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Adoption of Government Schools By Institutions of Higher Education: Small Steps, Big Rewards

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<u>A B S T R A C T</u>

The Right to Education Act, a fundamental right provides for free and compulsory education for every child between the age group of 6-14 years. India has made tremendous efforts to address this issue, but for various reasons, the target of achieving good quality free and compulsory education seems unlikely within the expected timelines. The number of Government schools has increased and so has the enrolment in these schools. But sustaining the government efforts is possible only with the participation of other organizations such as Non Governmental Organizations, corporate and Institutions of higher education. In this paper we present details of a work in progress on the adoption of Government schools in Karnataka by PES Institutions, Bangalore, India and the tremendous efforts that it has made to turn towards success, the governmental initiatives on Right to Education.

Keywords- Education, Adoption of Schools, Teaching Aids, Institutes of Higher Education

Introduction

The number of children attending school in India has grown manifold since independence. But several problems exist in spite of the continued and intensified efforts by the Government. Quality of the physical space, cultural factors, prevalence of child labour , shortage of resources, schools, classrooms and most important of all, shortage of teachers and quality of teaching have been the factors for the education system being inadequately developed. Enrolment at Government schools and school attendance has increased drastically, but only 40% of the students advance beyond Class 7 and less than 20% beyond class 10. Along with efforts from the Government, if other educational institutions of higher education could contribute equally, improvements can be made in the Government schools. This can be facilitated by creating a good learning environment with dedicated teachers from these educational institutions of higher education to be regular participants in these Government Schools. Karnataka has about 43,447 Government Primary Schools and 3,029 Government High Schools

(School Adoption Program, 2009). It is the joint responsibility of the Government and citizens to improve school education. Adopting schools is one of the best ways to help the development of a school (Seminar Report, 2007). With this in mind, PES Institutions, led by Prof. M R Doreswamy, MLC and Founder, has adopted sixteen Government schools and works consistently with the teachers of these schools and its teaching and student fraternity from across PES Institutions to bring about changes at the grass root level. Development in the adopted schools has been is being implemented in various stages. In this paper we state details of all the activities that have been a part of the growth in these schools.

Improving Infrastructure

The Government has provided adequate facilities in most of the schools, but lack of maintenance sometimes leads to deterioration in the quality of infrastructure. PES Institutions has constructed completed school buildings, shelters, additional class rooms for these schools. Lighting facilities, computers, benches and desks have also been provided. Students are provided with uniforms, stationery, bags on a regular basis. Schools have also been provided with books and storage facilities for the library

Enhancing the Learning Experience

PES Institutions has been a pioneer in the field of education in Karnataka. As a part of the adoption program schools are being given support for infrastructure, academic and financial development .The conglomeration of all the adopted schools serves as a platform to exchange ideas and enhance the learning experience of the children. Frequent and regular interactions with the faculty of PES Institutions in these adopted schools have created a feeling of oneness among the teachers and students. Constant supervision and collaboration can ensure improvement .According to a World Bank study, rather than enrolment being an issue, attendance and completing courses are bigger problems. Teachers in these schools are now convinced that they have other teachers to rely upon. Innovative teaching methods imparted by the senior staff of PES Institutions have brought in rapid progress in social and human development.

Teachers' Training Programme

Several training programmes are organized for teachers of the adopted schools on a regular basis. One among them was organized by the Department of Electronics and Communication, PESIT during July

use of Computers and the use of Multimedia in education. Preparing teaching aids with available resources to teach science effectively was also a part of the teacher's training. Primary school teachers were given step by step training to make a wide variety of useful and inexpensive classroom materials out of articles of everyday use. These teaching aids are useful in developing skills in language, science and mathematics. They are also good for eye –hand co-ordination and for social interaction. Developing teaching aids improves creativity and is a professionally rewarding experience. Teaching aids provide a stimulus for exploration and thinking. They are very helpful for activity based learning. In the training programme for school teachers, student volunteers and the teaching fraternity of PES Institutions gave demonstrations to make several models and teaching aids. These sessions helped the teachers to come forward and express their creativity in different ways.

Enhancing Student Creativity and Performance

Student contests such as general quiz, science quiz, and complete demonstrations of experiments in and out of the curriculum have been arranged. These were arranged on a regular basis, as a programme for the complete day. Students are initially trained and taught on the scientific concepts and basics. The students were then allowed to perform under supervision of the PES lecturers and engineering student volunteers. Contests on science and technology based projects are arranged with all material, financial and technical support from PES Institutions through volunteers and teachers. Students are also trained on soft skills with emphasis on both oral and written communication. They are then given assistance to come up with their own ideas and implement them. Encouragement is given to students who are capable of implementing these projects with low cost resources. Student awards are given to top performers from all the adopted schools and financial assistance is given to the needy. Annually all students are provided with stationery and uniforms. Student scholarships have motivated the students and the drop out rate has dropped drastically.

Enriching and Expanding the Student Knowledge Base

A survey was conducted by visiting all schools adopted by PES Institutions. The intent of this survey was to find the strength of the class, identify the areas where the schools needed support and execute a well planned approach to improve these schools. This included regular visits to schools and interacting with teachers and students. Regular classes on spoken English, Vedic Mathematics and Computers are held. The class is divided into three batches and these batches attend the three classes on a rotation basis. Arrangements were also made to provide the school with the licensed version of BARAHA, the Kannada writing software. This helped the students to use computers to read and write in their Local language, Kannada. It also helped teachers to use computers more effectively.

Vedic mathematics helped the students to improve their approach to complex mathematical problems. Spoken English classes were held with small skits being enacted and conversations initiated. Computer classes were held with two students per computer learning the basics of Windows and they were then tested for their skills. India celebrates 'Children's Day' on Nov 14th every year, marking the birthday of the First Prime Minister of India, Pandit Jawaharlal Nehru. Several contests are held on Children's Day and prizes given to prize winners. These include Music competitions, painting contests, quiz on Karnataka and talent show. Alumni of any Institute play a very important role in its developmental activities. Alumni are actively involved in aiding the efforts of PES Institutions towards improving the adopted Government Schools. Alumni donate books, charts and maps to the school library and also sponsor prizes for contests. Prizes to children are given either during Independence Day or during Republic Day celebrations at PESIT. Special prize distribution functions are also arranged to motivate students. During such occasions, students are given opportunities to participate in cultural events. The valedictory function of the Children' Day celebrations, 2012 had Dr. J Dattatri, Senior Academician and Dr. Vishnukant Chatpalli , Director of Vocational training, Karnataka, addressing students and distribute prizes. Volunteers are also appreciated and awarded certificates during such occasions.

A science exhibition for the high school students of PES adopted schools was also organized. The purpose of this exhibition was to instill scientific temper in the young minds and improve their creativity. The exhibition laid emphasis on those scientific principles, which the students would have learnt during their school study. Teachers from the participating schools were consulted before conducting the exhibition. The experiments were designed and conducted by the 4th semester and 6th semester engineering students of the Department of Electronics and Communication. PESIT The exhibition was arranged in two laboratories and one class room. Exhibits were kept in the two laboratories and a video presentation was arranged in class rooms. The video presentation consisted of basic concepts such as Atmosphere, Evolution of man, The Sun, Nuclear fission etc. Some topics covered were not a part of the syllabus but were included to impart general knowledge in the students.

Improving Quality of Education: To Promote Children's Rights

Every child as a human being has equal rights for quality education. Educational reforms by the Government have to be supplemented by other organizations and their effect is most felt if the responsibility is by adoption. Such reforms should take into account information explosion, technology advancements, introducing multimedia education, co-operative learning and increased access to education. School adoption in Karnataka has transformed school education with active involvement of various organizations through the school adoption programme. Priority actions are listed for consideration and the adopted schools benefit with quality school education turned to reality.

Conclusions

Quality education should help create well balanced human beings who respect themselves and others. The Right to Education Act aims to increase the accountability of governments and local administration towards improvement of social situation of its citizens with the notion that people with access to education can develop the confidence to secure other rights (Gupta S,2009) . With approximately 2.5 million children who are not enrolled or dropped out from schools, there is need for additional resources. PES Institutions by adopting Government schools and providing them with enough support for sustained development, has transformed school education for the better.

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Photo Gallery

Prof MR Doreswamy, Founder PES Institutions

Class in progress

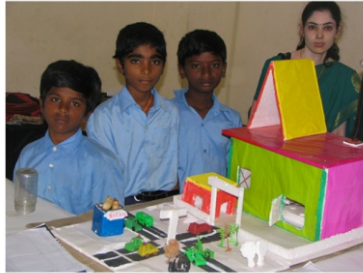Mrs. Geetha Prakash, Co-ordinator and organizer with student volunteers

Chief guests at the School

Charts, books being donated to the library of the Adopted School

Science Exhibition for Adopted Schools

Students with their teacher

Students with their exhibits

Prize distribution for the winners by Dr. KNB Murthy, Principal, PESIT

Author's Profile

Mrs. Geetha Prakash

Mrs. Geetha Prakash is currently Associate Professor, Dept of Electronics and Communication, PES Institute of Technology, Bangalore, India. She has her Bachelor's and Master's degree in Electronics and Communication Engg from NITK, Suratkal (Earlier known as KREC, Suratkal) and is currently pursuing her PhD in her alma mater . She secured 6th rank at the University in B.E. and stood first in her MTech. She has won the BRV Varadan Memorial National award in a student paper contest organized by the IEEE, Bangalore section. She has twenty years of teaching experience both in India and abroad. She has several papers published in International, National Conferences and a paper in an International Journal. As a part of the teaching fraternity at PESIT, she has organized several training programmes for the teachers and students of the schools adopted by PES Institutions, Bangalore. Teachers have undergone activity based rigorous training at the programmes arranged by her and have developed skills to develop low cost teaching aids. She has also organized several activities for the children including visits to different laboratories on PES campus, science exhibition, Science quiz and science project competitions. She has delivered talks on "Suvarna Jala " a program on rainwater harvesting in Government Schools in Karnataka. Students of PESIT over the years as a part of "Covalence" have also played an important role as volunteers and have worked under Mrs. Geetha Prakash towards organizing all these programmes.

