cities and shaping it into an example of Islamic principles. "The garden, Aslam's metaphor for the world, a place of beauty and innocence, is in the course of the novel corrupted and tarnished with innocent blood" (Banerjee, 2013). The novel mentions "Afghanistan" and 'Peshawar' as 'war zones'. It underscores the trauma associated with the children in war zones. The protagonist is informed by Abdul, the bird pardoner, that his son is with the Taliban and he "is being held in a warlord's prison in Afghanistan" (2013, p.117). The warlord's people had sent him a letter asking him to meet them and know

how to free his son. They had cautioned in the letter, "Don't go to the police. We will kill him or hand him over to Americans to be tortured" (2013, p.117). Rohan decides to go with the bird pardoner to Peshawar, "We will meet the warlord's people together and see what can be done to bring back Jeo" (2013, p.118). At Peshawar a man wearing a Kalashnikov informs Rohan and Abdul that "twenty-thousand rupees will be charged to free the bird pardoner's son" (p.118). They are taken into a van to have a glimpse of the latter's son. Abdul finds a boy in rags inside the van who "flinches and lets out a sequel when the bird pardoner moves towards him" (p.120). Abdul declares that the boy is not his son. Rohan could see the boy weeping and beseeching,

'Please take me away', the little voice says finally, looking down. 'They keep us in a prison. They do things to you the make you want to kill yourself. Please take me away, ' he whispers.

...They have this game, they call it "nail". They start with the youngest prisoners and ask their ages. If the boy says twelve, they send twelve men to him. If he says fourteen, he gets fourteen. They take him to a room and take off his trousers and hold him down and then the whole place fills with screams. The men yell louder than the boy-like they have gone mad or have turned into wild animals. They are shouting, "Nail! Nail! Nail! As they do it for to him (p.120).

Nadeem Aslam has depicted the practice of Bazi Bazi rampant among the Afghan warlords and soldiers. The indecent act of sexual exploitation of children, has been portrayed in this segment of the novel. The novel underscores the plight of children who are not only impacted by the foreign intrusion but also by the inhuman power play of their own warlords. The latter, instead of protecting their countrymen, revel in the game of power, libido and wealth. According to MacNally, Lauren and David Adesnik, "Despite widespread condemnation, child sex abuse is rife in some segments of Afghanistan society, especially among the warlords and strongmen who dominate Afghanistan's rural countryside, where the possession of boys is seen as a mark of status, wealth, and influence" (2015, p.2). Children are more victimised under Bacha Bazi during wars as they are easily available due to the loss of parents or weak financial condition of the family. Some children are lured to join as soldiers and get into the trap of Bacha Bazi. According to Pashang (et.al.) armed war has increased Afghan boys' susceptibility to sexual assault and other personal and societal stress (2018, p.39).

The door is shut on the youngster when Rohan and Abdul are allowed out of the van. The youngster cries that he must be saved or he would commit suicide. Abdul lets the kidnapper know that the boy is not his child. He is shown a deck of photos by the warlord's warriors. At the end of the sheaf, Abdul recognises his son, Jeo. The men ask Abdul to meet them next week at the same time with the ransom money. Helpless Abdul beseeches them to give him some more time as he does not have money. He or his wife will have to sell their kidney in order to pay the ransom. Rohan, unable to control his anger and distress accuses the men for torturing boys as well as their parents. The out-raged man threatens,

'I will cut the boy's throat and I will kill you!' He says while Rohan groans at him. 'Your boy was caught fighting against us. He probably killed some of our men. We need money to make sure the widows and the children of those dead men don't become beggars' (p.121).

Rohan decides that they will go to Afghanistan with the warlord's men. He had a ruby which he will offer in exchange of Jeo. After getting the ruby "appraised at the Jewellers' Bazar, they drive towards the eastern outskirts of Peshawar" (p.122). The journey to the destination in Afghanistan takes seventeen hours. They are brought into a room and are asked to spend the rest of the night. Rohan finds the remains of broken Buddha statues on the floor. Rohan concludes, "The opposite of war is not peace but civilisation, and civilisation is purchased with violence and cold-blooded murder" (p.127). Rohan and Abdul follow a man into the warlord's underground prison next morning. As they moved through the hallways, Rohan could see people thrusting their hands with beakers out of their cells asking for water. He states, "These prisoners must all be insignificant, because the important ones are handed over to the Americans for \$5,000 each" (p.128). The novel underscores the pathetic condition of the civilians trapped in war. They are commodified both by the local warlords as well as their enemies.

