

ISSN : 2348 - 9766

# **International Research Journal of Humanities, Language and Literature**

**Volume No. 11**

**Issue No. 1**

**January - April 2024**



**ENRICHED PUBLICATIONS PVT. LTD**

**S-9, IInd FLOOR, MLU POCKET,  
MANISH ABHINAV PLAZA-II, ABOVE FEDERAL BANK,  
PLOT NO-5, SECTOR-5, DWARKA, NEW DELHI, INDIA-110075,  
PHONE: - + (91)-(11)-47026006**

# **International Research Journal of Humanities, Language and Literature (IRJHLL)**

## **Aims and Scope**

International Research Journal of Humanities, Language and Literature (IRJHLL) is a double blind peer reviewed, refereed monthly international journal that provides publication of research papers, review papers, review articles, technical reports, mini review and short commutations articles in all areas of Humanities, Language and Literature. The Journal provides a common forum where all aspects of Humanities, Language and Literature are presented. The journal welcomes publications of high quality papers on following areas- Study of Review of Comparative Literature, Modern Literature, Creative Expressions, New Literary History, Practice and Theory of Creative Writing Literature and Language, Methodologies of Literature and Language, Theories and Practice of Literary Studies, Linguistics, Stylistics, Research and Developments In Language and Literature Education, Language and Literature Explores the Connection Between Stylistics and Critical Theory, Linguistics, Language Assessment and Language For Special Purposes, Language Planning and Policies, Conversation Analysis, Translation Studies, Sociology of Literature, Academic Exchange, Languages and Cultures, Humanities, Cross-Cultural Studies, Literary Criticism and Allied Subjects. Empirical research using primary, secondary or experimental data is also encouraged.

# International Research Journal of Humanities, Language and Literature (IRJHLL)

## Editor-in-Chief



### Prof Dr. Samrendra Sharma

Ex. Principal SMDRSD College Pathankot and Member Punjab Public Service Commission Patiala(PPSC), Former Vice-Chancellor Arni University Himachal Pradesh, India, Presently Chairman of BHARTIYA UTTHAN SANGH(Regd.)

## Editorial Board

<p><b>Dr Geetanjali Ramesh Chandra</b> Assistant Professor, Amity University Dubai Campus, Dubai, UAE</p>	<p><b>Salinee Maia Antarasena</b> Assistant Professor of English Creative Writing, Dept of English, Faculty of Humanities, Chiang Mai University, THAILAND.</p>
<p><b>Dr. Siva Nagaiah Bolleddu</b> Assistant Professor of English (Senior), School of Social Sciences and Languages (SSL) , V I T University, Vellore, INDIA.</p>	<p><b>Hayatudeen Muh'd Konto</b> Senior Lecturer, Ramat Polytechnic Maiduguri Department of Language and Liberal Studies, Borno State, NIGERIA.</p>
<p><b>Hayatudeen Muh'd Konto</b> Senior Lecturer, Ramat Polytechnic Maiduguri Department of Language and Liberal Studies, Borno State, NIGERIA.</p>	<p><b>Dr. Jose Mathews</b> Senior Faculty, Gaeddu College of Business Studies, Royal University of Bhutan, BHUTAN.</p>
<p><b>Dr. Arif Mohammad</b> Assistant Professor, Department of Teacher Training and Non Formal Education, Jamia Millia Islamia, New Delhi, INDIA.</p>	<p><b>Abdul Bari Khan</b> Assistant Professor, English Department, Air University Islamabad, Pakistan</p>
<p><b>Dr.N.Lavanya</b> Asst.Professor,Head Incharge, Dept of Hindi, Ethiraj College for Women,Chennai,Tamilnadu ,India</p>	<p><b>Ms. Jyotsana Thakur</b> Assistant professor , Media Studies, in Amity University Gurgaon, Haryana , India</p>

**Dr.T.Murugesan**

Project Associate, Centre for Women's Studies,  
Alagappa University, Karaikudi.Tamil Nadu  
,India

**T. Pushpanathan**

Assistant Professor,Department of English  
SCSVMV University,Enathur, Kanchipuram -  
631561 Tamilnadu, India  
Natalya Krassilnikova.  
UCSI International School, Language  
Acquisition Teacher/PYP Coordinator

**Dr. Anjali Hans**

Assistant Professor in English, University of  
Dammam 14-Street, Al Adama,Dammam, Saudi  
Arabia

**Dr. Rohit Bansal**

Assistant Professor - Deptt. of MBA, Vaish  
College of Engineering, Rohtak -  
124001(Haryana)

**Dr. A Pradeep Kumar**

Associate Professor of English Anurag Group of Institutions, Venkatapur (V), Ghatkesar (M),  
Medchal District Telangana State, India

# International Research Journal of Humanities, Language and Literature (IRJHLL)

(Volume No. 11, Issue No. 1, January - April 2024)

## Contents

Sr. No	Article/ Authors	Pg No
01	Nature-Human Bond in The Rime of the Ancient Mariner <i>- Khum Prasad Sharma</i>	1 - 6
02	Hearing it from the Horse's Mouth: Engineering Students' Perceptions About Technical Writing and Academic Literacy Skills <i>- Dr. Tsaona Seitsiwe Mokgwathi, B. E. Otlhomile</i>	7 - 16
03	Relevance of Gandhian Ideology: Philanthropy to Corporate Social Responsibility <i>- Dr. Laxmikant Sharma</i>	17 - 22
04	Socio- Economic Disadvantage and Compatible Teaching Strategies for English Language <i>- Dr. Intakhab Alam Khan</i>	23 - 30
05	Old Widows & Woodroses: A Reference to the Short Stories of Chitra Banerjee Divakaruni, Anita Desai, & Abburi Chaya Devi <i>- Dr Hampamma Gongadi</i>	31 - 36



# Nature-Human Bond in The Rime of the Ancient Mariner

**Khum Prasad Sharma**

Lecturer in English Padma Kanya Multiple Campus  
Tribhuvan University, Nepal

## ABSTRACT

*This research paper entitled “Nature-Human Bond in The Rime of the Ancient Mariner “ concentrates on nature-human bond. The paper tries to explore the bond from the perspectives of environmental biocentrism which specifically deals with nature-human relationship. To find out the bond it also showcases the human behavior, its impact on nature and its relation with the nature. The poem thus was explored, analyzed and scrutinized employing the theory of biocentrism which predominantly confirms the concept of relationship between ecology and human beings. The poem is written by S. T. Coleridge which exhibits the interconnection and inter-relation between the human world and the non-human elemental world of nature. Coleridge suggests that we need to create a balanced role between nature and human beings. Nature is the source of human happiness so we need to preserve it. This study justifies the nature and human relationship ought to be in equilibrium. The nonexistence of one generates tribulations in the whole ecological system.*

**Key words:** anthropocentric, biocentrism, ecocentrism, ecology, ecological balance, etc.

## LAYING THE FOUNDATION

The Rime of the Ancient Mariner by S. T. Coleridge was written in between 1797-98 and published in 1798 in the first addition of Lyrical Ballads. All of the God’s creations are equally important and he loves everyone is the basic foundation of the poem. Each one is a living testimony to his authority and to the magnificence of the earth. Pride separates human and god. The acceptance of the man’s spiritual relationship to god and rest of the creation is the key. Accurate humanity scores only from abundant grief. Gratification for sin is attained only through admission and genuine deeds of repentance. Coleridge, in The Rime of the Ancient Mariner concentrates on the bond of nature-human. The poem presents Albatross as a striking conception of nature as the Mariner exterminates it, their evil time starts. Earlier to the killing of Albatross everything seems to be perfect. Albatross, wind, sun, rain, etc. all signify nature and have purposely set and picturized in the poem. With the help of all these elements poet want to justify nature-human bond.

The Rime of the Ancient Mariner is not only about principles and unselfishness on human relations but also for the Mariner who has forgotten his responsibilities and killed an Albatross like an irrational being. The Mariner is proud of his deed of killing the bird hence shares to his companions proving his heroism but the act turned counterproductive and hence they have to face the ill consequences. Killing an innocent bird exploiting human power thinking the bird’s existence as of least significance results in the human suffering. The harmony among all the elements is primary for the existence otherwise everyone suffers is the crux.

## BIOCENTRICISM IN THE RIME OF THE ANCIENT MARINER

The Rime of the Ancient Mariner induces an indication of biocentric harmony which demands a philosophy of the bond between human and nature, and trusts that nature does not exist to be oppressed

by humans; rather humans are simply one species among many belonging to an ecosystem. Cheryll Glotfelty in *The Ecocriticism Reader* (1996), explains „ecocriticism,“ as “the study of the relationship between literature and the physical environment” (as cited in Garrard 3) whereas biocentrism attempts to determine the dispute of nature culture dichotomy by distorting the wall between them. When deep ecology conveys the perception that man is an integral part of nature, the culture which is the product of man involuntarily falls under nature. Eradicating the delusion of nature/culture alterations, Frederick Turner in his “Cultivating the American Garden” states:

Nature bears the weight of our activities, but in the long run renews itself and remains just as it was left to itself, nature settles into a balance, a rhythm that is eternal and unchanging [...] nature is dangerous but purifying, innocent yet wise the only real touchstone of what is good and right and beautiful. (45) Gandhi’s article “The Limits and Promises of Environmental Ethics: Eco- Socialist Thought and Anthropocentrism’s Virtue” contends:

Environmentalism can benefit from directly adopting commonly shared democratic and anthropocentric values for which aspects of eco-socialist thought can be providing useful insight and an analytical framework for better understanding the case and possible solution to certain environmental problems. (37)

Bio critics dispute this bond by consuming innumerable perceptions; anthropocentrism, biocentrism, ecocentrism and deep ecology etc. Timothy Clark in *The Cambridge Introduction to Literature and the Environment* positions:

Anthropocentric is the world view where human beings are given the central position and all other entities are pushed to the margin. This privileging of one entity over the other gives rise to all sorts of power structure exploitation. Anthropocentrism names any stance, perception or conception that takes the human as center or norm. An „anthropocentric“ view of the natural world thus sees it entirely in relation to the human, for instance as a resource for economic use, or as the expression of certain social or cultural values – so even an aesthetics of landscape appreciation can be anthropocentric. (3)

Biocentrism is most ordinarily allied with the work of Paul Taylor, exclusively his book *Respect the nature: A Theory of Environmental Ethics*. Taylor articulates that biocentrism is an “attitude of respect for nature”, whereby one endeavors to make an effort to live one’s life in a way that esteem the wellbeing and integral significance of all corporeal organisms. He contends “humans are thought of as member of the earth’s community of life, holding that membership on the same terms as apply to all the nonhuman members” (76). He concentrates on the codependent of all living things in an originally integrated order whose equilibrium and permanency are indispensable conditions for the recognition of the virtuous of its constituent biotic community.

Coleridge embraces the biocentric world view challenging the human targeted disposition and their unsympathetic opinion concerning nature. He anticipates to display the equivalent connotation of all worldly mortals regardless of their corporeal power. Every creature performs a critical role in sustaining an equilibrium in the ecosystem, no matter whether it is the so-called rational creature, human beings or it is any other seamy creature which apparently has less prominent.



Coleridge primarily exhibits the irresponsible nature of human being, congregation of elucidation accentuating the existential insignificant massacre of the Albatross in an unfathomable world and offence as mentioned “the shooting is an act, unpremeditated and unmeant, that nevertheless must be accounted for ... (Buchan 97). The lack of the accountability of Mariner leads him to commit the sin. The Mariner and his fellows face hard time as the ship halts. Instead of regretting the sin he committed the Mariner gets annoyed and cursed his destiny, the sea and other creatures around him. He lacks gratitude and does not appreciate the universe around him and all the God’s creation. Later a ship advances to them “death and life in death” with a roll of the dice, death wins all lives of the crew and „life-in-death“ wins the life of the Mariner. All his fellow men die one by one, sparing the Mariner isolated and terrified as he utters “alone on a wide sea! And never a saint looks pity on my soul in agony” (245). Then he is compelled to live in isolation for a week where he goes into flashback of every event and mostly the dead fellow men’s gaze fixed on him charging him the blame as the line illustrates “but oh! More horrible than that is the curse in the dead man’s eyes!” (245). Here, reception commences his isolation is no longer a penalty, but an opportunity for him to comprehend the perfection of the world. At the sight of the water snake the Mariner contrarily and abruptly observes its beauty which is because of the experience he receives earlier that compels him to commence identify things contrarily for the first time. His perception regarding these creatures as inferior and insignificant needs to be condemned instead God’s creation needs to be appreciated, loved and respected. The novel comprehension discharges him from his imperceptible shackles and he is able to offer a sanctification from the water snakes as expressed “he is on the verge of learning that mysterious and omnipotent spirits govern his destiny” (Buchan98).