Building Sustainable Organizations With Moral Integrity And Social Responsibility

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A B S T R A C T

In some of today's workplaces, the emphasis quite often is immediate performance and bottom-line results. Prevalent conditions like these restrict modern organizations from perpetuating their sustainability principles hence their capacity to becoming more socially responsible to their internal workforce and outside stakeholders. Modern forms of teamwork, for example, are in many ways operated in contradictory terms to the work ethic as Weber conceives it. This paper argues that a particular breed of narrowed work ethos pervades in project management and teamwork scenarios wherein the relationships between bosses and workers are precarious, transient and subject to short term results. This way of sanctioning workplace employee relations begets power without responsibility and it is corrosive to trust and mutual commitment. This makes sustainable organization development difficult and companies risk becoming less socially responsible hence jeopardizing sustainable internal growth and development.

Keywords: Teamwork, Responsibility, Sustainability, Power, Identity

MANAGERIAL INTEGRITY AS SOCIAL RESPONSIBILITY

Many free people check their freedom at the workplace door and workers face their closest exposure to undemocratic and abusive supervision when they go to work for some organizations. We must be aware that the organization is more than ever a political space of confrontation and competition, and rightly assumes the existence of an asymmetry of social relations. It has been suggested that that work organizations may be conceived as structures of obedience and liberal 'domination' in a Weberian sense. Through exemplifying bureaucratic organizations imaged in team- and project-based work arrangement, Courpasson (2006) suggests that the idea of socially responsible organizations could be improved along those lines. However he also points It is pointed out that even in such contemporary 'soft-constraint' entities, managers merely secure their authority through administrative power not political power. This caveat poses several implications for the analysis of 'organization conscience', their social responsibility and sustainability. Clegg and Courpasson (2006) have drawn on by referring to the classics of Montesquieu, de Tocqueville, Durkheim and Weber. It is argued that the sense of impermanence within team- and project-based management under impatient capitalism still poses threats to the sustainability of organizations and the freedom of individuals who work for them.

Authority expressed as strength and stability provides meanings to people. The meanings of work expressed in terms of people's life-narrative are eroded as they become itinerant team workers and project managers whose 'responsibility to the other' (Levinas, 1991) is temporary, replaceable, transitory and even absent. Humanist philosophies of Levinas defined the willingness to 'stay engaged and committed' by making a distinction between maintien de soi (maintenance of oneself), and constance à soi (fidelity to oneself); the first sustains an identity over the course of time, the second invokes such virtues as being honest about one's defects. From the Levinasian perspective, constance à soi has a social dimension, in terms of being responsible to others; it asserts my sense of self-worth depends on whether others can rely upon me (Levinas, 1991: 180ff.). Levinas's idea of social responsibility, as well as self-constancy of character is important to sustainable development for organziations. These are elaborated upon as follows: 'Because someone is counting on me, I am accountable for my action before another'. In order to be reliable, we must feel needed; for us to feel needed, this Other must be needy.

In some modern organizations wherein there is unfortunately an absence of trust, there may be only limited reasons to be 'needed'. Networks and teams weaken character — with character being a connection to the world; as being necessary to others. From a radical humanist viewpoint, the lack of long-term attachment requires people to construct a subjectivity or sense of self-identity by developing a capacity to let go of one's past and to construct their confidence to dwell in disorder. While we agree with organization theorist Courpasson (2006) on taking on the themes of obedience, domination and power, this article proposes an analysis of authority from a humanist and socially responsible perspective which treats freedom and assertiveness in the form of creative self-representation and expression of one's will according to the historian-philosopher Michel Foucault. It is argued that flexible capitalism and liberal management affect essential components of people's career narrative. That sustenance of a set of values and belief helps to ensure a more secured set of meaning, work ethics and job satisfaction. We examine regimes of indifference, hoping that the recognition and freedom in socially responsible workplaces may shed further light to explain how it may be possible to understand selves and identity, social responsibility to internal workforce and organizational sustainability.

Within management and organization studies, this kind of analysis allows us to reassess political structures of domination. Forms of teamwork are in many ways the opposites of the traditional Weberian work ethic and career as a life narrative (Clegg and Courpasson, 2004:545). Sennett (1998), in his study of character as a time-accumulated virtue, vexes the idea of the team that actually forces workers including the project bosses to have to bring to a short term task an instant ability to work well with a shifting cast of characters.

The realities of teamwork in the liberal organization/workplace are often signaled by the sports metaphor of the coach: in flexible forms of teamwork, the players and coaches make up the rules as they go along. The liberal workplace places emphasis on quick performance and short-term bottom-line results. The art of listening is emphasized because talking things through more improvisatory and freely than working according to formalized and written rules in a manual of procedures is more important. The impression of the modern teamwork becomes one in which firstly employees are not each other's competitors; and secondly bosses and workers are not antagonists; the boss instead manages group process. Under such impermanence, the boss and the team members eventually lack a bond that fulfills each other's psychological predispositions in a Levinasian sense of mutual dependence and sustenance. Courpasson remarks that in the liberal type of organizing such as work team, for the members 'even though the commitment may be intense, but above all, (it is) quite temporary' (Courpasson, 2006: 153, my emphasis and additions).

Flexible and liberal organization require that the social skills people bring to work have to become portable: you listen well and help others, as you move from team to team, as the personnel of teams shifts. I am interested in people's need for authority in two planes: firstly, positive authority cements a reciprocal relationship in a bond that results in a sense of stability because the outcome is a positive one bringing satisfaction, and secondly a negative dependence or illegitimacy that culminates in a bond that connotes a peculiar sense of stability whereby the outcome is a negative one arising from dissatisfaction and silent loathing – the more I loathe and despise you the greater the bond is secured!

In regimes of indifference dominated by entrepreneurial-project bosses, they are characterized by uncertainty of trust and so there are limited reasons to be 'needed'. Being needed may be temporary as institutional changes and organizational principles have treated people as replaceable and disposable. Project work and teams, I argue weaken character, dampens sparks in bonds between members and governors -- the character among these people being a connection to the world: as being necessary to others.

Unpacking Flexibility: New Self-Identities in Sustainable Organizations

Discourses of flexible teamwork produce new subjectivities wherein people's sense of consistency, steadfastness and strength weakens. People in their new roles become consultants, soloists, nano-corps, new deals, 'permanlancers' (Cappelli, 1997, 1999), itinerant experts and hired guns, free agents (Pink, 2001), interim managers, and 'contingent workers' (Tulgan, 1998). Such terms have become popular in describing the fluid character of workers who are highly mobile within the business and organizational

arena of recent times. If there is a downside to it, the disappearance of stability and constant insecurity, lead to the degradation of work and its meanings (MacIntyre, 1981; Harrison and Bluestone, 1988; Harrison, 1994). John Kotter counseled the young to work 'on the outside rather than on the inside' (Sennett, 1998: 24-25). Bruce Tulgan, author of Generation X and Work this Way! suggests young people to market themselves in the 21st century workplace structured around forms of permanently temporary employment – and as a 21st century job seekers, one should understand they have to turn themselves marketable, because this is the New Deal at Work (Cappelli, 1997, 1999). But what price in social responsibility to pay for such a fleeting construction of subjectivity in the workplace? And how does it affect psychological predisposition and relationships among people who treat themselves as project managers, coach, and temporary team workers? Is it good for sustainable development of organizations?

Under flexible teamwork, there are practical concerns of management about reinvigorating and rekindling people's commitment and loyalty, and willingness to stay engaged in the face of a culture of precariousness and ambivalence. For instance the need to engender a 'sense of responsibility' is often set against a backdrop of what Courpasson calls governance through soft constraints. This creates a challenge for managers. From a Foucauldian viewpoint, ambivalence and lack of long-term attachment requires people to develop their subjectivity or their own self-identities that let go of one's past and to construct their confidence to dwell in disorder.

Under flexible teamwork the precarious, no long-term motto corrodes trust, loyalty, and mutual commitment. 'No long term' means keep moving, not committing, not sacrificing. Dependence on a positive inner strength that is manifested in the forms of endurance and steadfastness is a belief in the strength that grows on deeper experience of trust that is more informal. Such social bonds take time to develop, slowly rooting into the cracks and crevices of institutions. Sennett argues that the short time frame of some modern organizational set-ups like project teamwork limit the ripening of informal trust. Modern institutional networks are marked by what social theorist Mark Granovetter has called 'the strength of weak ties' by which he partly means that fleeting forms of association are more useful than long-term connections, and partly that strong social ties like loyalty have ceased to be compelling. However, it is very stressful for people to adapt to this drift of values and identities.

Enabling Socially Responsible Change To Build Sustainable Organizations

From the organization's point of view, being socially responsible also pertains to becoming inclusive to their internal workforce as they are the drivers to ultimate sustainable development. With the onslaught

of flexibility and liberal organizational principles make employees more malleable in terms of both risk-taking and immediate submission. In reactions to the shifting demands on people's emotional attachment to substitutable roles in flexible teams, employees look for ways to preserve themselves against ambivalence and impermanence. Loose precarious networks are more open to decisive reinvention than are traditional pyramidal hierarchies – the joints between nodes in networks are looser. Parts can be taken away without affecting and destroying other parts. The system of team arrangement is inherently fragmented.

Recognizing one's entitlement to free expression leads to ways to change indifference within organizations making social responsibility and sustainable development closer to completion. Such an insistence in free expression and new consciousness of subjectivity has 'to be considered not, as a theory nor a doctrine; it has to be conceived as an attitude, an ethos in which the critique of what we are is at one and the same time the limits that are imposed on us and an experiment with the possibility of going beyond them (Foucault, 1984b: 50, emphases added). Foucault's redefinition of 'freedom' involves a reflection of the present through recursive thinking (1988: 95).

It is to take active engagement with the present and to lay bare the practices of the present and to reveal the biases of discourses of impatient capitalism, results orientation in teamwork and other forms of exploitation in the workplace to replace it with responsible acting by the organization. Such an ethic is articulated as an orientation in thinking and a critical interrogation of 'what we are' —an investigative thinking to lay bare the arbitrariness, contingency and precariousness practices in the present that affect the ways we come to recognize our own subjectivity (Foucault, 1984b). Foucault's contributions in his concept of freedom can relieve us from the restrictions and dominations in our organizational experience of liberal management, precariousness, indifference and ambivalence (Rajchman, 1985).

