

Research Papers by Dr. Nishigandh Satav 2022-23

Sr. No.	Title with page nos.	Journal	ISSN / ISBN No.	Whether peer Reviewed. Impact Factor, If any
1	'New education Policy: a Step Towards Internationalization of Higher Education' Page No. 31 to 36	Journal- Vidyawarta (Peer Reviewed International Multilingual Research Journal)	ISSN-2319-9318	Peer Reviewed International Refreed Research Journal Impact Factor 8.14 (IIJIF)
2	'Class Consciousness in Mulkraj Anand's Untouchable and Arundhati Roy's The God of Small Things' Page No. 31-34	Journal – Rabindra Bharati Journal of Philosophy	ISSN 0973-0087	UGC CARE approved Refeered Journal
3	'Importance of English Language in the Present Scenario' Page no. 22 -22	Journal – B. Aadhar	ISSN – 2278-9308	Single Blind Peer Reviewed & Refreed Indexed Impact Factor 8.575 (SJIF)



MAH/MUL/03081/2012
ISSN-2319-9318

Vidyawarta®

Peer Reviewed International Multilingual Research Journal
Special Issue, August 2022



Guest Editor

Dr. M.N.Kolpuke

Dr.D.S.Choudhari

MAH/MUL/ 03051/2012

ISSN :2319 9318



**Special Issue
August 2022**

**Date of Publication
13 August 2022**

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❖ विद्यावार्ता या आंतरविद्याशाखीय बहुभाषिक त्रैमासिकात व्यक्त झालेल्या मतांशी मालक, प्रकाशक, मुद्रक, संपादक सहमत असतीलच असे नाही. न्यायक्षेत्र:बीड



"Printed by: Harshwardhan Publication Pvt.Ltd. Published by Ghodke Archana Rajendra & Printed & published at Harshwardhan Publication Pvt.Ltd.,At.Post. Limbaganesh Dist,Beed -431122 (Maharashtra) and Editor Dr. Gholap Babu Ganpat.



Harshwardhan Publication Pvt.Ltd.

Reg.No.U74120 MH2013 PTC 251205

At.Post.Limbaganesh, Tq.Dist.Beed
Pin-431126 (Maharashtra) Cell:07588057695,09850203295
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All Types Educational & Reference Book Publisher & Distributors / www.vidyawarta.com

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students from rural background and those who want degrees without regular attendance get admission in these institutes. Many times, for the Awareness of the people, UGC declares the names of the fake Universities and Educational Institutes but still there are many universities and institutes which are distributing the degrees to the students.

Thus, there are many challenges for higher education in India to achieve international standard. To face these challenges, some new strategies should be used by the authorities of the universities and the colleges. First of all, there is great need to update the curriculum of Higher Education. We need the skill-based curriculum to defend the problem of unemployability and to eradicate the gap between supply and skilled resources and demand of the market. Most of the teachers consider their accountability and performance but there are few teachers who are harmful for the higher education. This scene should be changed. The government is equally important for the development of Higher Education. It can play its role properly by funding to the Educational Institutes and filling the vacancies of the teachers. The time has come to focus on research and innovative teaching for the growth of higher education in India and to maintain international standard.

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07

NEW EDUCATION POLICY: A STEP TOWARDS INTERNALIZATION OF HIGHER EDUCATION

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Abstract

The sudden outbreak of Covid -19 had ceased all the transactions in the world. Education field was not exception for this. During the mean time, there was the announcement of New Education Policy by Government of India which brought a fresh welcoming change amidst the world surrounded by mental trauma. It was positive news among all the negative news of Corona. The announcement of NEP 2020 was not as much expected by the stakeholders. The recommendations and changes suggested by NEP 2020 were never hoped by many educationists. The NEP 2020 has been framed for both Primary and Higher Education. But this paper focuses on the impact of NEP on Higher Education only. The effort has been made to deal with the salient features of NEP and analyse its effects on present education system.