The Mariner commences to expand his understandings and admits the divine miracle and joy of the world. He needs to liberate his negativity and set free the spirit of his dead shipmates. Their spirit ascends, enhancing the Mariner in his journey and conducting him to the hermit. Although the Albatross is no more on his neck, and the ship is in return to the progression to home the Mariner still lacks absolution. The polar spirit authorizes this when they state “the man hath penance done and penance more will do” (249). He also learns forgiveness mustn’t be asked rather it must be earned. Although the Albatross was no more on his neck but he still picturizes its blood on him so he thinks that the Hermit will help him come out of this as replicated here “He’ll shrive my soul, he’ll wash away. The Albatross’s blood” (251). He senses that if he is given the chance to confess his crime, he will be liberated from the internal anxiety as he wishes the Hermit asks Mariner “what manner of man art thou?” (253) offering him the chance to confess his sins for penance.

Meanwhile, nature becomes compassionate to Mariner, and recompenses as he steps towards union with it as Watson indicates, “nature heals the man who makes no effort but simply opens himself „unaware“, of its influence” (103). Mariner starts enjoying and realizing the beauty of nature which surrounded him, because of the knowledge he possessed out of experience that generated love and gratitude which is seen in his sense of rain and wind which signify imagination, music and positivity. In opposition as the Mariner dissects the passage of departure, he concludes human and natural catastrophe. Rendering to it J. Robert Barth asserts “love is eternal that unifies multiteities” (5-6) and the individual experiences a restricted form of love till he approaches to the power of love pervading nature, subsequently he attains deeper and more meaningful experience of love and The Rime of the Ancient Mariner replicates a journey of an individual through various junctures of his bond with nature.

Along with the journey, the individual realizes that departure from nature results in agony and disorder of life. In opposition to this the effective relationship with nature which can be attained by having harmonious bond results in love, sympathy, gratitude and imagination with sense of peace and pleasure. The journey begins with the Mariner's innocence by disregarding the nature which forces him to consider nature to be distinctive from human beings. Later he comprehends all creatures are equal. The Mariner then internalizes the prominence of the bond and unity as he expresses "He prays best, who loves best, all things both great and small, for the dear god loves us, he made and loves all"().

The Mariner associates himself with nature and comprehends the bareness of being and the significance of the core deep sophisticated attachment and elucidation of nature. As the poet talks about the state that can be empty, „plague“, hollow“, „as whirlwind“ „with my cross brown“, „shot“ poet compulsions to apprehend, human beings are only a part and parcel of the ecosystem.

And a good south wind sprung up behind; The Albatross did follow,  
And every day, for food of pray, Came to the mariner's hollow!  
In mist or cloud, on mast or shroud, It perched for vespers nine;

While all the night, thought for- smoke white, Glimmered the white moon – shine. (71-78) The Mariner's shooting of the Albatross without any reason is the act done to prove one's worth and satisfy his ego. It is a deed which satisfies his superiority complex. The act of killing the Albatross doesn't have any connection with bringing good or bad luck.

The killing of Albatross caused crisis of water which resulted in drying up of the Mariner and his fellows throats so much so that they are unable to cry for help hence the Mariner bites his own arm and wets his throat with his own blood and shouts: "A sail A Sail" and the situation was very tough as the lines state:

There passed weary time, Each throat Was parched, and glazed each eye,  
A weary time! A weary time!  
How glazed each wary eye. (143-146)

The ship approached close so that the he Ancient Mariner can see who crewed it: death, embodied in a naked man and the night-mare life-in-death embodied in a necked woman. The letter was mysterious and attractive with red lips, golden hair and skin "as white as leprosy". As "certain things are simply beyond human understanding" (Vallins 54). She whistled three times just as the last of the sun sank into the ocean; night fell in an instant and the ghost ship hustled away, through its crew's sighs could be caught long after it was out of sight. The setting is horrible, immoral and full of emotions and breaking unity with nature.

Are those her ribs through which the sun Did peer, as through a great?  
And is that Woman all her crew?  
Is that a death DEATH? And are there two? Is DEATH that woman's mate?  
.... mare LIFE-IN-DEATH was she,  
Who thick's man's blood with cold. (185-94)

The climax is when the Mariner, after the skeleton ship comes near finds the rest of the crew consists of death and life. The morality was in crisis breaking the unity with the nature as the Mariner had played a

negative role. While narrating the tale of the expedition, positioning one of the marriage guests under the control of his “skinny hand” and “glittering eyes”, the mariner displays the problematic state:

Day after day, day after day  
We stuck, nor breath nor motion; As idle as a painted ship  
Upon a painted ocean. (115-18)

The atop excerpt demonstrates the magnitudes of killing the Albatross and the problematic state the humans had to endure. The Mariner, only to substantiate his heroism to his fellow mates, killed the bird which signify the humanity is dead in the Mariner. Not only the Mariner other fellow people in the ship had to suffer along with him. The incident clearly justifies lack of rationality and anthropocentric consciousness in the Mariner which broke the nature-human bond and resulted in demolishing the universal harmony which leads to the level that they are unable to get water to quench their thirst despite the abundance of water as the stanza displays:

Water, water, everywhere, And all the birds did shrink; Water, water everywhere,  
Nor any drop to drink. (119-22)

The given stanza depicts the fact that the intimate relationship between human being and nature is must. The act of shooting is a disobeying God in Nature, as “God is not, for Coleridge, [...] a mysterious supernatural agent [...] but the intelligible ground and archetype of the sensible realm” (Hedley 223). Due to the erroneous action „water“ in the form of nature is not able to fulfill the desire of cruel and proud, human being.

The Mariner’s narrative commences with his ship proceeding on its expedition. Apart from initial good luck, the ship is propelled south by a storm and ultimately gets stuck in Antarctic. An Albatross appears and leads the ship out of the predicament, although the crew members praised Albatross the mariner kills the bird.

**However, the mariners alter their mind when the weather converts warmer and the mist appear:**

“Twas right, said they, such birds to slay, That brings the fog and mist” (101-102). They shortly realized that they commit a blunder by accompanying the crime of the killing of the bird, as it stimulate the wrath of spirit who then peruse the ship “from the land of the mist and snow”, the south wind that had primarily led them from the land of the snow now sends the ship into uncharted waters near the equator, where it is unruffled.

The very deep did rot- O Christ! That ever this should be,  
Yea, slimy things did crawl with legs, Upon the slimy sea. (123-126)

The mariners again alter their mind and blame the Mariner for the anguish of their thirst. In annoyance, the crew compels the mariner to put on the dead Albatross on his neck, feasibly to elucidate the liability he requisite endure of killing it, or possibly as a emblem of guilt.

Then the hermit rescues the Mariner from his sinking ship. As Mariner sees the Hermit, he yells with ecstasy anticipating his possible unity with the nature;

It is the Hermit good!  
 He sighs loud his godly hymn That he makes in the wood  
 He'll shrive my soul, he'll wash away The Albatross's blood. (509-513)

The lines from the poem explain that the mariner trusts that as the Hermit is a person who is in harmony with both nature and god, will be capable to clean him off of his sin. Along with this, it also demonstrates that, no matter how much penance he does, or how much mercy he is shown upon, the Mariner will constantly feel the remorse of what he has done.

Conclusively, as the Mariner reaches to the sight of his homeland he primarily is indeterminate and he thinks whether he is hallucinating as the extract explains:

Oh! Dream of joy! Is this indeed The lighthouse top I see?  
 ... drifted o'er the harbor-bar, And I with sobs did pray-  
 O let me be awake, my God!  
 Or let me sleep away. (564-571)

The trodden remains of the ship sink in a whirlpool, excluding only the Mariner behind. A hermit of the mainland had perceived the forthcoming ship and had come to meet it with his boy in a boat. When they pull him from the water, they think he is dead but when he opens his mouth the pilot has a fit. The hermit prays and the mariner wakes up to row.

### CONCLUSION: HUMAN-NATURE BOND

In conclusion The Rime of the Ancient Mariner by S. T. Coleridge is a long poem which is a replica of an individual's journey the Mariner and the humanity as a whole who pass through different phases- the difficult situation, emptiness, hollowness, lack of consciousness and the biocentric world view of nature. The Ancient Mariner kills the Albatross because he wanted to teach humans the lesson about the spiritual world. The Albatross signify an animal, spirit and the nature itself this is why its extermination resulted in the spiritual devastation of the mariners. Thus, the poem tries to justify the strong bond between nature and human where each and every element created by god are of equal significance and must have mutual respect. Every creature and elements in the universe are in existence only because of the interdependence and interconnectedness.

### WORKS CITED

1. Barth, J. Robert. *Coleridge and Christian Doctrine*. Harvard University Press; February 5, 1969. Reprint 2013 ed.
2. Buchan, A.M. "The Sad Wisdom of the Mariner" *Twentieth Century Interpretations of the Rime of the Ancient Mariner*. New Jersey: Prentice-Hall, 1969. 97-98
3. Clark, Timothy. *The Cambridge Introduction to Literature and the Environment*. Cambridge University Press, 2011.
4. Coleridge, Samuel Taylor. *Table Talk*. Ed. Carl Woodring, 2 vols. I. London and Princeton, 1990. \_\_\_ *The Complete Poetical Works of Samuel Taylor Coleridge*. Ed. Ernest Hartley Coleridge. 2 vols. Oxford: Clarendon Press, 1912.
5. \_\_\_ *The Portable Coleridge*. Ed. I. A. Richards. New York: The Viking Press, 1971.
6. Gandhi, Devadatta. "The Limits and Promises of Environmental Ethics: Eco- Socialist Thought and Anthropocentrism's Virtue." *Environs Environmental Law and Policy Journal*, University of California, Davis. Vol.31:No.1, 2007. 35-58.
7. Garrard, G. *Ecocriticism*. London: Routledge, 2007.
8. Hedley, D. *Coleridge, Philosophy and Religion: Aids to Reflection and the Mirror of the Spirit* Cambridge: Cambridge University Press, 2003.
9. Taylor, Paul. *Respect nature: A Theory of Environmental Ethics*. Princeton University press. 1986.
10. Turner, Frederick W. "Cultivating the American Garden: Towards a Secular View of Nature." *Harper's Magazine*, 271.1623. 1985. 45-52.
11. Vallins, D. "The Letter and the Spirit: Coleridge and the Metaphysics of Prose." *Modern Philology* Vol. 94, No. 1. 1996. 39-59.

# Hearing it from the Horse's Mouth: Engineering Students' Perceptions About Technical Writing and Academic Literacy Skills

**Dr. Tsaona Seitsiwe Mokgwathi<sup>1</sup>, B. E. Otlhomile<sup>2</sup>**

<sup>1</sup>Department of Technical Writing and Academic Literacy, Botswana International University of Science and Technology, Palapye, Botswana

<sup>2</sup>Department of Technical Writing and Academic Literacy, Botswana International University of Science and Technology, Palapye, Botswana

## ABSTRACT

*This paper discusses the undergraduate Engineering students' perceptions about the Technical Writing and Academic Literacy Course at a technical university. The study solicited the views of the students concerning the course to enable the researchers to better address students' needs. The study's theoretical framework was drawn from the co-constructivist approach (Klenowski, Askew and Carnell, 2006) [1] because of the interactive nature of the course. The co-constructivist approach emphasizes collaborative learning more than learning as an individual responsibility. The data were collected qualitatively through a questionnaire. A focus interview was also held with a select group of students. The results showed that the students had positive perceptions about the course and that it positively impacted on their studies at university and will also contribute to their success at the workplace. However, some students acknowledged that they still had weaknesses in technical writing and academic literacy skills.*

**Key words:** *Technical writing, Academic literacy, Success, Learning needs, Acquisition*

## 1. INTRODUCTION

Communication Skills and Academic Literacy course continues to be taught in institutions of higher education despite the mixed reactions of the students to whom it is taught [2]. The course has been named in a variety of ways depending on what a given institution wants to emphasize. For instance, at Botswana International University of Science and Technology (BIUST), emphasis is on technical writing and imparting of academic literacy skills such as information search from various sources, proper citation of sources and referencing skills. Hence the course is known as Technical Writing and Academic Literacy (TWAL). In other institutions, for instance, at the previous institution where one of the researchers was working as a lecturer, the course is known as Communication and Study Skills. The course is so named since the communication aspect emphasizes the communication competency skills of speaking, listening, reading, and writing; while the study skills aspect deals with time management, note-making and note-taking skills and information search. However, emphasis has since shifted to information literacy skills to equip students with skills of information search and proper citation and referencing of sources.