Here, organizations face with the options leading to more responsible and sustainable management style within them. This is where the linking of different philosophical discourses of creative self-representations and free expression against the limits that pose restrictions upon members of the workforce that brings us to examine and apply Foucault's responsibility ethics. Briefly before closing due to limit of space of a working paper, it is proposed that aspects of flexible capitalism and liberal organizational set-up spawn indifference. Underpinning this is a basic question of whether individuals feel needed. Indeed, being needed may be very temporary. People are now treated as disposable objects. We are disconnected. But there remains hope as it appears we have a capacity to let go of our past and to construct confidence to dwell in precariousness and disorder with active and moral practice of delimiting our present constraints in moving beyond those restrictive limits of self-identities to carrying on with the options of becoming something else.

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Business Simulation As A Teaching Pedagogy For Deep Learning In Management Education

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A B S T R A C T

As we are in third millennium, India's Management education is undergoing a major transition. Internationalization, cross cultures, strategic alliances, partnership & mergers are the new trends in management education .The idea of using games to engage students in the process of active learning is not new. Over the past several years, educators have been increasingly incorporating various games into their teaching curriculum in an effort to create a fun and engaging learning environment for students. Simulation games are considered to be the most interesting and the most engaging forms of education. A well-designed game results in the fact that its participants are so strongly engaged that they feel as if they were in a real world. The game becomes a real and profound experience on the basis of which they learn new behaviors, skills and competences in specific cases that may occur in the real world. The success of usage of the simulation game as an education tool depends on actions taken throughout the entire cycle of its life. The cycle consists of three stages: game project, scenario realization and evaluation of game results. Research shows that Trainees remember only about 20% of what we tell them in the classroom. But when they learn by doing, they retain 80% of the knowledge. When Trainees make realistic business decisions in a simulation and immediately see the results of their actions, the important business principles will become a part of their natural thinking.

INTRODUCTION:

The digital world of learning and entertainment is exploding. What is becoming available is enormous, and easy to access. In the modern world of education, the learning methods should be even more focused to make education really contemporary and relevant to the current context. What's happening in classrooms now will look very different in a decade, so what really matters right now is how we frame the conversation. There is a general feeling that education standards across the various disciplines in India have declined. Conventional teaching and training are based mainly on knowledge/skills transfer, but this does not address individual growth and potential particularly well. This is because conventional skills/knowledge transfer usually assumes (wrongly) what the individual needs to learn, and the best way in which they can learn it. In addition, the subject matter tends to be focused on organisational needs, or the need to pass an exam, which are usually a little different (sometimes a lot different) from an individual's natural strengths and preferred personal direction. The pull here is incredibly irresistible, but not necessarily productive in the sense that it is largely ungoverned.

Given the push-pull tension we need to avoid either of two extreme reactions. One counterproductive move is to try to rein in students—not a chance against the allure of technology. Another is to marginalize teachers on the grounds that technology can replace them. This too would be a mistake, as mere immersion in the land of information does not make one smarter. So we are left with a fundamental problem: the dynamic push-pull phenomenon is rapidly reaching a breaking point. Enter the "new pedagogy." The 'new pedagogies' can be defined succinctly as a new model of learning partnerships between and among students and teachers, aiming towards deep learning goals and enabled by pervasive digital access. Most instructional elements of the new pedagogies are not 'new' teaching strategies, although we would say that the active learning partnerships with students are new. Many of the teaching strategies that have been advocated for at least a century.

Management education in India is in the phase of change. The two current developments sweeping India, namely liberalization and globalization, have had a considerable impact on Crucially, the new ideas, compared to the past, have potentially greater precision, specificity, clarity, and above all greater learning power. We are seeing a form of positive contagion as these powerful teaching strategies begin to take hold in regular schools and in fairly traditional public education systems. They are emerging almost as a natural consequence of student and teacher alienation on the one hand, and growing digital access on the other hand. As we shall see, these developments have profound implications for curriculum, learning design and assessment.

Objective of Management Education

The course is multi-disciplinary and aims at providing a foundation in business administration theory that is steeped in contemporary industry practices as well as equipping the students with robust communication skills to render them effective professionals. More specifically, the programme is intended:

- To equip the students with academic knowledge and understanding of the theory, principles and conceptual framework of business administration and subjects allied to it.
- To inculcate the ability to observe situations and make linkages between academic knowledge and practical applications.
- To develop strong communication skills supporting their role as future managers.
- To ensure that the students learn to critically evaluate and analyse complex situations and hone problem solving skills.
- To help develop the ability to manage oneself and work collaboratively in teams.
- To encourage the students to think creatively and innovatively

There is dying need to change the style of Management education. As we are in third millennium, India's Management education is undergoing a major transition. Internationalization, cross cultures, strategic alliances, partnership & mergers are the new trends in management education. But Compared to US & Japan where do we stand? One of the important reasons of Japan's Climbing to the top ladder of Industrial world is that they believe in "developing people before developing products," Indian management education has to think in this direction.

There is a need to understand the difference between Conventional teaching and teaching through games. Games, in particular, are noted not only for their ability to attract attention but to hold attention, often for very long periods of time. That the player's attention does not waver despite the difficulty of the challenge or the fact that players often fail, makes this apparent superpower that games have over other media even more extraordinary. In short, games don't work because they capture attention; games work as teaching tools because they are voluntary activities that capture attention. These differences have focused on gaming style but even more important are teaching concerns. Different students are known to learn differently -- sometimes dramatically Conventional teaching and training are based mainly on knowledge/skills transfer, but this does not address individual growth and potential particularly well.

This is because conventional skills/knowledge transfer usually assumes (wrongly) what the individual needs to learn, and the best way in which they can learn it. In addition, the subject matter tends to be focused on organisational needs, or the need to pass an exam, which are usually a little different (sometimes a lot different) from an individual's natural strengths and preferred personal direction

CONVENTIONAL LEARNING	GAME BASED LEARNING
training-centred/focused – theoretical	student-centred/focused - really doing it
prescribed fixed design and content	flexible open possibilities
for external needs (organisation, exams, etc)	for internal growth and discovery
transfers/explains knowledge/skills	develops knowledge/skills/emotions via experience
fixed structured delivery/facilitation	not delivered, minimal facilitation, unstructured
timebound measurable components (mostly)	not timebound, more difficult to measure
suitable for groups and fixed outcomes	individually directed, flexible outcomes
examples: powerpoint presentations, chalk-and-talk classes, reading, attending lectures, exam study, observation, planning and hypothesising, theoretical work, unreal role-play.	examples: learning a physical activity, games and exercises, drama and role-play which becomes real, actually doing the job or task, 'outward bound' activities, teaching others, hobbies, pastimes, passions.

What all this means is what any teacher already knows -- attention is the key to learning. Without a student's attention, it is impossible for them to learn. So here the question arises, "How can games unlock a rich world of learning?"

This is the big question that the growing games and learning movement that's gaining momentum in education. There are suggestions in the various economics studies, however, that instructional simulations may be more effective for some students than the general results suggest.

There is some evidence that students who think in a scientific manner apply this thinking to a simulation and benefit, while other students do not.

There is some evidence that students in a class that used simulations learned a set of concepts in less time that students in a traditional, lecture based class

Given these findings, an instructor thinking about how to improve the critical thinking of his or her students should find instructional simulations a valuable tool. The findings also suggest that upper-division courses that structure the curriculum in terms of scientific inquiry are tailor made for instructional simulations. Although simulation games can be very challenging and time consuming, interactive, collaborative and competitive games tend to motivate and encourage student participation in the learning process. Over the years, the format for classroom games has changed drastically. There are many more options that incorporate the use of technology and interactivity.

The instructional approach adopted to impart skills and changes in behaviour can significantly impact the outcomes—performance, learning effectiveness, and in corporate scenarios, productivity and profits. Simulations are one such effective tool that aims to bridge the gap between 'understanding' and 'application'. Universities leverage simulations as a way of gradually scaffolding and immersing learners in a failsafe environment before they step out into the real world. Organizations, meanwhile, are seriously evaluating, if not already adopting, simulation-based solutions as their choice of training method to hone the business, managerial and interpersonal skills of their workforce.

Several simulation formats have evolved organically, over the years, based on varying learning goals, user profiles, and deployment environments.

Conversation Simulations- to develop interpersonal, communication and soft skills.

Spreadsheet Simulations- to simulate data-driven decision-making

Mathematical Model-based Simulations- that replicate complex, multi-dimensional environments

Day-in-the-Life Simulations - to practice prioritization and multitasking under severe time pressure, are some of the feature-based products we offer.

Hi-fidelity simulations - which support multiplayer gameplay, collaborative decision-making, in competitive simulation scenarios are especially preferred by universities and corporates where users are expected to have a holistic and interdisciplinary view of business.

Based on learner needs, solutions can be customized to qualitatively and quantitatively track learner performance and support reporting capabilities. Mobile-friendly options that incorporate principles and mechanics from the gaming world are used to heighten learner engagement and drive greater participation.

The concept of intellectual engagement draws on a rich variety of insights about how people learn. We know that effective learners take responsibility for their own learning, persist in face of difficulties, and find intrinsic value in the work that they do. For students, this means solving real problems, engaging with knowledge that matters, making a difference in the world, feeling respected, learning subjects that are connected to other subjects, learning from and with each other and people in their communities, and connecting with experts and expertise. When students are intellectually engaged, they experience serious personal, psychological, and cognitive investment in learning .In other words, intellectual engagement draws on social and emotional as well as intellectual domains of educational practice. We believe that the elaboration of the concept of student.

Factors Informing the Expanded and Consistent Use of Simulation:

In the old pedagogies, a teacher's quality was assessed primarily in terms of their ability to deliver content in their area of specialisation. Pedagogical capacity was secondarily important; its development in colleges of education varied a lot by country and culture. In most places, "teaching strategies" overwhelmingly meant direct instruction. In recent decades, technology has been layered on top of content delivery and used primarily to support students' mastery of required curricular content.

- Passive learning approaches are being replaced by experiential learning, i.e., active learning approaches whereby students become the center of the teaching and change from mere consumers of education to engaged active learners (Jeffries & Clochesy, 2012). Unique challenges exist for the educator to devise teaching strategies that move from highly structured to self-directed learning and reactive thinking to critically reflective proactive thinking. Contextualized learning brings classroom and clinical together; simulation engages learners with diverse perspectives to reflect and reframe the understanding of practice, bringing thinking and doing together.