Keywords: New Education Policy, Higher Education, Covid-19

INTRODUCTION

The National Policy on Education (NPE) is a policy formulated by the Government of India to percolate the education from class to mass and to promote education throughout the nation. It is framed so as to cover all the aspects of education in India and bring it on the world scenario. It was the maiden effort of Government of India under the leadership of Indira

Gandhi when NPE was promulgated in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020.

The Union Cabinet of India approved the New Education Policy 2020 on 29th July, 2020 with the vision of New Era in Education System. The policy is comprehensively framed for elementary education to higher education as well as vocational training in both rural and urban India. By 2040, the policy aims to transform India's Education System wholly. The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. The NEP 2020 enacts numerous changes in India's education policy. It aims to increase state expenditure on education from around 4% to 6% of the GDP as soon as possible.

The vision of the National Education Policy is:

"National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all."

The quality higher education should provide the opportunities to students for all round development. It should not restrict a person to study only one area which may not be of his / her interest. Rather it must provide more platforms to study one or more specialized areas. It should also develop the character with ethical and constitutional values, intellectual curiosity, scientific temper, creativity, service spirit, and the skills of the 21st century across a range of fields, including sciences, social sciences, the arts, humanities, languages, personal, technological the vocational subjects. The new education policy assures to bring some fundamental changes to the current system.

Enforced separation of qualifications, early specialization and student streaming into

restricted research areas, less focus on research, and lack of competitive peer-reviewed academic research funding are some of the main peepholes in the existing higher education system in India. The NEP 2020 strives to bridge off these peepholes.

Holistic and multidisciplinary education should strive in an integrated way to improve all human capacities-mental, cultural, social, physical, emotional, and moral. In the long term, such a comprehensive education shall be the method for all undergraduate programs, including those in medical, technical, and vocational disciplines. Optimal learning environments and support for students offer a holistic approach including adequate curriculum, interactive pedagogy, consistent formative assessment, and adequate support for students.

The primary objective of this research is to study the impact of New Education Policy 2020 on higher education. The study also outlines the salient features of NEP and analyses how they affect the existing education system. The necessary secondary data was collected from various websites including those of Government of India, magazines, journals, other publications, etc. This data was then analysed and reviewed to arrive at the inferences and conclusions.

ANALYSIS OF IMPACT OF NEP ON HIGHER EDUCATION

Regulatory System of Higher Education:

A significant change in NEP 2020 is the proposal to set up the Higher Education Commission of India (HECI), as an umbrella body for higher education, excluding medical and legal education. This will usually bring out a question that what will happen to the present UGC and AICTE? HECI is aiming at reforming the higher education sector; the Bill will separate the Academic and Funding aspects of the sector. According to the new Bill, HECI will not have any financial powers. The funding processes which were handled by the University Grants

Commission (UGC) will be taken care by the Ministry of Education, previously known as the Ministry of Human Resource Development (MHRD). This change however is expected to clear the regulatory mess in India's Higher Education system. HECI is expected to have four independent verticals - National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard-setting, Higher Education Grants Council (HEGC) for funding, and National Accreditation Council (NAC) for accreditation. To have uniformity in education standards, a single umbrella body was always a requirement and this has been a vision of numerous educationists. This is considered as the right step in streamlining education policy. However, to ensure quality of higher education, institutes must be measured based on relevant parameters like research, industry linkages, placements and academic excellence, etc. If the HECI can manage this, the benefits to its biggest stakeholder, the youth of India, might be significant.

Graded Accreditation and Graded Autonomy:

The concept of "empowerment and autonomy to innovate" is one of the key features in NEP 2020 which supports a "phasing out" strategy from Affiliated Colleges to Autonomous Institutions. The increased flexibility offered to autonomous institutions also gives hope in curriculum enrichment. It also says that with appropriate accreditations, Autonomous degree-granting Colleges could evolve into Research-intensive or Teaching-intensive Universities, if they so aspire. The announcement of setting up Multidisciplinary Education and Research Universities (MERUs) in the country gives more hope. These institutions will be at par with the existing IITs and IIMs and will aim to showcase multidisciplinary education for the Indian students.