Despite its multi-faceted labels, TWAL continues to be offered as a general education course that is mandatory for all students to study for at least one year. This is evidence that the course offers skills that students require in order to cope with the demands of learning at university and even beyond. In that regard, Agarwal and Yadav [3, p. 292] state that “with the information revolution and socio-economic changes in the new millennium, the importance of effective technical communication skills has increased.” They further assert that “as the professional world becomes more diverse, competitive and result-oriented, the importance of technical communication skills continues to increase [3, p. 292].”



---

BIUST, like other institutions of higher education, also realized the importance of offering the Technical Writing and Academic Literacy course to its students. When the university had its first students' intake in August 2012 in the two colleges – College of Sciences and College of Engineering and Technology, the course was not included in the curriculum. Within a year, the university realized that excluding this course was a serious omission; hence a decision was taken that the course should be taught during the first two years of students' enrolment at BIUST. In January 2014, the university introduced TWAL to all undergraduate students of the university with the aim to help them develop writing and academic literacy skills within the context of the specific needs of Science, Engineering and Technology, with emphasis on skills that are intended to enhance life-long learning. After one year of teaching the course to both first and second year engineering students, the researchers took a decision to evaluate the impact of the course by soliciting the views of their students through a needs analysis study. This paper is a culmination of the said study.

## 2. CONCEPTUAL FRAMEWORK

The study's conceptual framework was influenced by the co-constructivist approach (Klenowski, Askew and Carnell, 2006) [1] because of the interactive nature of the course. The co-constructivist approach emphasizes collaborative learning more than learning as an individual responsibility. Learners are encouraged to identify issues in their organization that affect their learning and to strive to bring about change, hence the decision to solicit their views about the course. The feedback obtained from the learners was used to further improve the course and meet the learners' expectations.

## 3. RESEARCH PROBLEM

As mentioned earlier in this article, BIUST did not offer TWAL to its students until January 2014. This is paradoxical given the fact that in its entry requirements, BIUST states that a D grade or better in English Language at school leaving certificate (BGCSE or IGCSE) in addition to credits in Mathematics and Science subjects, is sufficient for the applicant to be admitted [4]. The implication is that many of its students may not be competent in writing in English. Therefore, there was need to enhance their communication in English as the Language of Learning (LOL) in Botswana, also the official language used in the secondary domain cluster functioning as the language of government administration, the judiciary, science and technology, trade and industry, and the media [5]. BIUST had also ignored the fact that these students come from General-English background at high school. Therefore, there was need to orientate them towards writing for Science, Engineering and Technology in addition to enhancing their communication skills to meet the expected standard at university. Further, the students are required to comply with academic writing conventions such as acknowledging and proper citing of sources, and using referencing techniques applicable in their disciplines. Furthermore, the attitude of engineering students towards a Communication in English course is generally known to be negative [2]. Hence the researchers undertook this study to establish the students' perceptions about TWAL. To maintain the focus of the study, the following research questions were posited:

1. What are your perceptions about the Technical Writing and Academic Literacy course?
2. What impact has the course had on your studies?
3. What challenges did you encounter in learning academic literacy and writing skills?

## 4. METHODOLOGY

The study was conducted at Botswana International University of Science and Technology, a newly-established university of Science and Technology. The university is based in Palapye; a town situated in central Botswana, 270 km from Gaborone-the Capital. At the time of its inception, the university was

---

mandated to be a leader in the diversification of Botswana's economy currently based on diamonds, beef and tourism, so that it also becomes a knowledge-based economy through Science, Engineering and Technology.

The study involved 30 third year undergraduate students (15 male and 15 female) from a total of about 150 students enrolled in the various engineering programmes; namely computer, energy, telecommunication, mining and geological engineering. The sample size comprised 20% of the total number of the third year students. The researchers considered this to be a sufficient sample since the selection of interview participants has little to do with numbers; the sampling is not done to get enough people to participate but to collect sufficient data [6]. All but one participant were holders of the Botswana General Certificate of Secondary Education (BGCSE), suggesting that almost all the students had gone through the public school system. Only one participant had International General Certificate of Secondary Education (IGCSE). However, there is no difference between the BGCSE and IGCSE as the two qualifications are deemed to be equivalent. All the participants were Botswana except two - one of Asian origin and the other of Zambian origin. The Botswana students stated Setswana as their first language except one who spoke Ikalanga as a first language. One of the two non-citizen students stated Malayalam as a first language and the other spoke Bemba as a first language. English was the main second language, suggesting that it is a language that many of them acquired at school. French was the other language that two of the respondents stated as an additional language they spoke. The age of the students ranged from 18-22 years. However, programme, gender, nationality, languages spoken, age as well as the nature of school certificate held were not important variables in this

study. The researchers were mainly interested in the views of the participants about the Technical Writing and Academic Literacy course.

The data were collected qualitatively through a questionnaire administered to the engineering students to solicit their views about the impact of TWAL on their education. The researchers focused their study on engineering students because it was the group to which they teach TWAL. The third year students were chosen for the study due to three reasons. First, they had started their studies at BIUST without the TWAL course since the course was introduced during their second year of study. Second, they were the most senior undergraduate students. Third, they would be able to assess the impact of the TWAL course on their studies by reflecting on the period before and after its introduction. Therefore, it was assumed that they would have an informed opinion about the course. In addition to the questionnaires, a focused in-depth interview was held with 10 students evenly drawn from the five engineering disciplines. Thus two students from each programme volunteered to participate in the focus interview. The focus interview was essential since it gave both the researchers and students further opportunity to bring to the fore any issues that may have been overlooked in the general questionnaire. Furthermore, the focus interview was meant to corroborate the data collected through the questionnaires.

## **5. DATA ANALYSIS**

The data were analysed qualitatively since the data obtained was characterised by the participants' own written words. The data was categorized and interpreted according to common themes in order to deal with the main theme of the study. Borgan and Taylor [7] define Qualitative design as "Research procedures that produce descriptive data; people's own written or spoken words and observations." The findings from the analysis assisted in answering the three main research questions as discussed in the next section.

## 6. DISCUSSION OF FINDINGS

The results from the questionnaire interview as well as from the focus interviews showed that the engineering students had positive perceptions about the TWAL course. Their views are discussed broadly under the three main research questions. The first research question was: What are your perceptions about the Technical Writing and Academic Literacy course? In response to this question, there was general consensus among the students that the course was very useful to them. They indicated that it has enhanced their competency in the four language skills of writing, reading, speaking and listening. One student commented:

“It [Technical Writing course] is an interesting one, and a necessity for tertiary students.”

They further reported that the course has helped them to improve cohesion in writing; for instance, they can now link sentences correctly within paragraphs and also create a link between paragraphs. This results in a coherent piece of writing. When asked to rank the language skills according to their order of importance, the students ranked writing as the most important skill. This is not surprising given that several studies [8], [9], [10] suggests that engineers spend a significant part of their working time producing written documents of different kinds. The next important language skill, according to the students, was speaking. In particular, they expressed that enhancement of their speaking skill enabled them to make effective oral presentations. Schulz [11] classifies presentation skill as one of the soft skills that fulfil an important role in shaping an individual's personality and that “It is of high importance for every student to acquire skills beyond academic or technical knowledge (P: 146).” Engineers need to persuade others of the utility of their designs, products, and services. This could either be during an oral presentation session or through writing [12]. The students' responses from the focus interviews also reiterated their positive perceptions about oral presentations. They stated that the course gave them a broader understanding of how important oral presentations are. The oral presentation sessions they had built their confidence.

Reading was rated as the third most important language skill. The researchers found the students' rating of reading as the third most important language skill to master quite interesting given the importance of reading at university. The implication here seems to be that students do not make an immediate link between reading and writing. Research suggests that avid readers tend to have a good command of the language in which they read, including writing. For instance, Ferris and Hedgcock [13] state that extensive reading ... may dramatically enhance ... skills ... related to comprehending and producing written texts. It seems students define literacy in reading as being able to read what is written only. However, at university, reading is more than that; it amounts to reading with a purpose. Hence it is termed academic reading. Therefore, an academic reader should be a strategic and selective reader. He should be mindful that success at university is often about meeting competing demands and deadlines. Therefore he needs to get the most out the reading in the limited time available.

The language skill of listening seemed to be the least important to the students as it was rated the fourth most important. However, in the views of the researchers, listening is a natural partner to speaking. Furthermore, since information is imparted mainly in the lecture rooms through lectures delivered by a lecturer or through a video, a student needs to be an active listener. Being an active listener enables the learner to follow the pattern of the lesson and to capture important points in the form of notes. Notwithstanding that, a few students from the focus interviews specifically stated that the course improved their listening skills. One student commented:



“The course helped me to be attentive in class.”

Concerning the Academic Literacy module, the students had positive perceptions about it, and regarded it as the next most important skill after the language skill of writing. This module specifically deals with information literacy skill in the form of searching for information in the library or on the internet, correctly citing sources (verbatim or paraphrased) as well as acknowledgement of references used. The students stated that the course has improved their information search, especially from electronic sources. It has also coached them on how to cite sources correctly and exposed them to different referencing styles. Some of the students articulated the benefits they derived from the Academic literacy module as follows:

“I learned how to use different styles of referencing”

“I was able to improve how I conducted my research and how I referenced sources according to the different formats.”

“The module helped me to know the different styles of referencing, especially referencing of journals.”

“To some extent, it has improved my referencing skills and information search.” “It [Information literacy skill] is not yet perfect but it is slowly improving.”

“I am able to consult different references and explore information search engines better.”

The students' positive perceptions expressed above confirm that students enter university with little or no knowledge about Information Literacy skill. This is not surprising given that at secondary school level, students are not required to acknowledge sources or to produce a reference list as evidence of research carried out. However, at university, mastering of Information Literacy skills is an integral part of academic literacy. One cannot say he or she is academically literate if he / she cannot efficiently utilize the different search engines to retrieve required information within a short time. In addition, academic literacy requires the student to be able to use the various sources consulted in an efficient and legal manner. This may involve citing the sources used within the text produced and then preparing a list of all references at the end of the text. In that regard, Masic [14, p. 148] talks of two formats of citation as “... in-text citations where sources of information are briefly identified in the text” and “... the reference list at the end of the publication ... that provides full bibliographic information for each source.” Whether a source has been used verbatim in the form of a quotation or paraphrased, the bottom line is that “the references must be accurate, complete and should be accurately applied [14, p. 148].”

Although the students generally had positive views about the course, there were a few (5/30 or 16.6 %) who were of the view that the course was not beneficial to them. Three of them did not state their reasons for their negative perceptions. The two who gave reasons stated respectively that the course was not challenging enough and that since they had already done the course in the previous year, they did not find it necessary to do it again. However, what these students did not appreciate was that in the previous year, they were given a general appreciation of the different modules of the course. In the subsequent year, the course specifically focussed on the application of the skills learnt to specific situations of research, report-writing and oral presentations.

The second research question was: What impact has the course had on your studies? Through this question, the researchers sought the respondents' views on whether the skills they learnt in the course enhanced their learning and if they found them applicable in the other courses. The data revealed that the TWAL course positively impacted on the students' writing. The students indicated that the course

sharpened their report-writing skills, notably laboratory reports. Other skills enhanced were note-making skills, portfolio creation, in-text citation and referencing skills. At university, students are expected to be less reliant on their lecturers. Lecturers are mere facilitators of learning whilst students are autonomous learners and need to discover information on their own. Hence it is vital to master the skill of note-making – be it during a lesson or research. Portfolio-creation is also important to know since through a portfolio, students can provide explicit examples to prospective employers when seeking employment about what they know and what they are able to do. This type of portfolio is referred to as showcase portfolio [15]. In-text citation and referencing skills are necessary for students to master so that they summarize and paraphrase ideas of other authors correctly and acknowledge the sources they have used, lest they are accused of plagiarism. Pecorari and Petriç [16] define plagiarism as “literary theft, stealing (by copying) the words or ideas of someone else and passing them off as one's own without crediting the source”. Over and above, the students stated that the course promoted team work as most of the work given required them to work in groups.

The students further indicated that what they learnt from the course was applicable in a number of courses. Some of the courses mentioned were Material Science, Earth Science, Introduction to Engineering, Analogue Electronics and all other courses that require report-writing such as laboratory experiments in Physics. One student from the Energy Engineering programme specifically stated:

“Technical writing assisted me a lot in my discipline energy. In energy, we always compile reports. Therefore the knowledge from this course [Technical Writing] made the work very easy for me.”