- Schools of nursing are increasingly challenged to provide high quality clinical experiences for students. Educators have turned to simulation as a way to provide rich learning experiences that can replicate actual clinical experiences. Simulation can standardize clinical experiences in this time of unpredictable and often unequal clinical learning opportunities. The NCSBN study (Hayden, et al., 2014 highlights simulation's success as a teaching tool, e.g., student achievement on content-focused, end-of-course exams, and their development of clinical reasoning skills similar to those achieved in traditional clinical experiences.

- It is important to evaluate simulation programs and facilitators for their ability to support program outcomes and organizational goals. Used to drive continuous quality improvement, three evaluation perspectives are valuable when assessing the quality of simulation based education.

- Evaluation of individual simulation experiences by both faculty and learners ensures that the simulation experience contributes to meeting course and/or program outcomes.

- Evaluation of the simulation program helps underpin the integration of simulation into a nursing curriculum as a whole.

- Evaluation of the simulation facilitator affects the quality of the simulation experience and validates the competence of the facilitator.

- Evaluation of learning outcomes along with evaluation of the simulation facilitator is accomplished using reliable and valid instruments. Though existing published instruments with psychometrics should be used when appropriate (Adamson, Kardong-Edgren, & Willhaus, 2013), simulation programs may choose to create their own if no previously validated tools exist to accomplish their objective. Ensuring the validity and reliability of the instrument is integral to the development process; instruments that lack them should not be used.

- Standards of practice, accreditation standards, and evidence make it clear that simulation requires specialized faculty development resources. The creation of simulation programs should include the development of simulation leaders to help faculty integrate the programs into the curriculum. Also critical are resources for faculty development, allocation of faculty workload hours to support best practices, and the provision of an appropriately realistic environment (Jeffries, Dreifuerst, Kardong-Edgren, Hayden, 2015).

- Curricular changes should include curriculum maps and blueprints to be used by simulation teams of faculty (Jeffries, Dreifuerst, Kardong-Edgren, & Hayden, 2015). Responsible for developing, facilitating, and evaluating the experience, these teams use specific skills to create a realistic and pedagogically sound experience using an applicable theory or framework. When guiding the simulation experience and subsequent debriefing, faculty should provide formative or summative evaluation of simulation participants. In order for nurse educators to meet these responsibilities, additional personnel are needed to provide administrative and operational support.

- Simulation and debriefing teaching techniques are not limited to clinical encounters in the simulation laboratory. As faculty teams bring case studies to life in the classroom with virtual simulations, standardized patients, and human patient simulators, they can facilitate simulation and debriefing that supports didactic content. Similarly, the use of theory-based debriefing enhances the educator's ability to assess learning needs and close performance gaps in multiple settings (Hayden et al., 2014).

Students learn through instructional simulations when they are actively engaged.

- **Classroom practice –** Be clear about the learning objectives that learners are intending to achieve over the course of the work.

- **Use games as appropriate:** they do not have to be used in their entirety in order to achieve educational goals and stimulate motivation. Certain game aspects can be extracted or isolated from the game as a whole.

- **Allow for sufficient time** for both you and your students to become familiar with the game.

- **Games as manipulating systems (simulations) -** Some games create dynamic, complex systems in which the player can interact with and test the principles of these systems

- **Games as trigger systems (content) -** Games can be used to create a scenario or experiential context for understanding around a topic, issue, or principle that a teacher can build on; in this fashion, the game is the theme upon which classroom enquiry is built.

- **Games as gateway systems (learning technology) -** In this way, the focus is the technology and providing learners with the opportunity to learn a specific platform or how to use a specific device (such as learning how to use game

- **Games as reflective systems (illustration) -** Teachers can use the context for decision-making and as a way to discuss why decisions were made in a certain way, or other reflective aspects of the game.

- **Games as point-of-view systems (perspective) -** By taking on an avatar and new identity in the game, a teacher can use the game to develop perspective in students and ask them to re-play the same scenario choosing different avatars and roles to gain an understanding of different perspectives.

- ❖ **Games as code systems (programming) -** In this context, writing is the primary mechanic and artefact of game-play, which can then be assessed to capture student understanding.

- ❖ **Games as documentary systems (documentary) -** Games can be used to document evidence of student ideas and understanding. For example, storyboarding with screenshots can be used to capture the details of a game situation, which then can be used as the basis for additional discussion or reflection.

- ❖ **Games as ideological systems (text) -** Rich game scenarios can be 'read' as texts that express certain underlying ideologies, values, beliefs, etc. Games used this way can provide students with opportunities for reflection on and discussion in spaces external to the game.

- ❖ **Games as research systems (research) -** Research skills and methods can be taught in scenarios where students are tasked with designing games and are required to consider what players will be learning from their games, how this affects credibility and point of view, etc.

- ❖ **Games as assessment systems (evaluation) -** Certain games afford the opportunity to use the game as an environment where learners can demonstrate their understanding (such as successfully playing Quest Atlantis to demonstrate acquisition of certain science concepts).

BENEFITS OF LEARNINGS THROUGH BUSINESS SIMULATION GAMES

- ❖ **Active learning-** Game-based learning can promote active learning in students, where teachers plan for it.

- ❖ **Authentic learning contexts -**Game-based activities provide a context for learning which is meaningful to students and young people.

- ❖ **Closing the culture gap** Game-based learning has the potential to tap into students' own culture and interests and narrow the gap between home, school and elsewhere.

- ❖ **Collaboration and social interaction-** Game-based learning can promote collaboration between teachers and students; and between students and their peers.

- ❖ **Communication and cooperation Games-** provide the opportunity for students to communicate with each other and to work in teams whilst organising themselves to complete projects.

- ❖ **Critical thinking-** Game-based learning absorbs students and this leads to thinking more critically and engaging more deeply with activities.

- ❖ **Digital literacy skills-** Familiarity with games and other ICTs, particularly supported by peers and teachers, can enhance digital literacy skills.

- ❖ **Engagement and motivation-** Games engage students and building activities around them can provide a good platform for learning.

- ❖ **Improving relationships-** Game-based learning can improve relationships between teachers and students because teachers may need to rely on students' knowledge and this can break down formal barriers.

- ❖ **Increased confidence and self-esteem Engagement in game-**based learning can help students to develop confidence generally, and with ICTs in particular, and improve their self-esteem more widely.

- ❖ **Increased teacher motivation-** Teachers have become enthusiastic and full of ideas about how to creatively design learning activities around games. Interdisciplinary learning Game-based learning has the potential for work which allows for integrated and connected curricular activities, which span the breadth of the curriculum.

- ❖ **Levelling-** Students who are not usually seen as leaders or achievers can find new roles and positive affirmation, particularly if they are skilled games players and can contribute this to the group.

- ❖ **Literacy and numeracy-** Game-based learning can improve numeracy skills and literacy skills – pupils particularly like reading on the screen compared with texts and games -based learning environments help students generate content for their writing.

- ❖ **Planning, taking responsibility and independent learning-** Carrying out games related projects enables students to have the opportunity to plan their own work and take responsibility.

- ❖ **Preparation for the future-** Game-based learning can help prepare students by giving them confidence with ICTs, and more specifically, prepare them for education and work particularly in areas of Scotland where game design acts as a major employer.

- ❖ **Problem-solving and trial and error-** Game-based learning can help students to understand how to identify and solve issues and problems. Also it helps students to understand that sometimes you have to try out different things before you can find a solution.

- ❖ **Pupil-teacher roles -**Not only do game-based learning activities allow students to drive their own learning but this also increases teachers' confidence to facilitate and support their students - building on students' own skills and knowledge of games - rather than being more didactic.

- ❖ **Resilience Game-**based activities can develop resilience in students as they negotiate their failures within games and try again. They appear to transfer this resilience to other activities.

Text based games, for example, no matter how compelling, may be inaccessible to dyslexic students. Game-based learning, whether you call it that or not, has been with all of us (and with the intelligence community in particular) for quite some time.

WHAT IS REQUIRED OF AN EFFECTIVE TEACHER

Dr. Manoj K.Sharma, Professor, University Business School, Panjab Universitym Chandigarh and Ms. Agrim Verma , Reserarch Scholar, University Business School, Panjab University Chandigarh

Read the below mentioned beautiful quotes and then probably we may realize what importance we as Teachers have to impart- not only to teaching students but building a nation full of responsible , disciplined and most importantly strong value driven leaders, who were once found out as raw stones but they turned up into beautiful shining diamonds.

"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires." William Arthur Ward

"Those who know, do. Those that understand, teach." Aristotle

"I never teach my pupils, I only attempt to provide the conditions in which they can learn." Albert Einstein

"I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized." Haim G. Ginott

"Learning is finding out what you already know. Doing is demonstrating that you know it. Teaching is reminding others that they know just as well as you. You are all learners, doers, teachers." Richard Bach.

"What is a teacher? I'll tell you: it isn't someone who teaches something, but someone who inspires the student to give of her best in order to discover what she already knows." Paulo Coelho

"Tell me and I forget, teach me and I may remember, involve me and I learn." Benjamin Franklin

DEFINITION OF TEACHING

Teaching includes all the activities of providing education to other. In simplest words- the person who provides education is called teacher. The teacher uses different method for giving best knowledge to his / her student's. He tries his best to make understand students. His duty is to encourage students to learn the subjects. Teaching means interaction of teacher and students. They participate for their mutual benefits. Both have their own objectives and target is to achieve them. Many great teachers of world define teaching in different way and we can say that teaching is just to train the students so that they can stand on their own foot in society. In teaching, three main aspects comes in our front.1st is teacher.2nd is students. 3rd is education

BASIC NATURE AND CHARACTERISTICS OF TEACHING

1.   The main character of teaching is to provide guidance and training.

2.   Teaching is interaction between teacher and students.

3.   Teaching is an art to give knowledge to students with effective way.

4.   Teaching is a science to educate fact and causes of different topics of different subjects.

5.   Teaching is a continuous process.

6.   Teacher can teach effectively, if he has full confidence on the subject.

7.   Teaching encourages students to learn more and more.

8.   Teaching is formal as well as informal.

9.   Teaching is communication of information to students. In teaching, teacher imparts information in interesting way so that students can easily understand the information.