Another important change the NEP 2020 suggests that the National Testing Agency will serve as a premier, expert, autonomous testing

organization to conduct entrance examinations for undergraduate and graduate admissions and fellowships in Higher Education Institutions. The high quality, range, and flexibility of the NTA testing services will enable most universities to use these common entrance exams - rather than having hundreds of universities each devising their own entrance exams - thereby drastically reducing the burden on students, universities and colleges, and the entire education system. It will be left up to individual universities and colleges to use NTA assessments for their admissions. It also surely helps the students to easily transfer their degrees and credits to universities abroad.

Internationalization at home:

NEP 2020 also allows foreign universities and colleges to come to India and this brings out a challenge for the native institutions to improve the quality of education provided by them. The Indian higher education sector is buzzing all around as the opportunity of paving the way for foreign universities to set up campuses in the country. India has one of the largest networks of higher education systems in the world, with more than 900 universities and 40,000 colleges. But GER (Gross Enrolment Ratio) of India in higher education is 26.3%, which is significantly low when compared to other BRICS countries like Brazil (50%) or China (51%), and very much lower when compared with European and North American nations which would be more than 80%. India must achieve a significant growth in the area of global higher education for obtaining a sustainable economic growth, which should not be driven by natural resources, but by knowledge resources. As per the reports, India will need another more than 1,500 new higher education institutions by 2030 to accommodate a huge inflow of students, that's why the Indian government wants to promote FDIs (Foreign Direct Investment) and open up the ECB (External Commercial Borrowing) route to strengthen the capital investment for the edu-

education sector.

The ministry is also trying to boost India's image as an education center because already more than 7 Lakhs of Indian students are studying abroad. So, the intention of this policy is that, allowing foreign universities will enable world-class education available locally at a significantly lower cost without travelling and will considerably reduce the human capital migrating to other countries for study and job prospects. According to the different global surveys, cross-border education is beneficial for the economy and brings a wider level of global awareness, culturally perceptive, and competitiveness. Foreign collaborations enable local institutes to design their curriculum in alignment with international pedagogy and offer a diverse portfolio of subjects and specialization to students.

More Holistic and Multidisciplinary Education:

The NEP 2020 claims that, a holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such an education will help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. The NEP 2020 envisions one large multidisciplinary Higher Education Institution (HEI) in or near every district, by 2030.

Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. Environment education will include areas such

as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living. Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills; lessons in seva/service and participation in community service programmes will be considered an integral part of a holistic education.

As the world is becoming increasingly interconnected, Global Citizenship Education (GCED), a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies. Finally, as part of a holistic education, students at all HEIs will be provided with opportunities for internships with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability.

The structure and lengths of degree programmes:

In the context of the National Education Policy 2020 scheme, any undergraduate degree in any institution will be of duration of three or four years. One can leave the degree within this period. Any educational institution will have to give to the student a diploma degree after the student completes two years of study, a degree after the student completes three years of study and a certificate to those students who complete one year of study in any professional or vocational course of their choice. The Govern-

ment of India will also help in establishing an Academic Bank of Credit for storing the academic scores digitally. This will enable the institutions to count the credit at the end and put it in the degree of the student. This will be helpful for those individuals who might have to leave the course mid-way. They can start the course later on from where they left off and not start from the beginning once again. Even though NEP 2020 says that Higher education institutions will be given the freedom to start PG courses there may be some difficulty in designing One Year PG Degree for students who have completed 4 Year UG Degree and a Two Year PG Degree for students who have completed 3 Year UG Degree.