**Another student from the Mining Engineering programme wrote:**

“In Mining Engineering, there is so much reports to be prepared; and it [Technical Writing course] helped me to prepare such [reports].”

The students' views were confirmed later when students arranged with the researchers outside class to further enhance their report-writing skills. Engineering students are required to produce a detailed technical report based on the task they are given [17]. Notwithstanding the above positive views, there were a few students (4/30) who felt the course did not impact their studies in any way, regrettably; they did not advance any reasons. However, the very small number involved was too insignificant. Ironically, when the students were further asked if they would recommend the course to new students, all of them answered in the affirmative. This response nullified the negative perception expressed above. The TWAL course had generally met the students' expectations.

The last research was: What challenges did you encounter in learning Technical Writing and Academic Literacy course? This question solicited the students' views on any learning difficulties they may have encountered in the course (course content and how it was delivered). All the students except one said they did not encounter any challenges in the content. The student who encountered some learning challenges stated that the major problem was vocabulary usage and interpretation. The underlying problem for this student may be low vocabulary which could be due to poor reading skill. Research has shown that reading improves and reinforces vocabulary development [18]. Therefore students with higher level of vocabulary are likely to excel in their studies as reading has a reciprocal relationship with writing.

Despite their positive comments about the course content, the students commented on the course delivery. They felt that the course should be more interactive, that they should be given more take home assignments and that they should be provided with notes after every lecture. It is worth noting that tasks for tutorial sessions were deliberately designed to facilitate student- student interaction and student-facilitator interaction. The lecture hour was strictly for the introduction of the topic to give students its key points. While the researchers concur that there were fewer take home assignments, this was deliberate as the amount of work that students did during the tutorial sessions was sufficient taking into account the number of credits each student had to fulfil per semester.

On what else they would like to learn in the course, the students indicated that they required more practice in oral presentation skills and that they should be trained on how to write journal articles. The researchers took note of the first recommendation, but concerning the latter, they found it to be beyond their mandate. Training engineers on how to write scientific journal articles is the sole responsibility of the lecturers of engineering. Leki [19, p. 10] shares the same notion that “biology professors learn to write articles the way biology professors do by reading articles that biology professors have written”. The lecturers of TWAL can only assist on the language aspect and document formatting. The students' recommendations confirm that for the students of engineering at BIUST to excel, there should be collaboration between the lecturers of content subjects and TWAL lecturers.

## **7. LIMITATIONS**

The main limitation of this study is that only 20% of the third year students was involved. Therefore, the views expressed and the interpretation of the data is only applicable to the participants in the study. Hence the results cannot be generalized to the entire third year engineering group. A quantitative study involving all the 150 third year students would give a true picture of how this group of students perceive the TWAL course. BIUST has three colleges, namely; Engineering and Technology, Sciences and Information Communication Technology. The results of the present study cannot be reflective of the views of students from the other twocolleges. A similar study involving students from the colleges of Sciences and Information Communication Technology would need to be undertaken to solicit their perceptions about the TWAL course.

## **8. IMPLICATIONS**

Despite the study's limitations articulated above, there are a number of implications that emerged from the study. First, the TWAL course fills a knowledge gap that exists among students entering university. Students come with general English background, are more reliant on their teachers and have little or no knowledge about how to avoid plagiarism and the consequences of not citing sources correctly or not even citing sources altogether. The course trains the students on how to write specifically in their disciplines, equips them with skills that assist them to become autonomous learners, to engage in knowledge discovery, how to write texts that are academically fluent and how to use the ideas from various sources without plagiarising. Second, the course is an integral part of training an engineer. The skills taught in the course such as oral presentations, research and report-writing are inherent in the working life of an engineer. Research has shown that engineers with good communication skills are likely to move faster on the professional ladder than those with poor communication skills [20], [21], [22].

## 9. CONCLUSION

From the findings of the study, the researchers can confidently say the Technical Writing and Academic Literacy course is beneficial to the engineering students. The students' own positive perceptions are a testimony to Kerley & Nettles [23, p. 2] who argues that “when students engage in learning through acquisition of Critical Academic Literacy skills, they succeed and they persist in education and continue in meaningful relation with all of life.” The students have realized that the course is crucial for them to succeed in their discipline-specific courses and eventually in their programmes. The skills acquired from the course will also become useful to them once they join the world of work as practicing engineers. The students' views have also endorsed one of the objectives of the course: To equip students with key competencies for academic and life-long learning [24].

In conclusion, the researchers recommend that there should be collaboration between lecturers of TWAL and lecturers of discipline specific courses that students have cited as courses in which they apply the skills they learn from the TWAL course. Collaboration could be in the form of material sharing. TWAL lecturers could use material from these courses when teaching the said skills at the same time that the same content is being handled in the discipline-specific courses. That way students would immediately apply the skills learnt and will also see direct relevance of the TWAL course to their learning.

## REFERENCES

- [1] Klenowski, V., S. Askew & E. Carnell, 2006. *Portfolio for learning, assessment and professional development in higher education. Assessment & Evaluation in Higher Education. Vol. 31(3):267-286. June.*
- [2] Beer, D. F. *Reflections on Why Engineering Students Don't Like to Write – and What We Can Do About It. Reflections on Communication, 2002.*
- [3] S. Agarwal and G. Yadav, “Technical Communication for future Engineers”, *National Conference on Synergetic Trends in engineering and Technology (STET-2014) International Journal of Engineering and Technical Research ISSN: 2321-0869, Special Issue, pp. 292-293, 2014.*
- [4] Botswana International University of Science and Technology. *Undergraduate Prospectus for 2015/16.*
- [5] T. S. Mokgwathi, “Role of code-switching in teaching and learning in selected senior secondary schools in Botswana”, *PhD thesis, University of Pretoria, Pretoria, 2011.*
- [6] Magogwe, J. M. S. *Language learning strategies of Botswana students: An exploratory study. DPhil thesis. Edith Cowan University, Perth, 2005.*
- [7] Guy, R. F., Edgley, C. E., Arafat, I. & Allen, D. E. *Social research methods: Puzzles and solutions. Boston: Allyn and Bacon, 1987.*
- [8] M. L. Kreth, “A survey of the co-op writing experiences of recent engineering graduates”, *IEEE Transactions of Professional Communication, vol. 43, no. 2, pp. 137-152, June, 2000.*
- [9] J. A. Leydens, “Novice and Insider Perspectives on Academic and Workplace Writing: Toward a Continuum of Rhetorical Awareness”, *IEEE Transactions on Professional Communication, vol. 51, no. 3. pp 242-249. September 2008.*
- [10] H. Silyn-Roberts, “Using engineers' characteristics to improve report writing instruction”, *J, Prof, Issues Engineering Education Practice, vol. 124, no. 1, pp. 12-16, 1998.*
- [11] B. Schulz. *The Importance of Soft Skills: Education beyond academic knowledge. In NAWA Journal of Language and Communication. pp146-155, June, 2008.*
- [12] D. A. Winsor, “Writing Like an Engineer: A Rhetorical Education”, *Mahwah, NJ: Lawrence Erlbaum Asso, 1996.*
- [13] D. Ferris & J. Hedgecock. *Teaching ESL composition: purpose, process and practice. Lawrence Erlbaum Associates, 1998.*
- [14] I. Masic. *The Importance of proper Citation of References in Biomedical Articles. In ACTA Inform Med, 21 (3): 148-155, September, 2013.*
- [15] C. Danielson & L. Abrutyn. *An Introduction to using portfolios in the Classroom. Alexandria: Association for Supervision and Curriculum Development, 1997.*
- [16] D. Pecorari and B. Petric, “Plagiarism in second-language writing”, *Language Teaching, vol. 47, pp. 269-302, June, 2014. <http://journals.cambridge.org/LTA> Accessed: 25 August 2015.*

- [17] F. J. Lino and T. P. Duarte, "Research Skills Enhancement in Future Mechanical Engineers", *iJEP*, vol. 1, issue 1, pp. 20-26, April, 2011. <http://www.cuhk.edu.hk/wac/newsletters/N4a.pdf>
- [18] *Writing Tips*. Accessed 27th August 2015.
- [20] A. L. Darling & D. P. Dannels. *Practicing Engineers Talk about the Importance of Talk: A Report on the Role of Oral Communication in the Work place. Communication Education*, Vol. 52, no. 1, pp. 1-16, January, 2003.
- [21] M. J. Riemer . *English and Communication Skills for the Global Engineer. Global J. Engng. Educ.*, vol. 6. no. 1. UNESCO International Centre for engineering Education (UICEE). Melbourne, 2002.
- [22] S. Seetha . *Communication Skills for Engineers in Global Arena. International Journal on Arts, Management and Humanities 1 (1): pp1-6*, 2012.
- [23] Botswana International University of Science and Technology. *Technical Writing and Academic Literacy Course Guide*; 2015.
- [24] J. Kerley & S. Nettles. *Improving Students' Critical Academic Literacy through Enhancements in Classroom Pedagogy. Gulf Coast Community College*,2010. Accessed 24th August 2015.





# Relevance of Gandhian Ideology: Philanthropy to Corporate Social Responsibility

**Dr. Laxmikant Sharma**

Associate Professor, PG Department of Commerce and Management, DAV College, Amritsar.

## ABSTRACT

*Corporate Social Responsibility (CSR) has become a buzzword now. Today CSR in India has gone beyond merely charity and donations, and is approached in a more organized fashion. It is an integral part of the corporate strategy. CSR is that the business has a responsibility – towards its stakeholders and society at large – that extends beyond its legal and enforceable obligations. There are many companies in India (Tata, Birla, SAIL, BHEL etc), which are engaged in doing such activities that benefit the community at large. These companies play an important role in nation building and socio-economic development and have also taken up a number of initiatives for the development of society. Mahatma Gandhi's principle of Trusteeship also correlates to the concept of Corporate Social Responsibility. CSR has become increasingly prominent in the Indian corporate scenario. Organizations are expected to grow their businesses. With the growth of their businesses, organizations need to build trustworthy and sustainable relationships with the community at large. The present paper explains the concept of Corporate social Responsibility and tries to establish relationship between Gandhi's ideology of Trusteeship with CSR.*

**Keywords:** *Corporate Social Responsibility, Corporate Strategy, Trusteeship, obligations*

## INTRODUCTION

Corporate Social Responsibility (CSR) has become a buzzword now. It is one of the most important global issues. With the passage of time, CSR expanded to include both economic and social interests. Companies have become more transparent in accounting and display 'public reporting' because of pressures from various stakeholders. Now the companies behave in the 'desired' ethical and responsible manner towards customers, employees, communities, stakeholders and environment. They have started incorporating their CSR initiative in their annual reports. CSR has become increasingly prominent in the Indian corporate scenario. Organizations are expected to grow their businesses. With the growth of their businesses, organizations need to build trustworthy and sustainable relationships with the community at large. Today CSR in India has gone beyond merely charity and donations, and is approached in a more organized fashion. It has become an integral part of the corporate strategy.

## OBJECTIVES:

- To understand the meaning of Corporate Social Responsibility
- To study the concept of Trusteeship given by Mahatma Gandhi
- To establish the relationship between CSR and Gandhi's ideology of trusteeship
- To know the importance of CSR and companies following this approach

## DEFINING CORPORATE SOCIAL RESPONSIBILITY (CSR)

If the term “Corporate Social Responsibility” is interpreted separately, it manifest that (a) 'Corporate' - means organized business; (b) 'Social' – means everything dealing with the people and (c) 'Responsibility' – means accountability between the two. CSR is represented by the contributions

undertaken by the companies to society through its business activities and its social investment. The ideal definition of Corporate Social Responsibility given by World Business Council for Sustainable Development is – “CSR is the continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as of the local community and society at large.” The European Commission has given a simpler definition of CSR as “the responsibility of enterprises for their impacts on society and outlines what an enterprise should do to meet that responsibility”. CSR is that the business has a responsibility – towards its stakeholders and society at large – that extends beyond its legal and enforceable obligations. Indian industry is going global. The corporates are getting bigger and diversifying within the country too. They need land, energy, water and minerals — all scarce and not completely renewable. Serious industry players want facilitation through governments, and no more. Public Sector Undertakings (PSUs) are too opaque for anyone to measure their productivity vis-a-vis their asset base. Today's probity-conscious, rights-asserting India seeks better governance with less government. The industry has been longing for it. Ideally, it is expected that government works as a regulator with a large degree of transparency and remains accountable for its decisions. It shall continue as a player only in sectors such as health and education where great disparity in access continues. In these sectors, the long-term implication of any governmental neglect on the much-talked-about demographic dividend shall be disastrous. Henceforth, apparently, the active players of the economy shall be the industry – several small, many medium and those that are revving to forge ahead shall be those that are the large. It is equally apparent that the industry shall not confine itself to manufacturing alone; there are clear signs of their moving into agriculture too.