10.   Teaching is tool to help student to adjust himself in society and its environment.

But there is more than being a simple teacher and his way of simple class room teaching. These kind of teachers are known as EXPERT TEACHERS. Teaching is an art for expert teachers. Expert teachers own unique qualities including a die -hard passion for their specially chosen subject and an ability to transfer it to the learners, sound knowledge, and excellent communication and interpersonal skills. Also, a good teacher does more than teaching by contributing to the general academic, emotional and cultural development of learners. Teaching profession is a noble one as it involves engineering the minds, igniting the minds of the learners and most importantly building and at times changing attitudes of learners for a better future. Stages in teaching include framing the instructional objectives, assessing the level of learners, delivering instruction and making formative assessments. Those who effectively manage all these stages can be rated as successful or expert teachers. Instruction, an important step in teaching depends upon a number of variables such as the reading materials used, strategy adopted for content delivery, learner management and class time utilization, this lays down the basic foundation stone as a lot depends on these 4 parameters. If as an expert teacher we are unable to use content delivery and effective time utilization- then the purpose of imparting knowledge of subject in question gets defeated. A lecture meant for 90 minutes of time if stretched to more than 2 hours or so loses its shear interest level as well as declining interactions and participation from the students, since it is very important that we as expert teachers do not repeat too often some points and at the same time- do not miss important points in hurry, there should be balance and we should know where that thin line of balance falls. Experts agree that for class room instruction to become effective and professional, it should be palatable to the learners, be practical and linked to everyday life, examples should be quoted/ given from day to day life, much more common circumstances and situations faced in professional life and life inside their respective homes, generate an interest level in the subject and also lead to interactive discussions. A lecture filled with interactive discussions from both

teacher and students side   is by far the most successful lecture in terms of- the enthusiasm level, the learning attitude displayed by students and the openness of a teacher being open to his self learning and taking everything in a positive and healthy manner. Communicating ideas and concepts in a simple, clear and sequential manner using examples wherever possible is another important criterion for effective teaching. Also, effective teaching does not take place without student interest and for this teachers adopt techniques such as the usage of simple analogies, interesting anecdotes and also small doses of humour. Even in the highly advanced learning environments of the present day world where technology tools offer considerable teaching support, basic teaching skills matter a lot. So we can summarize what is required to become :

AN EFFECTIVE EXPERT TEACHER

An Effective Expert Teacher Loves to Teach

Every teacher should possess is a love and passion for teaching young people. Unfortunately, there are teachers who do not love what they do. This single factor can destroy a teacher's effectiveness quicker than anything else. Teachers who do not enjoy their job cannot possibly be effective day in and day out.

An Effective Expert Teacher Demonstrates a Caring Attitude

Even teachers who love their job can struggle in this area, not because they don't care, but because they get caught up so much in the day to day routine of teaching that they can forget that their students have lives outside of school.

Taking the time to get to know a student on a personal level takes a lot of time and dedication.

There is also a line that no teacher wants to cross where their relationship becomes too personal. Elite teachers know how to balance this without crossing that line and once a student believes the teacher truly cares for them, then there is no limit to what that student can achieve.

An Effective Expert Teacher can Relate to His or Her Students

The best teachers work hard to figure out how to relate to each of their students. Common interest can be hard to find, but exceptional teachers will find a way to connect with their students even if they have to fake it.

Building a way to relate to students bridges the gap and ultimately results in higher through put both from student and Teacher- meaning if student is showing extraordinary enthusiasm and learning attitude, then the teacher will

have to adjust and start teaching with alternate methods, apart from regular teaching (example- you have to use innovative and out of box thinking with such students)

An Effective Expert Teacher is Willing to Think Outside the Box

There is no one set prescribed in any book- about how to teach. An orthodox approach(teaching / reading from book in class) would likely be boring for both teachers and students.

What makes teaching so exciting is that kids learn differently, and we have to find and utilize different strategies and DIFFERENTIATED LEARNING to reach every student. What works for one student, will not work for every student.

Teachers have to be willing to be creative and adaptive in their lessons, thinking outside the box on a continual basis. If you try to teach every concept in the same manner, there will be students who miss out on key factors because they aren't wired to learn that way.

An Effective Expert Teacher is an Excellent Communicator

As a teacher you should how to express, how to communicate. 99% of us know the concept, know the basics inside –out but we are unable to express???

To express means-TWO WAY COMMUNICATION- not a news reader kind of expression, where one is speaking and others are bound to listen with or without any understanding of the subject.

Make the sessions as interactive as possible through effective communication (most important communication technique- maintaining EYE Contact with students)

An Effective Expert Teacher is Proactive Rather than Reactive

This can be one of most difficult aspects for a teacher to conquer. Intense planning and organization can ultimately make your job all the more less difficult.

Teachers who plan ahead, looking for aspects that they might have issues with, and proactively looking for solutions to solve those problems will have less stress on them, than those teachers who wait until a problem arises and then tries to address it.

Being proactive does not replace being adaptive. No matter how well you plan, there will be surprises.

An Effective Expert Teacher Strives to be Better

A teacher who has grown complacent in what they do is the most ineffective kind of teacher.

Any teacher who is not looking for new and better teaching strategies isn't being an effective teacher.

No matter how long you have taught, you should always want to grow as a teacher.

Every year there is new research, new technology, and new educational tools that could make you a better teacher.

Seek out professional development opportunities and try to apply something new to your class every year.

An Effective Expert Teacher Challenges Their Students

The most effective teachers, are often the ones that many students think are the most difficult. This is because they challenge their students and push them harder than the average teacher does. These are the teachers who are often students' least favourite teachers at the time, but then later on in life they are the ones that we all remember and want to thank, because of how well they prepared us for life after our time with them.

Being an effective teacher does not mean you are easy. It means that you challenge every one of your students and maximize your time with them so that they learn more than they ever thought they could learn

FIVE ATTITUDES OF EFFECTIVE TEACHERS

When teacher candidates are asked, "Why do you want to be a teacher?" The response is commonly, "I want to be able to make a positive difference in the lives of my students." Many teacher candidates continue to say they also want to be an effective teacher who will be remembered fondly by their former students. Some want to have a chance to be a better teacher than the teachers they personally experienced. However, many researchers (i.e., Frank, 1990; Fulton, 1989; Goodlad, 1990; Handler, 1993) state the axiom that teachers usually teach in the way they were taught. This compelling statement highlights the importance of reviewing and analyzing students' prior educational experiences for insight into the effective and ineffective attitudes and actions of teachers.

The positive attitudes and actions employed by teachers ultimately can make a significant difference on the lives of their students. By examining prior educational experiences, pre-service teachers can discuss what they should or should not do with a class of students. The five frequently discussed attitudes and actions include: a genuine caring and kindness of the teacher, a willingness to share the responsibility involved in a classroom, a sincere sensitivity to the students' diversity, a motivation to provide meaningful learning experiences for all students, and an enthusiasm for stimulating the students' creativity.

FIVE EFFECTIVE TEACHER ATTITUDES

1st Attitude: Demonstrating Caring and Kindness

This attitude pertains to the persona of the teachers. Statements were written in the essays that discussed a realness and genuineness about their teachers' attitudes toward caring and kindness.

The effective teachers willingly shared emotions and feelings (i.e., enthusiasm, affection, patience, sadness, disapproval) as well as a sincere interest and care about their students. Communication was also valued in their past classrooms and feelings were openly expressed by both the children and teachers.

2nd Attitude: Sharing Responsibility

This attitude focuses on the ability of the teacher to establish a shared environment. The teacher candidates emphasized that an effective teacher must not be overly possessive or need complete control of the children and environment. It is important to allow students both responsibility and freedom within the classroom community. Comments were also shared that both the teachers and students need to contribute to the learning environment for a relationship of closeness and acceptance to develop.

3rd Attitude : Understanding the Students

This attitude deals with empathy and the importance of understanding your students. The teacher candidates identified sensitivity, acceptance, and encouragement as critical when approaching the issues associated with the diversity of the children. The candidates found effective teachers understood their students without analyzing or judging. One group shared the comment that teachers have the ability to make each child feel special by verbally sharing individual compliments in front of the class. Another group discussed a teacher who kept a written record of how many times she talked and listened to each child and how that made students feel valued and important.

4th Attitude: Fostering Individualized Instruction

This attitude discusses the ability to provide meaningful learning opportunities for all students. The teacher candidates appreciated teachers who helped them succeed with their learning experiences. They also stated that other teachers used intimidation in front of the class which resulted in a reluctance to volunteer. Particular groups felt strongly that effective teachers believe every child can and will learn. Their teachers did not point out weakness, but instead stressed individual strengths and talents. The pre-service teachers credited their teachers for encouraging positive self-confidence and self- esteem.

5th Attitude: Encouraging Creativity

This attitude stresses the importance of stimulating the students' creativity. Teacher candidates talked about teachers who listened to their ideas and suggestions for lessons and activities. The effective teachers were open to students' ways of being imaginative and also utilized many approaches to learning. The students appreciated and were personally motivated when teachers designed lessons that considered their interests, skills, and needs

CONCLUSION

Try to become a teacher by remembering the following quote with your heart and soul:

"I'm more interested in arousing enthusiasm in kids than in teaching the facts. The facts may change, but that enthusiasm for exploring the world will remain with them the rest of their lives." — Seymour Simon

Portrayal of Children In Ruskin Bond Writings

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Ruskin Bond has conjured up magical literary landscape where inquisitive, energetic and precocious children have an important role to play. He delineates his child protagonists with the deftness of a psychologist and superb story telling with the deftness of a psychologist and superb story telling skills. He weaves the fabric of his children's world thread by thread, using his engrossing and evocative narrative technique, with the sole purpose to captivate his young readers. It is mostly the atmosphere of joie de vivre that pervades in his fiction where children enjoy, fight, play, roam and live a protected life. His exceptional knowledge of children helps him in authenticating his writing about children. He has a deep understanding of children and the mind and motivations of adolescents and youths.

Ignoring the popular didactic mode of writing, he pays attention to the psychological and emotional needs of young readers. He creates a different world when he depicts innocent children on the threshold of experience. Bond's child persona gradually discovers the truths about themselves. They are not treated as the 'other' but as inexperienced adults who are an essential part of society. They are being created with awareness of 'self.' Bond enters their mind to understand their peculiar sensibility, imagination and impressionable nature. One feels strongly committed to liking Bond's small man,' mischievous and jolly in temperament but kind in heart, commoner and marginalized but universal in approach. Bond's portrayal of life like children and his unique communication with directness and elegant appeal with children carved out for him a special place in children's literature. Subhadra Sen Gupta writes:

Through the years Ruskin Bond has taken the craft of writing for children and created an art form uniquely his own. Few Indian writers can communicate with children with the directness and simple appeal as Ruskin can. Without, condescension, no preaching and none of the sugary sweet lachrymose silliness that authors think children like… He is too busy giving them the pleasure of good reading. (Singh, Creative Contours 231).