CONCLUSION

The policy introduces a whole gamut of changes and reads largely as a very progressive document, with a firm grasp on the current socio-economic landscape and the prospect of future uncertainty. Education for a new generation of learners has to essentially engage with the increasing dematerialization and digitalization of economies, which requires a completely new set of capabilities in order to be able to keep up. This seems to be an even more vital requisite now, with the trend towards digitalization and disruptive automation being quickened by the pandemic. Overall, the NEP 2020 addresses the need to develop professionals in a variety of fields ranging from Agriculture to Artificial Intelligence. India needs to be ready for the future. And the NEP 2020 paves the way ahead for many young aspiring students to be equipped with the right skill set.

The new education policy has a laudable vision, but its strength will depend on whether it is able to effectively integrate with the other policy initiatives of government like Digital India, Skill India and the New Industrial Policy to name a few, in order to effect a coherent structural transformation. Hence, policy linkages can ensure that education policy addresses to and learns from Skill India's experience in engaging

more dynamically with the corporate sector to shape vocational education curriculum in order to make it a success. There is also a necessity for more evidence-based decision-making, to adapt to rapidly evolving transmutations and disruptions. NEP has reassuringly provisioned for real-time evaluation systems and a consultative monitoring and review framework. This shall empower the education system to constantly reform itself, instead of expecting for a new education policy every decade for a shift in curriculum. This, in itself, will be a remarkable achievement. The NEP 2020 is a defining moment for higher education. Effective and time-bound implementation is what will make it truly path-breaking.

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08

INDIAN EDUCATION POLICY 2020 & 1986: A COMPARATIVE STUDY

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ABSTRACT:

Union Cabinet of India was approved the New Education Policy on 29 July 2020. This New Educational Policy is based on the draft National Educational Policy 2020 Prepared by Committee for Draft National Educational Policy 2019 chaired by Dr. Kasturirangan and same draft was submitted to the Ministry of Human Resource Development on December 15, 2018. In this draft outlined the vision of India's new education system. The New Education Policy addresses challenges faced by current education system such as Quality, Affordability, Equity, Access and Accountability. The four-part National Education Policy covers school education (Part I); higher education (Part II); 'Other Key Areas of Focus' (Part III) such as adult education, promoting Indian languages and online education; and 'Making it Happen' (Part IV), which discusses the policy's implementation. This article emphasizes the major differences between the current education policy i.e., Education Policy of 1986 and New Education Policy of 2020. An attempt had been also made to find out the problems and challenges in the present policy which led to the emergence of New Education Policy 2020. This attempt has been made on characteristics of the New education Policy 2020 for this took the help of data available on Internet, Journals, Newspaper, and Reports of Government and Non Government Agencies. This study mainly based on secondary data. No doubt this New Educa-

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RABINDRA BHARATI JOURNAL OF PHILOSOPHY

Vol - XXIII, No. 28 : 2022

ISSN No. 0973 - 0087



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CLASS CONSCIOUSNESS IN MULK RAJ ANAND'S 'UNTOUCHABLE' AND
ARUNDHATI ROY'S 'THE GOD OF SMALL THINGS':

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Abstract: The purpose of Dalit writers was to portray the exploitive, helpless, enslaved, subalterns/Dalits under the hegemony of the upper and middle class Hindu and bring about improvement of the Indian society and the enhancement of its people's well-being. The Dalit writer questioned the Hindu practices of orthodox sects and the practice of caste system and Caste identity," in Indian society. One critic said, "It is the duty of the Indian writer to give expression to the changes taking place in Indian life and assist the spirit of the progress in the country". In other words Dalit writers portrayed changing social reality, which constituted socialist realism. Anand had pioneered the writing of Indian literature to demonstrate his keen desire for political change and social transformation. My research paper finds these inequalities, faults in the existing social and political institutions within the post-colonial readings merged as a strong force in the narratives of Arundhati Roy and Mulk Raj Anand. Addressing these serious societal problems which are prerequisites for peace, Arundhati Roy and Mulk Raj Anand handle different categories namely the relationship between the onset of conflict, crime, theft, damage, violence and conflict environments.