#### **TRUSTEESHIP PRINCIPLE:**

Indian corporations should set their paradigms based on Mahatma Gandhi's trusteeship principle. A distilled essence of this principle is found in the first verse of the Isopanishad (Shukla Yajur Veda) *Isavasyam idam sarvam...dhanam* (the One God is present here and everywhere). It underlines that everything around us has the Supreme residing in them and hence He is the rightful owner. We, who actually possess it, can enjoy a “delegated ownership” as trustees. For the coming generations shall receive it from us. In the meanwhile consumption was not discouraged, but we were cautioned not to accept what was someone else's quota. The Mahatma's trusteeship beautifully explains that enterprise is not discouraged, while we know that socialism numbs enterprise. Gandhiji's trusteeship allows the entrepreneur to keep the surplus. It actively encourages spending the surplus for the benefit of the society. Gandhiji's trusteeship rests on three solid pillars — Ahimsa (non-violence), Samanta (equality), and Swaraj (self-rule). Swaraj or self-rule is significant in the context of the current debate as it shall refer to the self-rule of the smallest governing unit — the gram panchayat. And this is the unit closest to the people. The relevance of ahimsa needs no elaboration in the light of today's land acquisition debate. Not just lathis, but even the uncertainty of displacement can be described as himsa (violence) and hence engagement for negotiations, where and when necessary, should be on completely different parameters. Gandhiji envisaged the entrepreneurs “to use their talent to increase the wealth, not for their own sakes, but for the sake of the nation and, therefore, without exploitation... Their children will inherit the stewardship only if they prove their fitness for it.” The Mahatma also observed, “When the people understand the implications of trusteeship and the atmosphere is ripe for it, the people themselves, beginning with gram panchayats, will begin to introduce such statutes. Such a thing coming from below is easy to swallow.” In India today, some entrepreneurs who have followed these principles who stand out as exemplars. They may not call themselves so, but they have practiced these principles and give us the comfort that ideals can be emulated.



---

**Corporate Social Responsibility: Role of Some Indian Companies**

There are many companies who are deemed to be forerunners of CSR. The snapshot of some companies towards CSR are stated below:

**A. TATA:** TATA group is considered to be a pioneer in the area of CSR and has played an active role in nation building and socio-economic development since the early 1900s. From its inception, the TATA group has taken up a number of initiatives for the development of society. About 7000 villages around Jamshedpur and Orissa benefit from development programmes run by the TATA Steel Rural Development Society (TSRDS). Programmes of TSRDS cover issues like education, irrigation, afforestation, adult literacy, vocational training, handicrafts and rehabilitation of the handicapped persons. The Community Development and Social Welfare Department (CDSW) at TATA steel carries out medical and health programmes, blood donation drives, and drug de-addiction etc.

**B. BIRLA:** The Birla Groups of companies are also among the pioneers in the field of corporate social responsibility in India. As part of the Aditya Vikram Birla Group's Social Reach, the Birla group runs many hospitals, adult education and schools all over India. This group rehabilitates handicapped persons. It also provides vocational training, and has adopted several villages under its Village Infrastructure Development Programme.

**C. MAHINDRA:** Among corporates who have displayed deep commitment to corporate social responsibility over long years is Mahindra and Mahindra. The late Mr. K. C. Mahindra for promoting education among Indians at all levels established the K. C. Mahindra Education Trust in 1953. Every year the Trust offers interest free loan scholarships to post-graduate students going abroad for higher studies. The Mahindra Search for Talent Scholarships is a scheme established in 34 schools in India to enthuse and reward students who have achieved excellence in their academic pursuits.

**D. Reliance Industries Ltd.:** Reliance Industries Ltd. Launched a countrywide initiative known as "Project Drishti". It is meant for restoring/bringing back the eyesights of visually challenged Indians from the economically weaker sections of the society.

**E. Steel Authority of INDIA (SAIL):** SAIL was founded with well-articulated socio-economic objectives towards the people of India – employees, customers, supplies and community. SAIL has taken successful actions in the field of environment conservation, health and medical care, education, women upliftment, providing drinking water and ancillary development.

**F. GlaxoSmithKline Pharmaceuticals:** GlaxoSmithKline Pharmaceuticals' CSR programmes primarily focus on health and healthy living. They work in tribal villages where they provide medical check-up and treatment, health camps, and health awareness programmes. They also provide money, medicines, and equipment to non-profit organizations that work towards improving health and education in under-served communities.

**G. ACC:** ACC has been rendering social service for over 5 decades. They are setting up schools, health centers, agro-based industries, and improving the quality of rural life.

**H. BHEL:** BHEL is actively involved in the welfare of the surrounding communities. It is also providing drinking water facilities, construction of roads and culverts, provision of health facilities, educational facilities etc.

**I. NTPC:** NTPC has established a trust to work for the cause of the physically challenged people. This apart, similar commitment to CSR has been displayed by several corporates in India. These corporates have been deeply committed to their commitments engaging in programmes encompassing education, health, integrated rural development etc.

### **CSR: Why it is important**

- 1) It can bring benefits in terms of risk management, cost savings, access to capital, customer relationships, human resource management, and innovative capacity.
- 2) It encourages more social and environmental responsibility from the corporate sector at a time when the consumer confidence and the levels of trust in business is getting damaged.
- 3) CSR requires engagement with internal and external stakeholders so that it enables enterprises to anticipate better and take advantage of fast-changing expectations in society as well as operating conditions. This means it can also act as a driver for the development of new markets and create real opportunities for growth.
- 4) Enterprises can build long-term employee, consumer and citizen trust by addressing their social responsibility as a basis for sustainable business models.
- 5) It helps mitigate the social effects of the crisis, including job losses.
- 6) CSR offers a set of values on which a more cohesive society is built.
- 7) It can enhance brand image and reputation.
- 8) It can generate ability to attract and retain employees.

### **CSR INCLUDES**

#### **CSR encompasses the following:**

- 1) All activities aimed at communities that benefit them in a sustainable manner. However, a company that undertakes such activities but does not comply with business basics cannot be termed as social responsible.
- 2) Basic business practices and value chain that go beyond legal compliance to benefit the disadvantaged amongst the company's stakeholders, e.g. poor customers, marginalized producers and so on.
- 3) Advocating for change in public policy and laws that benefit disadvantaged people.

### **CONCLUSION**

Mahatma Gandhi introduced the notion of 'trusteeship'. Under this notion, the industry leaders had to manage their wealth so as to benefit the common man. The idea prompted many family-run businesses to contribute towards socio-economic development. Gandhi's influence put pressure on various Industrialists to act towards building the nation and its socio-economic development. According to Gandhi, Indian companies were supposed to be the 'temples of modern India'. Understanding the concept on the same lines we can now a days see that CSR is apart and parcel of the corporate strategy. Business enterprises are no longer expected to play their traditional role of mere profit making enterprises. The companies are facing increased pressure for transparency and accountability, being placed on them by their employees, customers, shareholders, media and civil society. The ever-increasing role of civil society has started to put pressure on companies to act in an economically, socially and environmentally sustainable way. CSR talks about responsibility across all stakeholders in terms of the Triple Bottom-line, people, planet and profits.

**REFERENCES:**

1. Athreya. M. (2009). „Corporate Social Responsibility for Inclusive Growth”, *The Indian Journal of Industrial Relations*, Vol. 44, No. 3, pp. 347-354
2. Barney. J.B. (1986). „Organizational Culture: Can it be a source of sustained competitive advantage?”, *Academy of Management Review*, Vol. 11, No. 3, pp. 656-665
3. Baxi. C.V. & Ray. R.S. (2009). „Corporate Social & Environmental Disclosures & Reporting”, *The Indian Journal of Industrial Relations*, Vol.44, No. 3, pp. 355-375
4. Carroll. A.B. (1979). „A three-dimensional conceptual model of corporate performance”, *Academy of management review*, Vol.4, no. 4, pp. 497-505
5. Carroll. A.B. (1998). „The four faces of Corporate Citizenship”, *Business and Society Review*, 100/101: 1-7
6. Chaudhary. N.K. (2009). „Facilitators & Bottlenecks of Corporate Social Responsibility”, *The Indian Journal of Industrial Relations*, Vol. 44, No. 3, pp. 386-395
7. Cochran. P.L. (2007). „The evolution of Corporate Social Responsibility”, *Business Horizon*, Vol. 50, pp. 449-454
8. Davis. K. (1960). „Can Business Afford to Ignore Social Responsibilities?”, *California Management Review*, Vol.11, No.3, pp. 70-76
9. Davis. K. (1967). „Understanding the Social Responsibility Puzzle: What Does the Businessman Owe to Society?”, *Business Horizons* Vol. 10, No. 4, pp. 45-50
10. Joseph. A.V. (2009). „Successful examples of Corporate Social Responsibility”, *The Indian Journal of Industrial Relations*, Vol. 44, No. 3, pp. 347-354
11. Klonoski. R.J. (1991). „Foundational Considerations in the Corporate Social Responsibility Debate”, *Business Horizons/ July-August*, pp. 9-18
12. Morimoto. R., Ash. J. & Hope. C. (2005). „Corporate Social Responsibility Audit: From Theory to Practice”, *Journal of Business Ethics*, Vol. 62, pp. 315-325
13. Motion. J. & Weaver. C.K. (2005). „The epistemic struggle for credibility: Rethinking media relations The epistemic struggle for credibility: Rethinking media relations”, *Journal of Communication Management*, Vol. 9, No. 3, pp. 246-255
14. Narwal. M. & Sharma. T. (2008). „Perceptions of Corporate Social Responsibility in India: an Empirical Study”, *Journal of Knowledge Globalization*, Vol. 1, No 1, pp. 61-79
15. „ONGC, CPCL, SAIL get Corporate Social Responsibility award”, *Chemical Business*, Nov 2009 p. 71
16. Piramal. G. (1998). *Business Legends*, New Delhi: Penguin Books Ltd
17. Rääsk. E. (2005). „The Stakeholder Concept and the Perception of CSR among Estonian Companies”, *EBS Review*, Spring 2005, pp. 84-91
18. Roy. A. (2009). "Successful experiments of Corporate Social Responsibility", *The Indian Journal of Industrial Relations*, Vol. 44, No. 3, pp. 347-354



# Socio- Economic Disadvantage and Compatible Teaching Strategies for English Language

**Dr. Intakhab Alam Khan**

King Abdulaziz University, Jeddah-Saudi Arabia

Tel.00966-507633093, 0532013051

## ABSTRACT

*Education is a part of social system, and a class is a miniature society. Students belong to different socio-ethnic, cultural groups and economic strata. Therefore, variations can never be neglected in the context of education. As most of the English language learners come from different sections of the society, the strategy of teaching should also vary in order to attain the conceived targets. Therefore, socio-pedagogic strategies need to be evolved and implemented. This paper examines the backgrounds of the learners and proposes certain tips to be incorporated in the learning process especially at lower level.*

**KEYWORDS :** *Education, Miniature Society, Socio-Ethnic Groups, Socio-Pedagogic Strategies*

## INTRODUCTION

Education is considered as a system which interacts with many other systems. Among others socio-economic and ecological factors can't be ignored for many reasons while considering to evolve a general framework of curriculum. Teaching English as a second or foreign language catches attention of most of the planners, policy makers and curriculum designers because it is simply impossible to ignore one's socio-economic status. It has always been debated that those who come from a fairly good background they are generally found better in at least speaking than their counterparts. Thus, Victorian model of education is quite important from pedagogic perspective.

Socio-cultural and economic dimensions are integrated aspect of education because each child who joins educational system belongs to a society and culture, and he has an economic status. The components of the social factors are: the environment, movement in the society, interaction with different communities etc. On the other hand, economic factors include: earning, nature of the job and even status in the society.

## SOCIO-ECONOMIC FACTORS

The socio-cultural perspectives may be related to the individual's role and individual's interactions in the form of different social and community related activities that ultimately lead to an all round development especially the psychological dimension. Vygotsky (1978, p. 90). The child's environment is emphasized by both Bruner (1960, pp32-34) and Vygotsky. Both emphasised the social nature of learning, development of skill through the process of scaffolding. The concept of scaffolding is very similar to Vygotsky's notion of the zone of proximal development, and it not uncommon for the terms to be used interchangeably. Scaffolding involves helpful, structured interaction between an adult and a child with the aim of helping the child achieve a specific goal.