A child's perception and approach to life follow a track that differs from that of adult's. The child loves to live in his dreamy and sumptuous world. He is rarely affected by the gross and crude realities of ordinary life which a grown – up often faces in his day-to-day hectic schedule. His understanding of the world is steered not by any logic or philosophy but by imagination. He views it blindly and passionately and observes it with instable curiosity and anticipation. He feels connected to literature that attempts to perceive things from his point of view. He "prefers literature that focuses more on child or child or child-like characters, and their typical feelings and preoccupation" (Tucker, The Child 18). He becomes fervent about it if it recounts his journey into his dreamy world and stimulates his aspirations. Aidan Chambers points out in "The Reader in the Book". "If literature for children is to have any meaning at all, it must primarily be concerned with the nature of childhood, not just the nature commonly shared by most children but the diversity of childhood nature too" (Peter, Children's Literature 98). The writers who write for young audience keep this in mind while fabrication stories for them. This is the reason behind the block buster success of Adventures of Tom Sawyer and Huckleberry Finn by Mark Twain, Noddy and other stories of children's adventures by Enid Blyton, series of Harry Potter by J. K. Rowling. Novels by Charles Dickens and essay by Charles Lamb are other important writings which for a long time created an impact on the psyche of child readers because of its empathetic treatment of children. A writer of substance, Bond has a strong liking for Dehradun, its surroundings, its people and rusty –his "alter ego". Ever since his appearance in "The Room on the Room (1957)", Rusty has figured quite often in his stories. First in a series, it takes back to the pre-independence Dehradun where Rusty lives with his grandparents. His Rusty Series (2002-04) is based on different outskirts of the valley; Rusty's house is surrounded by trees of different kinds as limes, oranges, guava, eucalyptus, jacaranda and the Persian lilac. His grandfather, a lean active man of about 60 and a retired officer from the Indian forest service, has a variety of pets, including a monkey, tortoise, a python and a great Indian hornbill. His father works in a rubber firm in Burma and his mother and the visiting aunts who are not very appreciative of his grandfather's hobby. All this forms the small world of Rusty that spends most of his time with the pets and his grandfather. The most representative story of all, and arguably the best, is "Monkey Trouble" Tutu, the female monkey, enters a jewellery shop where aunt Ruby and her fiancé, Rocky, go to buy a ring. Tutu tries for a necklace. No sooner does the shopkeeper realize than it makes her away into the crowded street, followed by Rusty, rocky and the angry shopkeeper. Others who have no idea of what it is all about, they join the chase. Finally, Tutu, tried as it was, flings the necklace into the canal, much to the relief of the jeweller who ultimately retrieves it. The monkey trouble ends on a happy note. Aunt ruby gets married and is all set for her honeymoon, of course without the troublesome Tutu. But there is more for Rusty who leaves for java to visit his father. Back in dehra, there is uncle ken, granny's nephew, who cannot stay on a job for more than two months. Ultimately he decides to stay with Aunt Emily in Lucknow where he impersonates,

Bruce Hallam, a famous cricketer, for a free lunch at a match. After hitting a boundary, he goes back to the pavilion with a satisfaction of having a sumptuous meal and adding another four runs to the cricketer's grand total. Things, however, are destined to change. Rusty's father dies of malarial fevers. His mother, who never cared for him, suddenly appears and takes him away to her house. His world is shrunk to a single room, a four-walled structure of cement and bricks. After about a few months of restlessness, Rusty goes back to his granny's house. Half-heartedly, they sell their house (his grandfather had passed away by then) and leave for England. However, by a strange turn in circumstances, Rusty comes back to Dehra after his grandmother's death. Rusty's world is full of enchantment, we are lucky to experience it, though in small doses. Written in a lively style, these stories show Bond's love for nature and his capacity to derive pleasure from all that is around him. Even the tiniest of creature's insects do not escape his eye. His stories are a reminder to a world which has all but forgotten what nature has in store for it.

Ruskin Bond's, 'Rusty Runs Away' (2003) is the second book followed by the successful first book, 'Rusty, the Boy from the Hills.' The author has created the book in a way that could make beginner speakers of English to have no problem reading this book. The story takes place around Rusty, the protagonist of this novel. In every chapter, Rusty meets some characters, who show him love and care and calm him from the loss of his parents. Though Mr. Harrison, the guardian of Rusty behaves rude and firm, Rusty respects him. He pays special care to the characters like KoKi, Miss. Mackenzie, Puran, The Woman on Platform No.8, Daljit, Omar, Somi, Ranbir and Kishen, who in turn returns the same with love.

'The Woman on Platform 8' is written in Ruskin Bond's inimitable style. The story is set on a railway platform - platform number 8 in Ambala. The young boy whose name is Arun is the narrator of the story. He says that he was about twelve years at that time, and his parents considered him old enough to travel on his own. He arrived on the platform and waited to catch a train to get to his boarding school. Arun spent time on platform 8 pacing up and down and watching trains arrive and depart. He watched the mass of humanity appear and disappear each time a train stopped. Just as he was starting to feel bored and lonely, he was startled by a gentle voice asking him if he was all alone. He looked up to see a pale, dignified, dark-eyed lady. She was dressed simply in a white sari. She started a conversation with Arun, making gentle enquires of him. She then took him for a snack. Arun took an instant liking for the lady and began talking to her, giving her an insight into him. He found himself getting attached to the quiet, kind lady. As they came back to platform 8, they observed an engine shunting up and down. Just then a young boy appeared, running across the rails, taking a short cut to the next platform. Instantly the lady clutched Arun's arm hard. The boy reached the platform safely.

Arun looked up to see pain and fear on the lady's face. She kept looking at the boy till he disappeared into the crowd. Arun reassured her that the boy was alright. Soon, Arun's schoolmate, a boy named Satish and his mother arrived. Arun looked at Satish's mother - a large, bespectacled, domineering woman. He felt an instant dislike for the lady who spoke with an air of superiority. When she asked if the lady was Arun's mother, Arun hesitated. But the kind stranger, before Arun could offer an explanation, calmly said that she was. Arun was completely taken aback, but the stranger did not appear to be embarrassed and was smiling.

All the while Satish's mother talked loudly about travel and safety for young boys. Arun's dislike for her grew more and more intense. The train arrived and the two boys got on. Satish's mother continued giving innumerable instructions. Meanwhile, Arun looked at the lady in white, feeling her warmth as she gazed affectionately at him. As the train chugged out of the station, Satish yelled out a goodbye to his mother. Arun quietly said a good bye to the kind lady in white, now addressing her as mother. He watched her till she was completely out of sight. Rusty longs for the love of someone, who could be friendly, loving and caring for him because he is isolated from his family and experiences loneliness under his guardian. Though his guardians, Mr. and Mrs. Harrison, are none other than his own aunt and uncle, he finds difficult to join or go about with them. Except his escape from the school at Arundel along with Daljit, he remains an agreeable and smart and intelligent boy. Rusty serves a model to the children and does not take any opportunity of spoiling them.

His most of the stories are adventurous and thought provoking and traces him as a quiet and sensitive boy, Rusty grows into a brave and responsible adolescent and sustains himself through difficult times. With his father and grandmother passing away in quick succession, Rusty is left in the care of a strict guardian, Mr. Harrison. However he learns to find opportunities hidden in life's inevitable painful experiences. Rusty makes exciting adventure, first running away from his school with mischievous Daljit, and later by escaping from the strict confines of his guardian's home and finding friends and adventure with Somi, Ranbir, Kishen and others. He also discovers the true colors of India. It is a story about a shy, sensitive boy Rusty who has a lonely childhood after the death of his father. His mother remarried and not being compatible with his stepfather he is left under the guardianship of his grandparents. After their death, he comes under the custody of Mrs. & Mr. Harrison, who find him more of a burden. It is set in Dehradun with a vivid description of its natural life Rusty's encounter with Miss Mackenzie is highly touching. It shows how a small boy and an old lady share their loneliness through their common love for flowers. The boy is made to join a boarding school as his guardian had to go often on business trips. How he Bonds with a stranger on a platform shows his longing for motherly love. After a brief stay at the boarding, he along with a friend decides to chase their dream of sailing across

the world. The hardships they endure on way to Jamnagar and their subsequent failure to find Rusty's uncle's ship evokes sympathy .When Rusty is again sent to a new school in Shimla he finds an excellent friend in Omar. After an unpleasant encounter with his guardian, Rusty again runs away, but this time he finds himself amidst the love and affection of his Indian friends.

The next story 'Rusty Comes Home' (2004) contains some captivating stories about Rusty's friends and fleeting acquaintances about human nature and the supernatural. In its first story 'All you need is paper', the author describes about his life and other people who met him. Basically he describe about the friends, neighbours and food bazaar of India as chat and tikki". There is an autobiographical touch in his most of the writings. Here he explains about his friends named Somi, Kishen and Sudheer, his fiends of his early days. He represents these same characters in 'The Room on the Roof' but in this story he did not explain as much as that. His next story "Bhabhiji's House", (a story from Rusty Comes Home, 2003) he portrays the character of a good house wife. He describe about a good attitude of a lady whom he calls Bhabhiji. He talks of an Indian lady and presents a real picture of a good housewife that how does she care of her family a guest members. Among his friends in Shahganj are: Ketan, a victim of the partition and prone to paralytic fits, Madhu, a child whole life is tragically cut short but not before she leaves an indelible impression of love on rusty and Suresh a disabled child with whom Rusty strikes up a close Bond. In Dehra he meets up with his genial Uncle Bill who makes it his habit to poison people with Arsenic the incredible Jimmy, a Jinn, who can extend his arms at will to infinite lengths and Miss Pettibone the oldest resident of Dehra who enthralls him with fascinating stories from the town's past. Then there is the unnamed basket selling girl he meets by chance on the Deoli railway platform and can never forget and Binya, a young and vivacious widow who floats into his life on the strains of a song. The writer was fascinated by her song and he started follow the singer. They both met twice and thrice on the hills. The writer felt in love with her, knowing that she was a widow. Binya, is a girl whom he kissed in the mountain, but at the end of the story she left the writer without any information. The book 'Rusty Runs Away' (2003) is a collection of short stories. There are splashes of joy, a bit of sadness, optimism of youth in the stories, the voice is peppy and all is wrapped in inherent simplicity of narrative. The first story 'The window' is about friendship between a lonely boy Rusty and Koki, a new girl in neighborhood and how the presence of a likeable person in your life changes your days agreeably. The second story is 'The Prospect of Flowers', this is again about friendship but this time between two unlikely persons, the school boy Rusty and eighty years old spinster Miss Mackenzie. Another story 'A Job Well Done' (2003) has some dark humor, this story is macabre and at the same time funny. 'The Woman on Platform No.8' is heartwarming tale of a chance meeting of the boy Rusty with an older woman at the Railway Station where Rusty is waiting for his train to Boarding School. 'Running Away' is the star attraction of this collection, young Rusty and his Sikh friend Daljit decide to

run away from their strict, uninspiring boarding School, their object is to reach Jamnagar (Gujarat) where they'd board a ship/tramp- streamer captained by Rusty's uncle. 'The Playing Fields of Shimla' is a poignant tale. Rusty befriends another lonely, reticent boy Omar, with both playing hockey for the school team the bond of trust and camaraderie strengthens.