Keywords: minority narratives, atrocities, maltreatment, empowering ideology, consciousness

Introduction

The biggest change that is happening in the world writing is that many subaltern leaders are adding their presence to the international discourse. With the rise of atrocities, rape and witch-hunting and murder of Dalits, Dalit literature is occupying a dominant place as minority narratives. And also the sentiment of 'inclusiveness' is across the country which is replacing the Brahmin hegemony to the vocalization of the minorities. Minority discourse is aimed at empowering the ideology and practices of the non-Brahmins to create a much wider consciousness among the people. Many self-voiced narratives after the 1960s appeared in all vernacular languages through different literary genres. Kamla Markandaya in 'Nectar in a Sieve', Arundhati Roy's 'God of Small Things', Vijay Tendulkar's 'Kanyadaan', Premchand's 'Godan' and Mulk Raj Anand's 'Untouchable' are remarkable for pointing out the Conditions of the subjugated sections of society. While caste was operating on religious and psychological levels depriving Dalits of their basic rights, the powerful and realistic reflections by the writers of the oppressed classes were already making people to sit and think. India in an attempt to bring Dalit literature to the forefront received its first impetus through Mulk Raj Anand's 'Untouchable'.

Mulk Raj Anand was the first Indian writer in English to protect Dalit literature through his novels 'Untouchable', 'Coolie' which generated an awareness of social situation of the Dalits in the society. Dalit writings were founded on the Gandhian ideology, anti-black ideology and ideals of nonviolence. Dalit literature is based on the status of Dalits and their sensibility which gave a new dimension to literature. It started as literature of protest in the late nineteenth century in western India to overthrow the dehumanizing character of traditional Indian culture and values and bring humanity together. The purpose of Dalit writers was to portray the exploitive, helpless, enslaved, subalterns/Dalits under the hegemony of the upper and middle class Hindu and bring about improvement of the Indian society and the enhancement of its people's well-being. The Dalit writer questioned the Hindu practices of orthodox sects and the practice of caste system and Caste identity," in Indian society. One critic said, "It is the duty of the Indian writer to give expression to the changes taking place in Indian life and assist the spirit of the progress in the country". ¹[IPWA, Coppola,]. In other words Dalit writers portrayed changing social reality, which constituted socialist realism. Anand had pioneered the writing of Indian literature to demonstrate his keen desire for political change and social transformation According to Anand, Dalit Literature has a distinct ideological purpose. Seeing the

people suffering from poverty and squalor around him, Anand devoted to the cause of the "poor and disadvantaged" through creative narratives of those people who never entered into the realms of literature. He wanted to write 'an epic' of their 'suffering'. Going beyond politics and social reforms he developed art in ideology, a truly humanist art, to help raise the , the serfs, the coolies and other members of society to human dignity and self-awareness" ² [Apology, 97]

Bakha is a humble scavenger, who is seeking his freedom in a hypocritical, cruel, deceptive and inhuman caste ridden Indian society. He hopes for a change of attitude in the large segment of Indian society but is doomed to suffering. The novel is an effective protest against the stigma attached to. To Anand, the problem of Bakha is social problem of national importance and as a writer he is committed to eradicate the evils of society. For Anand, novel is a powerful literary medium of artistic integrity and human relationships that can bring about social change and bring people together. This paper will investigate social, political and cultural processes as minority narrative.

'Untouchable' is a story based on the life of the downtrodden, despised and oppressed section of Indian society, the outcastes – those at the bottom of the caste hierarchy. This story is based on a single day in the life of Bakha, a latrine cleaner and sweeper boy. We follow him round on his daily chores cleaning up the shift of the rich and powerful, who despise him because of strict social rules governing ideas of purity and pollution. When he walks down the streets he has to signal an alarm with his voice as he approaches so that the 'pure' are forewarned to avoid even allowing his shadow to be cast upon them. On one occasion he does 'pollute' a caste Hindu and is chased, abused and attacked all day long for this defilement. (Interview with Anand, 8 March 2004.)