## NATURE VS NURTURE

Most modern child development theorists including Bruner accept that both a child's biology and his environment play a role in ongoing growth and development Bronfenbrenner's (1990) ecological

systems theory focuses on the quality and context of the child's environment. He states that as a child develops, the interaction within these environments becomes more complex. This can arise as the child's physical and cognitive ability become stronger. So, the idea that the surrounding of the child may affect positively or negatively is the main focus of Bronfenbrenner's theory (1990). The concept of 'nurture' was supported by Jerome Bruner as well.

A child is born with certain inborn potential which may not develop to full extent unless the child avails himself of the facility of healthy environment in which he can enjoy social exposure. But, in order to move freely and confidently in a given surrounding needs good economic status. Therefore, children belonging to socio-economic disadvantage may face educational disadvantage before they can't practice what they learn theoretically in the classes.

### **CONSIDERATIONS FOR CURRICULUM FRAMEWORK**

If we consider the theoretical perspectives of socio-economic and ecological theories the following would be the guiding principle of the development of a curriculum framework at a lower level.

### **KNOWLEDGE OF ECOLOGICAL AND HUMAN SYSTEM**

The following dimensions of life are found extremely relevant in the field of curriculum development. In this connection, the pedagogues have to look into the matter if the children are having favourable conditions that support growth and change such as: food and nutrition, shelter, hygiene healthy environment etc.

### **VICTORIAN EDUCATION: A TEACHING MODEL**

Ecosystem is an important consideration in the field of education. In this connection, Victorian model of education was proved to be very effective. Ecosystem includes the following: ways environment provides for the needs of children. Keeping the socio economic and ecological factors in view, it was proposed to start 'early parenting services' in Victoria. It was of a novel type and such an initiative received applause in the area of education for the economically weaker section. The programs include the following services: day stay, residential services, group and home-based monitoring are quite significant. In addition, secondary support services are also extended in which the focus is on the health of the kids in association with family wellbeing. ([www.cyf.vic.gov.au](http://www.cyf.vic.gov.au))

#### **The Victorian education services were initiated by the different centres/schemes:**

- EPCs in Victoria include Tweddle , Mercy Health O'Connell Family Centre, the Queen Elizabeth Centre etc.,
- Child and Family Health Service,
- Victorian PASDS providers include Baptcare, Child and Family Services Ballarat, City of Greater Geelong and many more.

### **PARENTING SERVICES**

There is now a growing need of providing early childhood safety, stability, development and the attachment relationship between an infant and care are critical elements for establishing the foundation for effective learning.



**Agents of changes**

A need was felt to improve the early parenting services to meet the needs of vulnerable children and families throughout the state of Victoria. Critical service drivers/agents to bring desirable changes include:

- a significant increase in the healthy birth rate in Victoria,
- a new understanding of the benefits of early parenting services which may exert an impact on waiting times and leading to increasing demand for current services.

**DIVERSE CULTURES AND LEARNING**

It was noted that in Victoria, migration was noticed that there was considerable increase in families coming from the Middle East, Asia, Africa and similar countries. These community groups are not properly represented in early parenting services. Therefore, an urgent need was felt to review the relevance, cultural aspect, availability and feasibility of these services for such communities.(ibid)

**Effective service requirement**

As we know that there are many such families which are unable to avail the benefit of comprehensive and different integrated services. The most effective way of improving outcomes for children requires a collaborative and coordinated service response such as early parenting services, child and family services and other health and community services in addition to educational provisions.

**LITERATURE REVIEW**

The role of socio-economic factors in second/ foreign language learning is being researched around the globe. Munoz (2008) defended the strong association between socio-economic status (SES) and achievement by exploring the fact that students from different social backgrounds have access to different types of schools leading to good/bad performance. In addition, SES, affects final language learning outcomes but also has an influence on motivation to learn. (Fan, 2011).

The relevance of socio-cultural factors in language learning was dealt with by Gardner (1985; Gardner and Lambert, 1959), who presented a detail analysis on the significant effect of parental encouragement and praise on students' motivated behaviour.

The factor of parental encouragement has also been studied in a number of studies (Atay and Kurt, 2010; Csize'r and Kormos, 2009; Ryan, 2009; Taguchi et al., 2009), however parental involvement may be indirectly connected to the SES factors.

Carr and Pauwells (2006) in Australia and Gayton (2010) in Scotland found that students from lower social classes having no opportunities to travel abroad displayed less favourable foreign language learning attitudes. A study by Lamb (2012) revealed that students in rural areas in Indonesia had a significantly lower level of broader exposure than learners of English in modern cities. The effect of social context on self-related beliefs in English language learning (L2) motivation has been recently investigated in Lamb (2012) in which he found that students in rural areas of Indonesia held significantly less-favourable views of their Ideal L2 selves than the students from urban areas had less explanatory power in motivated behaviour for rural learners.

Another important construct in the field of language-learning motivation is motivated behaviour, which is usually seen to consist of effort and persistence (e.g. Csize'r and Do"rnyei, 2005; Do"rnyei, 2001, 2005; Gardner, 1985, 2006).

Living in poverty meant that families were less likely to provide enriching cultural or educational experiences for their children. Many students' chances of academic success were reduced due to poverty (Altschul, 2012, p.13). Parents' socio-economic status (SES) had a strong and positive effect on children's achievement. Students from higher socioeconomic status, experienced greater parent involvement in their education (Vellymalay, 2012), which enabled these students to receive the necessary skills, knowledge, behavior and values that were needed by their children for academic success. Children whose parents were better educated, made more money, had higher-status jobs, and lived in two parent families tended to attain higher levels of education than other minorities.

It can now be concluded that the review of literature shows the connection between SES and learners' achievement in English, however the case can not be over generalized.

## **METHODS OF THE STUDY**

The following was the design of the study:

### **Tools used**

A questionnaire for the teachers was developed and used to elicit primary data to support the hypotheses that there are variations in the class, and corresponding strategies are important. (Appendix-A)

### **Analysis and Interpretation**

Based on the item analysis, it was found that most of the respondents were in agreement to the idea that varied socio-economic status of students demand different teaching strategies based on social and economic variations. (Appendix-B)

## **CONCLUSION**

Having seen the relevance of certain theories as mentioned above, the aspects of consideration while framing a curriculum, we can point out socioeconomic background is an important factor in school attainment. Factors including monthly income, parents' educational background, social class, interaction and exposure, environment exert significant impact on education. Proper strategic education can gulf the gap if any to a great extent in the case of socioeconomic disadvantage. (Zentella, 1992, pp 211-226). We can bring out desired changes in the school culture to deal with the factor of diversity. (Winfield & Manning, 1992, pp 181- 214). In addition, socio-pedagogic strategies like mentoring and support system can yield much better results.

Curriculum development is a tedious process as curriculum is the entire blueprint of the curricular activities that specifically includes course outline, teaching and learning. Unless the objectives are clear, and the textbooks are available one can't teach properly. And, if proper teaching doesn't take place, the learning outcomes will be at stake.

The teaching-learning strategies depend on the course material that is chosen and developed after an intensive research of the psychological aspect (developmental and cognitive) of the personality. A curriculum developer must look into the socio-economic background the target learners for whom the target curriculum has been designed and made available. It is because of the fact that learners from different background tend to learn in different ways. (Dunn, R. (1989, pp 40-42). There are many factors that a developer of the course and an instruction consider while achieving the curricular target conceived by the planners and the course developers.



## IMPLICATIONS

The following scenario has been conceived regarding students with socio-economic disadvantages. Curricular and co-curricular strategies to cope with the problems follow:

If students are from different cultural background, the teacher may employ differentiated instruction as a strategy of teaching.

### **The assumptions would be:**

- No two students are alike.
- No two students learn in the same identical way.
- An enriched environment for one student is not necessarily enriched for another.

On the basis of the above pedagogic points the following activities will be integrated with the classroom activities:

- Setting and practicing specific activities, make close observations, assign different activities, facilitate each of them, observe and follow up. Differentiated lessons should be made available for the following reasons:-A different lesson is not given for each student each day.
- the lesson doesn't lead to chaos,
- differentiate lessons are not only for students who demonstrate a need for acceleration.

Rather, it is felt that differentiated lesson is proactive, student-centered, and organic. It is based on the blend of whole class, group and individualized instruction. It considers a vision of success for our students. It also recognizes the variance in learning styles of our students and providing a variety of assignments within units of instruction. In addition, it allows students to choose, with teacher direction, the route to their learning.

It is believed that differentiated instruction strategy will provide opportunities for students to demonstrate proficiency in an area they already know and allow them to move forward. The proposed strategy is expected to provide multiple approaches to content (input), process (how), and product (output).

### **Specific case**

#### **Teaching Students having poor socio economic background:**

Different strategies are often necessary when teaching children with low socio-economic status. While teaching students of low socio-economic status, it is important to remember that although they are students with the same rights and responsibilities as all other students, they also require some extra care and support. If you, as the educator, do not come from a background of low socio-economic status you may have to work hard to relate with these students and their families. It is important that you treat all of your students fairly and that you offer the support that is needed by each of your individual students.

#### **Instructional strategies**

The instructor should do the following in order to evolve a implement a strategy to teach the disadvantaged group of learners:

- He should watch the students, observes diversity, and avoid monotonous teaching.
- have knowledge about teaching methods for diverse groups of students, including those from low socio-economic status groups.
- build and maintain healthy professional relationships with the target students. In addition, the teacher should always be open to share with the students about any learning-teaching problems that they encounter in the school, at home that are likely to affect the expected performance.
- he may arrange for extra time before school, after school or even during class time for students to complete their homework assignments and ask for help especially for those who can't finish their own.
- the concerned teacher should try to find ways to relate to the students and help them understand the importance of education in general and English in particular for how their social status and economic wellbeing.
- he should develop the overall personality of the child especially the communication skills.

## REFERENCES

1. Altschul, I. (2012). *Linking Socioeconomic Status to the Academic Achievement of Mexican American Youth Through Parent Involvement in Education*. *Journal Of The Society for Social Work & Research*, 3(1), 13-30.
2. Atay, G., Kurt, D., (2010). *The socio-educational model of second language acquisition: the Turkish context*. *Proced. Soc. Behav. Sci.* 2, 3088-3093.
3. Bronfenbrenner, U. (1990). *Discovering what families do*. In *Rebuilding the Nest: A New Commitment to the American Family*. Family Service America. <http://www.montana.edu/www4h/process.html>
4. Bruner, J. (1960). *The Process of Education*. Cambridge, Mass.: Harvard University Press. .pp32-34
5. Carr, J., Pauwells, A., (2006). *Boys and Foreign Language Learning*. *Real Boys Don't Do Foreign Languages*. Palgrave Macmillan, Basingstoke.
6. Csizér, K., Doǝrnyei, Z., (2005). *The internal structure of language learning motivation and its relationship with language choice and learning effort*. *Mod. Lang. J.* 89, 19-36.
7. Csizér, K., Kormos, J., (2009). *Modelling the role of inter-cultural contact in the motivation of learning English as a foreign language*. *Appl. Linguistics* 30, 166e185.
8. Doǝrnyei, Z., (2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. Lawrence Erlbaum, Mahwah, NJ.
9. Doǝrnyei, Z., (2001). *Teaching and Researching Motivation*. Harlow, Longman.
10. Dunn, R. (1989). *Do students from different cultures have different learning styles?* *International Education*, 16(50), 40-42.
11. Fan, F. A. (2012). *The Relationship Between the Socio-Economic Status of Parents and Students' Academic Achievements in Social Studies*. *Research in Education*, 87(1), 99
12. Gardner, R.C., (1985). *Social Psychology and Second Language Learning: the Role of Attitudes and Motivation*. Edward Arnold, London.
13. Gardner, R.C., (2006). *The socio-educational model of second language acquisition: a research paradigm*. *EUROSLA*. 6, 237-260.
14. Gayton, A., (2010). *Socio-economic status and language learning motivation: to what extent does the former influence the latter*. *Scottish Languages Review* 22, 17-28.
15. Lamb, M., (2012). *A self-system perspective on young adolescents' motivation to learn English in rural and urban settings*. *Lang. Learn.* 62, 997-1023.
16. Munoz, C., (2008). *Symmetries and asymmetries of age effects in naturalistic and instructed L2 learning*. *Appl. Linguistics* 29, 578-596.
17. Ryan, S., (2009). *Self and Identity in L2 motivation in Japan: the ideal L2 self and Japanese learners of English*. In: Doǝrnyei, Z., Ushioda, E. (Eds.), *Motivation, Language Identity and the L2 Self*. *Multilingual Matters*, Clevedon, UK, pp. 120-141.
18. Taguchi, T., Magid, M., Papi, M., (2009). *The L2 motivational self System among Japanese, Chinese and Iranian learners of English: a comparative study*. In: Doǝrnyei, Z., Ushioda, E. (Eds.), *Motivation, Language Identity and the L2 Self*. *Multilingual Matters*, Clevedon, UK, pp. 66e97
19. Vellymalay, S. N. (2012). *Parental Involvement at Home: Analyzing the Influence of Parents' Socioeconomic Status*. *Studies in Sociology Of Science*, 3(1), 1-6.