But then comes partition in 1947 and Omar has to go to Pakistan while Rusty remains in India. 'It Happened One Spring' is a coming of age story. Rusty was living with his guardian who was a cold, indifferent person barely bearing with Rusty. Rusty makes friends with Indian youths Somi and Ranbir, this leads to his violent falling out with his guardian. His new friends help him in setting up a life of his own. They are beautiful tales, set at a placid pace and the never fail to warm my heart. Rusty the boy From the Hills (2002) is a collection of Rusty's adventures as a wanderer in the Doon valley and the Garhwal hills. The story with Rusty, having run away from his guardian's home, trying to define an identity for him, as he lives with the Kapoor's family who tutor their son Kishen, and occupying the room on the roof. Soon, he strikes up a close friendship with Kishen and, in the company of Meena Kapoor, begins to come into his own as an individual. Then tragedy strikes—the death of Meena devastates Rusty, and he has no choice but to leave Dehra Dun. Forced into vagrancy for some time, Rusty and Kishen take to the open road, and their adventures accumulate as they tramp through the Doon valley and the Garhwal hills. New friends and acquaintances replace old ones in Rusty's life—instead of the loyal and supportive Ranbir and Somi there is now the mute Goonga, the roadside vendor Devinder, the jaunty Sudheer and Kishen, who like Rusty is rootless and headed for an unknown destination. His time on the road allows Rusty to decide what he really wants to do in life—and by the end of the book he is preparing for a trip to London, with dreams of becoming.

The third book in Puffin's new series of Ruskin Bonds ever-popular Rusty stories, Rusty and the Leopard takes up the story from where Rusty Runs Away, the second book in the series, ended and marks Rusty's rebellious, eventful progression into manhood. Rusty and the Leopard include modified versions of the two most famous Rusty novels, The Room on the Roof (1957) and Vagrants in the Valley (1987). Ruskin Bond displays all the qualities of a master storyteller: a deceptively effortless style, an eye for the extraordinary in seemingly humdrum lives, and a deep empathy with his characters. Ruskin Bond with an amazing ease and simplicity knits his characters, incidents and surrounding landscape into smooth flowing stories and creates picture in his reader's mind. 'The Hidden Pool' happens to be an enchanting story of enduring true friendship. The protagonist here is an English boy named Laurie who like other kids is a native soul whose inquisitive mind is always full of questions. Laurie moves to a small hill town with his parents when his father gets posted here on work for two years. Laurie has a nice habit of observing things very closely and he appreciates the nature and its elements a lot.

Once he settles well in new town and starts going to school - he makes two friends. Anil - his first friend in new town is son of a local cloth merchant & Kamal - his "special" friend is an orphan who unfortunately lost his parents during the Partition. The quality of Kamal which inspires Laurie is that he has a passion for studying and sells buttons & shoelaces to make some money to fund his studies. His greatest dream read secret ambition is to be able to go to college by putting in best of his efforts. Laurie ensures that whenever Kamal comes over to his place in evenings - he buys something from him. What amazes Kaurie is how come Kamal remains self motivated and live on all instants. Anil & Kamal introduces our dear 'seedha' Laurie to a bewitching world of beetle races, chaat, ghosts, lukka chippi and Stapuu and Holi - the Indian festival of colors. One day their adventurous spirits take them to go towards the mountainside and to their utter amazement they find an exotic and water pool amidst lush green surroundings. A small waterfall came down from the rocks on one side of the hill a formed this deep round pool of apple green water. This secret pool soon becomes the haunt of the three friends and at the pool the boy's fish, build dams, take midnight dips, wrestle, and ride buffaloes. They make it a point to visit the place on a regular basis. It is there that together plan their grand adventure: a trek to the Pindari Glacier, were no one from their town has gone before - they wished to be first yet again. On the slopes of the beautiful mountain they meet pumpkin-eating bears, and keep a close lookout for the Abominable Snow-woman who feeds children fruit, honey, rice and earthworms - almost everything and anything. The twist in the story comes when Laurie's parents say that his father's assignment will get over in a week and then they may leave India". The news came as a shock to poor boy that had just now started learning life on his own in a way he wanted to. Upon disclosing this piece of news to Kamal & Anil - they almost appear heartbroken. Finally, the guys decide that wherever they are on the globe, they'll surely meet atleast once more in their lifetime.

If R.K. Narayan—the Malgudi master—portrayed the peculiarities and ironies of life in as sensitive a manner as possible, Ruskin Bond turns an ordinary of life into an extraordinary story with an equal ease.

Bond excels in describing true-to-life children who one can encounter in any village and town of India. The world of his children literature is a world of gay abandon and ceaseless wonderment, a world which is not filled with 'goblins and magicians' but nevertheless a world of 'magic in realism' filled with ingredients of faith, love, courage and joy. The Indian kids can identify themselves with his characters. It is not an alien and unrelated magical world of fantasy like the world of Harry Potter. For Ruskin Bond, writing for children was a result of the way he writes and the sort of short story he likes. He confesses: "I can't write anything too voluminous. I like writing short stories" (Tanu, Times of India). The attention span of children in general is short. They avoid lengthy and bulky work.

They get attracted more towards short stories than novels. Bond's deliberate choice of short story and novella, his clear language and digression free plot glue the young readers to his work.

The childhood always enchants Bond and holds him in its magic-spell. He believes that is a blissful period of one's life. Like Tagore in his work, he salutes the innocence, sanguinity and friendly attitude of children. In Delhi Is Not Far (1994) Bond quotes Tagore to emphasize his point of view: "Every child comes with the message that God is not yet discouraged of man" (362). Bond's single life brightens when he creates up a world sparkled with the aura of children and their merriment. His ability to communicate the richness of childhood renders his children fiction with deep insight and universality. He always cherishes the memory of his childhood. He delves deep into his own life for the creation of his characters, particularly the children. Once Mark Twain wrote: "If Byron – if any man –n draws 50 characters, they are all himself – 50 shades, 50 moods, of his own character. And when the man draws them well, why do they stir my imagination? Because they are me – I recognize myself" (Simpson, Twentieth Century 17). The autobiographical element is so leading in his portrayal of the child characters that his own childhood can easily be reconstructed. He writes and re-writes his ecstatic and discontented experiences in his stories. It could be said, 'not a single impression is left out, not a single memory is forgotten of his childhood,' as he says: "Men and women leave the age of childhood behind, and are so busy with their buying's and selling's, their ambitions and their hopes, their loves and their hates, that they forget they once lived in a land where dreams were natural. I will not forget my childhood, I shall not surrender it. (Saili, Ruskin Our Enduring 62).

Bond's sensitive treatment of children and projection of their dreamy world, full of fun and frolic make him one of the favorite children's writers. His floating and high spirited child characters set in an idyllic backdrop leave an enduring and everlasting impact on the child readers. Bond's child protagonists draw us by their lovely moods and passionate nature, lively and pleasing activities, playfulness and their never ending pranks. They are burgeoning with mischief, sulk on being scolded, fabricate smartly the stories on being caught, quickly get involved in squabbles, easy to win as a friend, startle us by their precociousness and nonconformist demeanor, squander their time, bewitch us by their shining and innocent faces, get mollified easily on being offered things for their hunger, ride bicycles down precipitous hills, climb mango and lichi trees, explore river and mountain paths, take nap under shady trees, without any fear of crime and violence and enjoy wandering around.

The child protagonists of Bond spring up from the Himalayan soil, especially from the neighboring villages and towns of Dehradun and hill stations of Mussoorie. Bond recreates the everyday experiences of the life and the problems that the children face for survival. Adventure discovery, love

for animals and variegated phenomena of nature, portrayal of mischievous ghosts and running away are some recurring themes, around which Bond weaves the yarn of this children stories. He gets attracted by the unassuming and happy-go-lucky life of children and display of their strong spirit in difficult circumstances. He often mentions the unyielding sprit of children of India while supporting their family and bearing the burden of life happily:

Most children are more than equal to any obstacles that may arise. Like those youngsters in the Ganjam district of Orissa. In the absence of a bridge, they swim or wade across the Dhanei river everyday in order to reach their school…. Wherever you go in India, you will find children helping out with the family's source of livelihood, whether it be drying fish on the Malabar Coast, or gathering saffron buds in Kashmir, or grazing camels or cattle in a village in Rajasthan or Gujarat. (TILL. 7)

The best part of Bond's portrayal of children is his involvement, his coming down to their level and his association with their erratic life. His oneness with children has infused 'life force' to his common theme. He does not merely describe a child but becomes a child for the time being. His literature explores childhood hidden behind the layers of adulthood: "A latent childhood remains tucked away in our subconscious. This I've tried to explore" (TILL 30). The love for children seems to emerge from his own discontented and lonely childhood, his longing for happiness and safety when he was a child. The loss of dear father, odds of forced relationship with mother and stepfather, lonely youth left a deep scar on his soul. Even after growing up he was unable to overcome the haunting impressions of those early days. He discloses the personal reasons for his deep attachments with the children:

I don't suppose I would have written so much about childhood or even about other children if my own childhood had been all happiness and light. I find that those who have had contented, normal childhoods, seldom remember much about them; nor do they have much insight into the world of children. (SEL 4)

Bond, therefore, remains a children's writer of everlasting value. He always aims to give good story so loved by young children. Extolling Bond's art, Namita Gokhale says: "Bond's work has survived the vagaries of generations of readers. The simplicity, universality and lack of pretension in his writings make them especially accessible to young minds" (Days of Innocence xiv). The pastoral idyllic atmosphere of his short stories and novels, the "tender and poetic" (Alkazi, The Book Review 15) style of his writing, realistic description, deep concern and sympathy for children, their empathetic treatment and first person narrative are the hallmark of his creativity. The city bred children enjoy the adventure and tension free like of Bond's young characters.