There is a comprehensive classificatory scheme of the 'varna' system in the classical Hindu Vedic literature that underlies the concepts of caste which continues to exert a powerful and pervasive influence over Indian life. Within the greater scheme of Hindu society, Bakha endures enormously and appropriates himself within his own culture in search for an identity. He attempts to adopt the 'fashun' of the Tommies, (and becomes) 'possessed with an overwhelming desire to live their life'. The novel ends in the hope that some sort of resolution, or at the very least, some emergence of social change will occur.

The protagonist suffers morally, socially and economically. The exploitation of simple and ignorant people, the blood sucking high castes especially custodians of religion, in the form of priest etc. is really heart-melting. The Dalits, who are brutally tortured by the upper class considered to belong to the lowest among them. In that society, sweeper caste is counted neither in Hindus nor in Muslims. Bakha reveals: ' They think we are dirt, because we clean dirt (page 7) The sweeper is worse off than a slave, for the slave may change his master and his duties The sweeper is worse off than a slave, for the slave may change his master and his duties and may even become free, but the sweeper is bound for ever, born into a state from which he cannot escape where he is excluded from social intercourse and the consolation of his religion. Unclean himself, he pollutes others, when he touches them. They have to purify themselves. Thus he is a disgusting object to orthodox as he walks along to public roads and it is his duty to call out and warn that he is coming. No wonders that the dirt enters into his soul and he feels himself at moment to be what he is supposed to be. . The sensitive Bakha realizes his position and subsequent humiliation created by this episode. The coin of an untouchable can carry the seed of cancer disease. This seems to be the belief of the high-caste society. In another incident, Bakha buys jalebis and when he was busy in enjoying his jalebis, unknowingly he hits Lalaji, that was deadly sin. And the reaction was, a big crowd gathered and shower of abuses and Lalaji gives him a slap. Bakha reviews his own life and realizes that a person who touches dung and cleans latrines has no right to touch others.

Arundhati Roy's Booker prize winning novel 'The God of Small Things' deals with the devastating effects of caste system in south Indian state, Kerala. Roy presents the miserable and pathetic plight and also the struggle of a woman for identity in a patriarchal society. Velutha, The God of Small Things transgresses the established norms of society by maintaining an affair with a woman of high caste that leads to the tragic death of an "" by the Touchable boots of the state police.

Arundhati Roy, a social activist has delved deep into the problem of Untouchability pervading the Indian society in her booker winner novel, THE GOD OF SMALL THINGS. This novel

explores and exposes the caste system, gender difference and the police-politician relation that have existence in the country even after virtually six decades of independence. The novel discloses the cavernous gap between the touchables and the untouchables, the exploiters and the exploited, and the powerful and the powerless. It is all about how the human values of the children, youth, women and the untouchable have been impinged upon, and how they have been deceived. This paper deals with maltreatment convened out to Velutha, one of the characters in *The THE GOD OF SMALL THINGS*.

It shows that are not only suffering torturing and harassment from Hindus but also from other religious communities. Arundhati Roy has negotiated with the crisis of Untouchability beleaguering the Indian society in *The THE GOD OF SMALL THINGS*. She is dismayed at the barbarous behaviour meted out to the lower section of the society, even in this postcolonial age. In this regard, she says that: 'Fifty years after independence, India is still struggling with the legacy of colonialism, still flinching from the cultural insult (and) We are still caught up in the business of 'disproving' the white world's definition of us'(Roy, 73- 74). In this novel, the laws of India's caste system are conked out by the characters of Ammu and Velutha, an untouchable or Paravan. Velutha works at the Paradise Pickles and preserves factory owned by Ammu's family. Yet, because he is an untouchable, the other workers rail against him and he is remunerated less money for his work. Velutha's occurrence is disquieting to many who believe he proceeds above his station. His own father comments this problem:

"Perhaps it was just a lack of hesitation an unwarranted assurance. In the way he walked. The way he held his head. The quiet way he offered suggestions without being asked. Or the quiet way in which he disregarded suggestions without appearing to rebel" (Roy, 73).