The man goes with the jewel to the warlord. Meanwhile Jeo informs Rohan and Abdul that there are about hundred children trapped in the building and the others who came with him had died. The warlord returns delighted by the beauty of the jewel. He announces, "You can take the boy" (p.129). Rohan, however, wanted to save the other children from the brutal clutches of the warlord. On seeing the American soldiers outside the building he thought of seeking their help to rescue the children. He requests,

I need your help in getting some children out of this building,' he says, pointing with his head.

'Not our problem.'

'They are being abused there.' 'Not our problem... (p.131).

"This blatant disregard for the safety of underage boys in Afghanistan seemingly answers the previously posed question: protecting its interests in the Middle East is more important to the U.S. government than protecting the young boys who are victimized by bacha bazi" (Bruton, 2019, p.191). The novel explicitly discusses the USA's presence in Afghanistan post September 11 attack and positioning it as the rescuer of Afghans, especially Afghan women, from brutal Talibs,

September 11 nearly shattered confidence in the U.S. as an impenetrable body of power, threatening its hypermasculine identity as the authority that would be respected by the world. In response, Western nation-states, namely the U.S. and Britain, colluded with the media to manufacture consent and gather funding for a "War on Terror" that would teach those who dared threaten the world's hegemony a lesson. To that end, Afghanistan was centered as a target due to its alleged role in harboring Al Qaeda insurgents. The War on Terror was initiated not on the battlefield, but first and foremost through powerful propaganda, especially about Afghans, their "true" nature, and how badly they needed Western intervention and oversight for the sake of the world. Thus came Laura Bush and Cherie Blair's campaign to "save" Afghan women from the clutches of vaguely-described, evil terrorists (Malikyar, 2021, p.1).

However, the moral policing of the whites loses its traces when it comes to check Bacha Bazi in Afghanistan. The USA focusses on Afghan men who are a threat to the security of the whites and are least concerned about the security of the Afghans as a whole.

Conclusion

Since offenders are not held accountable for their crimes, impunity and gender inequality have contributed to the practice's propagation. A corrupt legal system, illiteracy, poverty, strong militias engaging in the practise, and instability have also contributed to the practice's popularity. "According to military experts in Afghanistan, the lawlessness that followed the overthrow

of the Taliban gave rise to violent expressions of paedophilia in rural Pashtun and northern Afghanistan" (Sabet, 2020). The system of gender reassignment is connected to the sexist, mostly male-dominated Pashtun rural society. The surge in conflict-related sexual assault in Afghanistan is attributed to factors like persistent instability, gender disparities, relocation, inadequate services, restricted access, and discriminatory practises.

Fearing violence or death, these boys are often unable to escape. As adults, the worst phase they went through makes it very difficult for the boys to readjust in the society. Many of his teenage victims today are likely to become powerful warlords or bacha baz (boy lovers), thus continuing the vicious cycle of abuse. Social stigma makes it difficult for former dance boys to rediscover their masculine identities. Unable to find a decent job or career, they start taking drugs and alcohol as escaping mechanisms. They fear that their identities (beardless) will be discovered by the community, these boys are very stressed. They struggle to reintegrate into the society because of the problems with trust and a thirst for vengeance.

The instability of native people's lives in conflict zones is shown in *The Blind Man's Garden*. The commodification of children during conflict is also revealed. A kaleidoscope of human interactions and the misery brought on by the conflict are shown in the novel. Nadeem Aslam reveals the misery of the defenceless kids caught in the war zones and also victimised due to the geopolitical issues. Afghan children became targets of sexual exploitation during crises and war because they were trapped in poverty, had lost their parents, were embroiled in ethnic strife, were homeless, and had crumbling security systems. Children's fundamental rights in Afghanistan have been violated by paedophilia that is culturally accepted. Its most heinous manifestation is when local warlords sexually assault children and US security troops refuse to defend the innocent victims. The story emphasises the hypocrisy of wars and conflicts, which instead of defending the rights of the populace align their interests with those of fortifying the already-existing power structures.

In order to stop this practice of Bacha Bazi, it is important to promote education, raise awareness, and support organizations that work to protect the rights of children and end the exploitation of vulnerable populations. By working together, we can strive to create a world where all children are protected and able to live their lives free from harm and exploitation.

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