Modern children crave for the luxury of space and closeness to nature in which Bond's children are born and brought up. The experience of growing up, the recurring theme in many of his stories, and the child-centered perceptive of his writings won for him loyal and ever-expanding admiring readers. He is at his inventive best when spinning yarns for children from the middle and lower class. He deals mainly with the adventures and activities of boys. The girl's characters rarely reveal girl sentiments.' They too become boyish in temperament and activities. The restricted area of Bond's theme and setting do not lose charm but make his picture vivid and effective with heightened sensitivity. His immense love for suffering children – denied of parent's love, good upbringing, comfort and opportunities in life – makes him the conscience keeper of society and human civilization. Bond has opened a new territory of children's dreams and fears, faith and wisdom, and soul searching for the adults in Indian English fiction. Bond has truly understood children and could see life again with their eyes. Bond through his fiction keeps it alive as he puts forth: "When I was young, I dreamt of power and fame: / And now I'm old, I dream of being a boy again" (RL vii).

Ezekiel's Poetry: Rainbow of Paradoxes

"The recurring note in Ezekiel `s recent poems the hurt that urban civilization inflicts on modern man, dehumanizing him and subjecting his varieties to pollution and devaluation. What is offered is dead-sea fruit, what we confront is the Medusa store, Is here no remedy, then?"

K.R.S. Iyengar, p.660

Ezekiel is a brilliant Indian poet, writing in English. He has in his poetry attempted to deal with Indian cultural as per suitability of the theme. Several other poets have also portrayed the Indian attitudes in Swadeshi Angrezi but Ezekiel has sought to exploit this national feature more successfully and artistically. Some of his famous poems include, "A Time to Change", "Sixty Poems", "The Third", "The Unfinished Man" etc. and these display his varied tastes, interests and preoccupation. They proclaim a variegated canvas of life. Some of his poems are concerned with sorry sight of the metropolitan cities, as he puts it:

> Barbaric city sick with slum,
>
> Deprived of seasons, blessed with rains,
>
> Its hawkers, beggars, iron-lunged,
>
> Processions led by frantic drums,
>
> A million purgatorial lanes,
>
> And child- like masses, many tongued,
>
> Whose wages are in words and crumbs. (1)

As a journalist, he highlighted the evils of Indian urban life prominently and pertinently. As a poet of the city, he is fully alive to dirt, squalor, ugliness and wickedness of the city like Bombay. Ezekiel depicts the scene:

> Always in the sun's eye,
> Here among the beggars,
> Hawkers, pavement sleepers,
> Hutment dwellers, slums,
> Dead souls of men and gods,
> Burnt out mothers, frightened
> Virgins, wasted child
> And tortured animal
> All in noisy silence
> Suffering the place and time. (2)

He also depicted the life and activity of metropolitan city in an artistic manner. On the one hand, he witnesses the agony and anguish of the poor, on the other; he views the prosperous gentry rolling in luxuries. The have-nots are suffering while haves are enjoying their life. The paradox is present here in his world of poetry when he writes that city has its glaring and tempting breezes but it fails to give a single- willed direction. The inhabitants of city are helplessly, unable to escape this imaginary island. Still people are deeply attached to it. The poet watches life with pleasure, the hustle and bustle of the city. Tension- torn citizens are engrossed in cares and anxieties. He has succinctly attempted to expose the grim aspects of urban life. Ezekiel portrays the scene in a picturesque manner-

> Even now a host of miracles
> hurries me to daily business,
> minding the ways of the island
> as a good native should,
> talking calm and clamour in my stride. (3)

Ezekiel highlights the curiosity of the city-dwellers metaphorically like pilgrims in the initial stage. When the pilgrims start journey, they are happy. After the first stage of their journey, differences arise among them, they begin to quarrel. Amidst the harsh realities of urban life he perceives metaphysical truth and believes that Home is an important place: 'Home is where we have to earn our grace.'

He wrote poems with ancient themes glorifying established values discarding the hypocrisy and hollowness. He was shocked to see that people are living an artificial life not caring for humanism which is universal appeal. K. R. S. Iyengar comments-

> Existential commitment could be a mockery too,
> for most of us are but the slaves of the city's
> uncaring drive and banality and futility cabined
> this within ramparts of urban disillusion, what
> hope, then for man? (4)

Ezekiel can't tolerate people in cities who are generally cunning and wicked. They are involved in malpractices in order to maintain themselves and their sustenance in life.

His some poems are directly concerned with metropolitan life in the post-Independence India. He presents homeless mass of people wandering about in the day and passing their nights on pavements. The gloomiest aspect of city life has been marked with great poetic intensity and in dept comprehension. S. Srenivasan maintains:

> The nightmarish picture with its metaphors of sickness and
> purgatory is not made out of mere observation . It gives
> sign of the poet's emotional involvement with what he
> describes .There is an identification of the self with the
> scene, but it is not a self which analyses and reflects or
> possesses a vision of an alternative social order or state of thing. (5)

He records horrible scenes of urban life in a realistic and artistic manner. But it doesn't mean that he is an escapist, unable to face hardships of city life. His treatment of the incidents, situations and characters from the urban life reveal that he is not ready to be deceived by grand emotions or by conventional ways of life. He experiences the futility, bitterness and strangeness of city life through the senses of hearing, sight, touch and taste. The city leaves a poor impression on him. He feels sad to see that the city has a tendency to reduce human personality to insignificance. People feel tired of hypocrisy and dazzling life style. Ezekiel thought himself to be rootless and so does he think of everyone –the Bombaywallas. He finds people running to and fro and changing trains. Ezekiel observes that city dwellers have long association with city, its customs and convention, still there is emptiness in their eyes. They look dull, loveless, dry and insipid. Some of his poems deal with the worn-out, trodden paths of long established

traditions which city dwellers are reluctant to uphold. The river of their life is sandy, waterless and dry. They look morose, gloomy frustrated and dumb like effigies. They are 'hollow men.' They spare no time to look at the beauties of Nature.

Ezekiel asserts that the city is externally glamorous and dazzling but it provides no contentment to its inhabitants. His poetry is overflowing with Indian sensibility. He declares that he is totally an Indian:

> The Indian landscape sears my eyes,
> I have become a part of it
> To be observed by foreigners
> They say that I am singular,
> Their letter overstate the case,
> I have made my commitments now
> There is one: to say where I am. (6)

His assertion that his real home is India and no other country approves of his Indian sensibility. He highlights the living style and life of the people belonging to different creeds. He highlights the glaring evils of the urban culture. The privileged sections of society roll in luxuries.

Thus Nissim Ezekiel has deep attachment with India. Indianness dominates the fabrics of his poetry. However, he highlights the glaring evils of the urban culture. He presents an interesting conjunction of brightness and despair, darker shadows and sunny mornings. He regrets to say that in the dreary desert of wickedness, rascaldom and cunningness, humanism has lost its way. India's ancient cultural heritage seems to have vanished from metropolitan cities.

Nissim Ezekiel writes about his spiritual predilections, "Judaism was my religion…………I develop the most positive attitude towards the Indian heritage. The Vedas and the Upanishads give a …….closer to the ultimate truth and the spiritual paradoxes of the Bhagvat Gita ."Ezekiel's poetry is basically humanistic. In the Hymns in Darkness (1976) he puts emphasis on the human element and accepts failure as a part of earthly existence.

In the poem "At 62" the poet feels that the familiar human drama is no less engaging for being ordinary:
> I celebrate the familiar.
> the routine,
> and unexpected.

The apprehension of the inevitable, however, finds a more poignant expression in the poem in different ways. Again the humanist in Ezekiel is endowed with extensive view and his concerns are not confined simple to homosapiens. Flora and fauna of the universe co-exist and have their meaning in togetherness. Ezekiel is far different from his earlier self who had been worried about finding his own salvation.

The poet has successfully identified himself with ancient tradition of India. Suffering purifies the flesh of its own sins and as such is never undesirable. In one of his poems Ezekiel realizes his temporal existences and works out an epitaph for himself:

> Here lies a poet whose theme was human failure
> For which he was praised in a dozen famous obituaries.
> (CP,p.275)

The poetic odyssey that began with his earlier poetry blossomed in his later poetry, which completes the circle of Ezekiel's evaluation as a poet. His death was nothing but a consummation of his unrealized poetic despair and vision.

> In one of his writing he confesses that-
> " ……..I have often personally………carried out
> exercises in direct observation of poverty and
> affluence, urban and rural modes of living,
> perceived and assimilated all thing Indian wherever
> they could be found in India……"
> (Ezekiel 38)

Therefore the poetry of Ezekiel reveals a confluence of various trends and traditions of Indian English poetry and he becomes certainly a prototype of modern Indian English poetry. His poetry exemplifies the blend of the various trends of Indian English poetry. Perhaps the poem entitled, "Poet, Lover, Birdwatcher" best described Ezekiel's concept of poetry, his vision and his perception:

> "……..The best poets wait for word.
> …………………………………….
> Who never spoke before his spirit moved.
> The slow movement seems, some how, to say much more."

References:

1.   *Nissim Ezekiel : Collected Poems, Second Edition, New Delhi, Oxford, 2005, Third Impression, 2007, p.119.'*

2.   *In India' in Collected Poem, p.131.*

3.   *Ibid., p.182.*

4.   *K. R. S. Iyengar, Indian Writing in English, New Delhi : Sterling.203, p.660*

5.   *S. Sreenivasan, op. cit., p.152.'*

6.   *Background, Casually' in Collected Poem, p.181.*

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