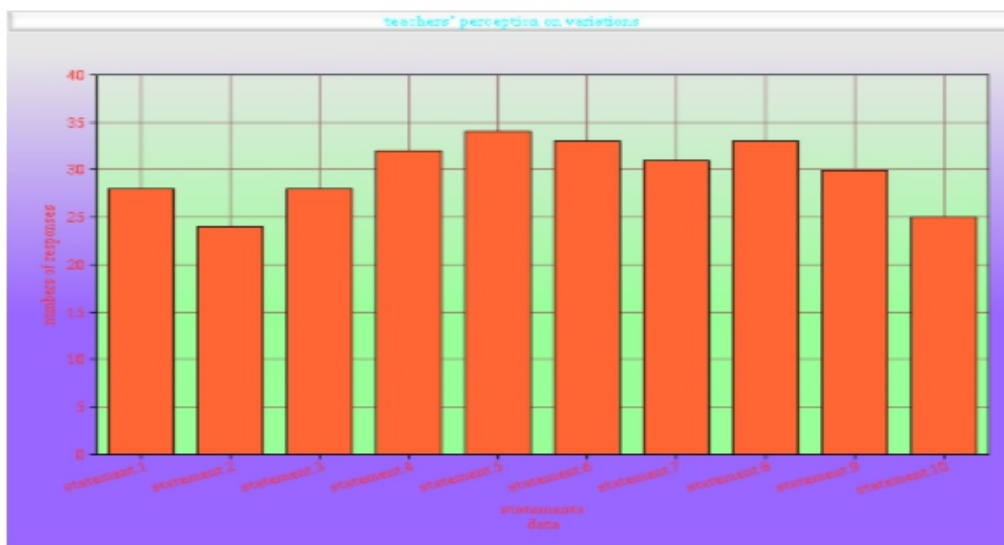
20. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
21. Winfield, L. F., & Manning, J. (1992). *Changing school culture to accommodate student diversity*. In M. E. Dilworth (Ed.), *Diversity in teacher education: New expectations* (pp. 181– 214). San Francisco: Jossey-Bass.
22. Zentella, A. C. (1992). *Individual differences in growing up bilingual*. In M. Saravia-Shore & S. F. Arvizu (Eds.), *Cross-cultural literacy: Ethnographies of communication in multiethnic classrooms* (pp. 211–226). New York: Garland.

### Appendix .A (Questionnaires for teachers-N=40)

S.N	Statements	agree	undecided	disagree
1	Socio-economic variations is a common phenomenon.	28	5	7
2	Students having better socio-economic status (SES) are more exposed.	24	6	10
3	Better SES students can learn easier than the counterparts.	28	6	6
4	There is an urgent need to bring low SES students to the main stream.	32	4	4
5	The teacher should boost confidence in the low SES learners.	34	2	4
6	The teacher should focus on child centred learning.	33	3	4
7	There is a need to gulf the gap if possible.	31	4	5
8	NGO's should handle such cases.	34	3	3
9	Institutions should facilitate by scholarships etc.	30	3	7
10	There is a need to offer parenting service like activities.	25	6	9

### Appendix-B

(Bar graph)



(showing perception of the sample teachers)



# Old Widows & Woodroses: A Reference to the Short Stories of Chitra Banerjee Divakaruni, Anita Desai, & Abburi Chaya Devi

**Dr Hampamma Gongadi**

Professor of English Madanapalle Institute of Tech & Science  
Madanapalle, Andhra Pradesh, India

## ABSTRACT

*In the patriarchal Hindu society the identity of women is always determined by her husband. A widower is allowed to remarry, but a widow is not even allowed to dream of it. Even in the modern educated middle class families, the identity of widows is definitely at stake. In many cases, they even lose their economic freedom. The modern feminist writers have been attempting several times to put forward the frustration of widows in their writings. This paper attempts to discuss how the three modern writers - Chitra Banerjee Divakaruni, Anita Desai, and Abburi Chaya Devi – present the disappointment widows face in the modern society.*

A woman's life consists of many stages and at each stage she needs to play a very different role. The stage of widowhood is a very crucial one during which she undergoes extreme loneliness and frustration. Almost all women short story writers of contemporary India have attempted to present this picture of a widow in educated higher middle class families. Three stories, one each of Chitra Banerjee Divakaruni, Anita Desai, and Abburi Chaya Devi are selected to study the disappointment of the old widows or mothers on learning that they are nowhere in the worlds of their children to whom they gave birth and life.

Chitra Banerjee Divakaruni's writes about women, their love, their joy and pain, and their difficulties and disappointments in maintaining human relations. Her short story "Mrs. Dutta Writes a Letter" from *The Unknown Errors of Our Lives* is about an old woman's loneliness in an alien culture and explores the culture shock faced by Indian women who have made such immigrations. In India Mrs Dutta was used to living on her own for the past three years since her husband died. Of course, she missed her husband, but gradually she found it rather pleasant to be mistress of her own life. In spite of her son Sagar's requests to stay with him in America she had preferred to stay alone in India among all the neighbours. But the pneumonia that hit her changed everything. Earlier, whenever she was ill, she used to feel that people around her waited impatiently for her recovery. But now being alone she found "no one whose life was inconvenienced the least hit by her illness" and as such no reason to get well. When this thought came into her mind she got so frightened and felt as if she was dead. It was then her desperate and blurred vision caught in the portrait of her grandchildren Pradeep and Mrinalini and decided that her place was with them. This thought took Mrs Dutta to the other side of the world with a new hope to live.

It has been two months since Mrs Dutta's arrival to America to live with her son and his family. Being a woman from a traditional family she still resorts to her age old habits like waking before the rest of the household, taking an early bath, chanting 108 names of God etc. At 9 am when the son, daughter-in-law and the two grandchildren leave the home, Mrs Dutta recovers her spirits in the kitchen which is her favourite place. She enjoys herself while preparing her son's favourite dishes and setting the things right in her own way.

---

When she first arrived in California, Mrs Dutta wanted to go over and meet the neighbours and offer them the sweets she had carried from India. But her daughter-in-law, Shyamoli did not allow her to do so as such things were not the custom there and the neighbours might even say something unpleasant to her, because “Americans don't like neighbours to invade their privacy”. For Mrs Dutta, who comes from a buzzing city like Calcutta, the word privacy is something beyond her understanding.

Mrs Dutta is confused in this new country where all the rules are upside down. “Her mind feels muddy, like a pond in which too many water buffaloes have been wading”. Shyamoli's aggressiveness at her husband reminds her of her own days and she recalls how dutiful and uncomplaining she was as a good wife, daughter-in-law, and mother. Mrs Dutta gets embarrassed by the display of marital affection between Sagar and Shyamoli. When she thinks about the grandchildren heaviness pulls at her entire body. Like so much in this alien land they turn out to be a disappointment. Their impatience when she tries to tell stories of her girlhood and that of Sagar's childhood whose memories she had carried to share with them, their “most transparent excuses when she asks them to sit with her while she chants the evening arati”, their excitement while discussing on phone about glittering alien world of Power Rangers or Spice Girls - all those leave her wrenched by doubt and often compels her to remind herself: “They're flesh of my flesh, blood of my blood”. Mrs Dutta finds it quite scandalous the children watching TV for hours; their talking back when she tells them to turn it off; their engrossment in their own world of games provided by the modern technology; their rudeness in referring to elders in a disrespectful way or at Shyamoli's letting them go unpunished or unrebuked. She recollects how many times had she slapped Sagar for something far less, though he was her only child.

Washing clothes and drying them is yet another problem Mrs Dutta faces in America. She doesn't like the dirty clothes to be stored for a whole week before putting them in a washing machine and that too along with the clothes of others. So she takes to washing her clothes in the bath tub, when she is alone; she then hangs her sari, every day, along the redwood fence that separates her son's property from the neighbours. Her request to put up a cloth-line in the backyard was declined. She puts all the dried clothes away before Shyamoli returns.

Mrs Dutta feels proud of herself on her “fitting in so well” by finding “new ways of doing things, of solving problems creatively”. Ignorance, as Mrs Dutta knows is a “great promoter of harmony”. But she does not anticipate that hanging her sari on the fence everyday proves to be her unknown error of her life creating a drift between herself and her son's family. The day Shyamoli comes home with disheveled hair and her cheeks blotched with a hectic colour, Mrs Dutta unexpectedly overhears Shyamoli's discourse with Sagar only to understand that she is most unwelcome there and that she has created a hard time to her. Mrs Dutta also learns that the neighbour had requested Shyamoli to tell Mrs Dutta not to hang her clothes over the fence. Shyamoli takes this very seriously, as for all these years she has been so careful not to give “Americans a chance to say something like this...”

On learning this Mrs Dutta shrinks against the wall. Shyamoli's words pour into her ears like smoking oil:

“I've explained over and over, and she still keeps on doing what I've asked her not to . . . leaving dishes to drip all over countertops. Ordering my children to stop doing things I've given them permission for. She's taken over the entire kitchen cooking whatever she likes . . . I feel like this isn't my house anymore . . . Some days I feel like taking the kids and leaving”.



From the dark passage where she stands, Mrs Dutta observes two shadows of the children going to their mother and she thinks they probably have seen their mother crying first time. She hears Sagar trying to console her in a “miserable tone”. She observes “all the four shadows on the wall shiver and merge into a single dark silhouette”. Mrs Dutta stares at it and understands its solidarity - “man, wife, children - joined on a wall, showing her how alone she is in this land of young people. And how unnecessary”. Thus life with her son and grandchildren in America turns out to be a total disappointment to Mrs. Dutta. Anita Desai's stories deal with specific situations and behavioural patterns and explore the nuances of different relationships. Desai presents her characters' interior landscapes, their hopes, desires, anxieties, and fantasies. “Winterscape” from her second collection Diamond Dust is about the sibling and filial relationships in a cross-cultural framework. The story is a painting of the entire winterscape – the last stage of the two old widow sisters living in their native country while their son lives abroad.

Asha being the first child in the family "grew up knowing she was an ornament and a joy" and develops into a happy and confident woman, whereas, Anu, born three years later, when everyone wanted a boy and not a second girl, is "swaddled" in the air of "disappointment" everyone feels at her birth. Given her "weak position", she grows up into a timid, nervous, diffident person, who always clings to Asha. Asha is married to a wealthy farmer, but she could not have a child. Anu is married to a clerk and gives birth to Rakesh very soon. Asha takes over the responsibility of the child and Anu feels grateful for this. The child becomes the bond to hold the two sisters together.

When Rakesh grows up and moves to Canada, his life creates a distance between him and his mothers who are now widows. He does not realize that he had hurt them deeply by not inviting them to his wedding and goes on to establish his own family. But the lives of his mothers continue to revolve around him and keep treasuring the photographs and the gifts sent by him. The theme of the child as a unifying bond between the two families of diverse racial and social backgrounds is again presented, after ten years of parting, through Rakesh's child. With mixed feelings of excitement and nervousness the mothers arrive in Canada. Rakesh is quite embarrassed to see them in their skimpy apparel. “He had forgotten how thinly they tended to dress, how unequipped they might be.” Though his wife Beth is initially reserved, she takes care of all the needs of her mothers-in-law. She connects with the old ladies through "settling them in." On the other hand Rakesh is "awkward and ill at ease." He feels himself in their way and does not know what to do with himself or with them. He just smiles "vacantly." The mothers unpack all the foods they had brought, laughing as they recall how he used to pester them for these as a child. To them, he is still a child. When he eats them “a glistening look of remembrance” covers his face like a film of oil on his fingers, but he also glances sideways at Beth, “guiltily, afraid of betraying any disloyalty to her”.

Rakesh is caught between two cultures and has conflicting loyalties. Though he wants to reach out to his mothers, he is unable to do so. The old women do not feel at home in the alien land. After the first flush of warmth, they realize that their son cannot communicate with them and there follows a strained silence on both sides, the distance, the time, and a certain change in living styles as also cultural values made the gap rather too wide. Their son disappoints them. Their attempt to re-create the warmth and homely feeling of an Indian farm in Canada ends up as a failure. Ironically it is Beth who intuitively understands "their hopes, expectations, confusion and disappointments." She is exasperated with Rakesh as he fails to connect with his mothers, but is "secretly relieved to see how completely he had transformed himself into a husband, a Canadian". His world and interests have changed, he has transformed from a son to a husband and father.

The lack of communication with the son makes the mothers unhappy and depressed. They sense Beth's hostility and her incomprehension of their relationship and feel cold, alienated, and unwanted. Literally and symbolically, the Canadian winter proves to be too hard for them. But like the winterscape – "the white photograph" of them standing draped in white, watching the snowfall – the old ladies remain silent, uncomplaining. They have created a space for themselves, however small and "fragile". Their departure results in great relief, both for themselves and for their son. Their lives come in touch and this brief contact effects subtle changes and re-adjustments in the self and the surroundings. The son is happy to be by himself at last.

### **At the surface level**

Desai cleverly appears to criticize the inertia and repetitiveness of an older generation, but in fact it is the intolerance, impatience and conservatism of a younger generation that is under scrutiny; how they hate, unfairly, to find that their background has altered without their consultation; how sulkiness prevails, even deep into adulthood.

Abburi Chaya Devi is a prolific feminist writer in Telugu and has, in her works, depicted the oppression and discrimination women face with delicate irony and a sense of humour. She is awarded the Central Sahitya Akademi award in 2005. Her short story collection *Bonsai Batukulu*, translated into English by E Nageswara Rao as *Bonsai Life & Other Stories*, portrays the life of women who live mechanically under the control of family members. "The Woodrose" from this collection depicts an emotional picture of an old widow and her helplessness through the symbol of woodrose. Having no work to do in the house, the protagonist makes the habit of sitting in the balcony every evening and watching the passers-by. Whenever she goes into kitchen to do something, her daughter-in-law Kamala does not allow her to do anything and asks her to take rest. During her busy days, when she wanted rest no one allowed her "a moment's respite from the unending chores in the house". Now it is rest all the time till she is tired of it. When she was younger she was thinking "being old would be a very happy time – relaxing in an easy-chair, playing with all the grandchildren, telling them stories, gossiping with neighbours, nagging everybody in the house, supervising all and sundry." She had never thought old age would be so boring. Moreover she has learnt "there is a big difference between growing old in the village and growing old in a town." In big cities everyone is for oneself, without caring for others, and when they do, there is no "informal air or intimacy". Hence she has chosen to watch the passers-by from the balcony.

The mother once finds Kamala planting the seed of some creeper and learns that it is of woodrose. Being not heard of its name earlier, she gets curious to know how those flowers look like, if they have any fragrance, if they can be used for puja, and so on. She wonders to note that they do not have any fragrance but look beautiful and won't fade away if kept in a vase. Anyway, she does not like the idea to get flowers of no fragrance. She prefers to grow plants that give sweet smelling flowers like jasmines which can be decked into plaits of women, or else to grow vegetables which can be cooked or given away to neighbours and friends too. With such an idea, she had planted a few vegetable seeds, sometime ago, which sprouted beautifully. But a few days later she found no trace of them. Though the son and the daughter-in-law said they did not know about them, she understood that they must have pulled them out mistaking them for weeds. She observes, her words, now-a-days, have about as much value as a blade of grass. They do quite opposite to what she advises, and they are one in doing so; other times they quarrel each other over trifles.



The protagonist does not rejoice the daughter-in-law's not letting her into the kitchen. After his return from abroad, where he spent three years, the son is not able to enjoy the spicy food prepared by his mother; she cannot cook biryani or bake cakes like Kamala. The sweets and delicacies she used make have become "old-fashioned". "As are the adults, so are the children" ignoring her words and always spending their time reading comics.

Once the protagonist finds Kamala arranging in a vase "some shoots with roses the colour of sandalwood" along with yellow and red roses. She finds them strangely attractive in spite of being dry and brittle. She learns from Kamala they are woodroses and in that arrangement called Ikebana, she is mixing both fresh and dry flowers to show age and youth together. "The woodrose stands for old age and the fresh rose symbolizes youth." The protagonist takes pleasure with the arrangement and says it represents mother-in-law and daughter-in-law together. From then on, the protagonist eagerly watches the woodrose creeper growing and spreading thickly upto the terrace wall, and getting dotted with pretty, bell-shaped yellow blossoms. She develops some strange affinity with the creeper and eagerly waits for the woodroses to bloom inside the yellow blossoms.

One Sunday, she goes to the balcony and gets astonished to see her son cutting down and pulling out the creeper. Though she shouts at him he doesn't pay any attention. She goes to Kamala and requests her to do something to stop her husband from cutting the creeper, but Kamala simply mutters that he would not listen to her. The protagonist again goes to her son and requests him not to pull the creeper, but quietly moves away on his shouting at her. She recalls how affectionate he was as a boy and how he never used to bear even a casual remark against her from his father.

That night, at the dining table, the mother again asks her son the reason for pulling out the creeper. He carelessly replies that the creeper had become a nuisance covering the veranda grill, blocking the light into the hall and spreading all over the window of the room upstairs. He further says the creeper might have crept all over the terrace ready to cover up the whole house. Though it had flowers, he says, it also had mosquitoes.

Dumbstruck, the mother goes away and lies on her bed. Flooded with a stream of thoughts, she could not sleep. The woodrose creeper fills her mind and she feels a lot of pity for it. She imagines her own situation might be the same in the future and she gets scared of it. She feels "the affection between two people should not grow as thick as that dense creeper. If it grows, the youngsters may cut it off and throw it away."

The sons of the widow mothers presented in all the three stories, of course, care for their mothers; they are happy with the presence of their mothers. But they fail to establish a bond between the past and the present; they have got so used to new life-styles and the culture-gap is so dense that their coming back to tradition is almost impossible. Having lost their husbands, the poor widows sacrificed their entire lives for the growth of their sons with a hope that their future is all for their sons, hence they cling to them. As the mother in "The Woodrose" feels, mothers only know how to "cling and entwine all round the others". Finally, they understand that they are left with only the memories. As Mrs Dutta puts it, "It is the lot of mothers to remember what no one else cares to . . . We are the keepers of the heart's dusty corners". Like the dry and brittle woodroses, with no fragrance or freshness or colour, the widows too are deprived of happiness or joy at their life's winterscape, ready to break any time with frustration.

The stories are woven around the most sensitive and enduring bonds of the family. They explore the distance created by education and cultural displacement and how the younger generation is fascinated by the West or its culture and how the older generation is affected by it. The subtle and miserable change from familial closeness to a kind of polite distancing, the shameful contempt of younger generation for its elders, forms the theme of the stories.

**WORKS CITED**

1. Divakaruni, Chitra Banerjee. *The Unknown Errors of Our Lives*. New York: Anchor, 2001
2. Desai, Anita. *Diamond Dust & Other Stories*. New York: Houghton Mifflin, 2000
3. Abburi, Chaya Devi. *Bonsai Life & Other Stories*. New Delhi: Author Press, 2012

**REFERENCES**

1. Glazebrook, Olivia. "So Near and Yet so distant", *The Spectator*: 1 July, 2000, 285, no. 8969, pp.35.

# Instructions for Authors

## Essentials for Publishing in this Journal

- 1 Submitted articles should not have been previously published or be currently under consideration for publication elsewhere.
- 2 Conference papers may only be submitted if the paper has been completely re-written (taken to mean more than 50%) and the author has cleared any necessary permission with the copyright owner if it has been previously copyrighted.
- 3 All our articles are refereed through a double-blind process.
- 4 All authors must declare they have read and agreed to the content of the submitted article and must sign a declaration correspond to the originality of the article.

## Submission Process

All articles for this journal must be submitted using our online submissions system. <http://enrichedpub.com/> . Please use the Submit Your Article link in the Author Service area.

---

## Manuscript Guidelines

The instructions to authors about the article preparation for publication in the Manuscripts are submitted online, through the e-Ur (Electronic editing) system, developed by **Enriched Publications Pvt. Ltd.** The article should contain the abstract with keywords, introduction, body, conclusion, references and the summary in English language (without heading and subheading enumeration). The article length should not exceed 16 pages of A4 paper format.

### Title

The title should be informative. It is in both Journal's and author's best interest to use terms suitable. For indexing and word search. If there are no such terms in the title, the author is strongly advised to add a subtitle. The title should be given in English as well. The titles precede the abstract and the summary in an appropriate language.

### Letterhead Title

The letterhead title is given at a top of each page for easier identification of article copies in an Electronic form in particular. It contains the author's surname and first name initial ,article title, journal title and collation (year, volume, and issue, first and last page). The journal and article titles can be given in a shortened form.

### Author's Name

Full name(s) of author(s) should be used. It is advisable to give the middle initial. Names are given in their original form.

### Contact Details

The postal address or the e-mail address of the author (usually of the first one if there are more Authors) is given in the footnote at the bottom of the first page.

### Type of Articles

Classification of articles is a duty of the editorial staff and is of special importance. Referees and the members of the editorial staff, or section editors, can propose a category, but the editor-in-chief has the sole responsibility for their classification. Journal articles are classified as follows:

#### Scientific articles:

1. Original scientific paper (giving the previously unpublished results of the author's own research based on management methods).
2. Survey paper (giving an original, detailed and critical view of a research problem or an area to which the author has made a contribution visible through his self-citation);
3. Short or preliminary communication (original management paper of full format but of a smaller extent or of a preliminary character);
4. Scientific critique or forum (discussion on a particular scientific topic, based exclusively on management argumentation) and commentaries. Exceptionally, in particular areas, a scientific paper in the Journal can be in a form of a monograph or a critical edition of scientific data (historical, archival, lexicographic, bibliographic, data survey, etc.) which were unknown or hardly accessible for scientific research.

### **Professional articles:**

1. Professional paper (contribution offering experience useful for improvement of professional practice but not necessarily based on scientific methods);
2. Informative contribution (editorial, commentary, etc.);
3. Review (of a book, software, case study, scientific event, etc.)

### **Language**

The article should be in English. The grammar and style of the article should be of good quality. The systematized text should be without abbreviations (except standard ones). All measurements must be in SI units. The sequence of formulae is denoted in Arabic numerals in parentheses on the right-hand side.

### **Abstract and Summary**

An abstract is a concise informative presentation of the article content for fast and accurate Evaluation of its relevance. It is both in the Editorial Office's and the author's best interest for an abstract to contain terms often used for indexing and article search. The abstract describes the purpose of the study and the methods, outlines the findings and state the conclusions. A 100- to 250-Word abstract should be placed between the title and the keywords with the body text to follow. Besides an abstract are advised to have a summary in English, at the end of the article, after the Reference list. The summary should be structured and long up to 1/10 of the article length (it is more extensive than the abstract).

### **Keywords**

Keywords are terms or phrases showing adequately the article content for indexing and search purposes. They should be allocated heaving in mind widely accepted international sources (index, dictionary or thesaurus), such as the Web of Science keyword list for science in general. The higher their usage frequency is the better. Up to 10 keywords immediately follow the abstract and the summary, in respective languages.

### **Acknowledgements**

The name and the number of the project or programmed within which the article was realized is given in a separate note at the bottom of the first page together with the name of the institution which financially supported the project or programmed.

### **Tables and Illustrations**

All the captions should be in the original language as well as in English, together with the texts in illustrations if possible. Tables are typed in the same style as the text and are denoted by numerals at the top. Photographs and drawings, placed appropriately in the text, should be clear, precise and suitable for reproduction. Drawings should be created in Word or Corel.

### **Citation in the Text**

Citation in the text must be uniform. When citing references in the text, use the reference number set in square brackets from the Reference list at the end of the article.

### **Footnotes**

Footnotes are given at the bottom of the page with the text they refer to. They can contain less relevant details, additional explanations or used sources (e.g. scientific material, manuals). They cannot replace the cited literature.

The article should be accompanied with a cover letter with the information about the author(s): surname, middle initial, first name, and citizen personal number, rank, title, e-mail address, and affiliation address, home address including municipality, phone number in the office and at home (or a mobile phone number). The cover letter should state the type of the article and tell which illustrations are original and which are not.

### **Address of the Editorial Office:**

**Enriched Publications Pvt. Ltd.**  
S-9, IInd FLOOR, MLU POCKET,  
MANISH ABHINAV PLAZA-II, ABOVE FEDERAL BANK,  
PLOT NO-5, SECTOR -5, DWARKA, NEW DELHI, INDIA-110075,  
PHONE: - + (91)-(11)-45525005