The novel is stuffed with illustrations of caste politics. The dizygotic twins are let known by their grandmother Mammachi that Paravans are anticipated "to crawl backwards with a broom, sweeping away the footprints so that Brahmins or Syrians Christians would not defile themselves by accidentally stepping into a Paravan's footprints"⁴ (Roy, 73- 74). This amply reveals how a sensation of abhorrence and dominance is installed in children who are rather naive to comprehend all these racial myths.

The discrimination is perpetrated by a group of the characters who are themselves the sufferers of injustice. Mammachi, Ammu's mother, who tolerated her husband's obnoxious attitude, overlooks Chako's sexual exploitation of the female workers, but she can't bear her daughter's love affair with a Parvan. Baby Kochamma, the guardian of the system, would go to any limit to hoard the so-called family honour. The novel demonstrates the course of creating and cataloguing Parvans within the high class families -- the people who go ahead of the unwritten laws of society in pursuit of happiness. Even though Velutha is a highly talented person with proven expertise of carpentry, yet he what he gets in life is the social exclusion. He fails to realize why his father Vellya Paapen scolds him for his love-affair with Ammu, a high status woman; and is against this social discrimination. Consequently, his audacity in carrying on this constrained love-affair proves a deadly peril for him. On hearing about this love-affair, Babby Kochamma connives with the Inspector and Velutha is put behind the prison by Inspector Matthew, where he is severely beaten to death. Velutha was viciously tormented in the police station:

Velutha falls a victim to the police cruelty and dies in the night. Roy describes his death, "The God of Loss. He left no foot prints in sand, no ripples in water, No image in mirrors" (Roy. 265). Velutha's dead body was discarded in a pauper's pit where the police dump their dead. Ammu realizes that she has been responsible for the death of her lover Velutha-an untouchable low-caste Paravan. Ammu dies helplessly, sick and alone in the lodge. The church declines to bury on several counts. Chacko takes her to crematorium where nobody except beggars, derelicts and the police-custody dead were cremated. It is a warning to the transgressors of the laws laid down by traditional, caste-ridden conservative and oppressive patriarchal society. Both of them suffer tragically for ignoring the love laws and die at its altar. After the death of Ammu, Rachel and Estha's struggle for existence in the society has become miserable. They were unsure of their identity. The characters in *The THE GOD OF SMALL THINGS* have a large universal appeal. They present struggle between the community and individual on the timeless cause. Roy attacks the society ridden with Untouchability, orthodoxy

and outworn taboos that frustrate us. She throws light on the exploitation of the labour, oppressed people and their pitiable, social and economic conditions. The novel ends with a 'tomorrow'.

We can conclude that in *The Good of Small Things*, Roy presents an altercation between the big man and the small man as compared with the Laltain and Mombatti. Both 'Laltain' and 'Mombati' give us light but the former is well fed and well protected and can bravely face the blowing winds while 'Mombati' has no glass, no protection and no support and it can easily be blown out by a surge of wind. This novel shows maladjustment between the God of Big things in terms of Pappachi, Kochamma, Chacto and Comrad Pillai and *THE GOD OF SMALL THINGS* in the terms of Ammu, Veplutha and Estha. Thus we see that Untouchability is still being practiced in the world in some form or the other.

This paper finds these inequalities, faults in the existing social and political institutions within the postcolonial readings merged as a strong force in the narratives of Arundhati Roy and Mulk Raj Anand. Addressing these serious societal problems which are prerequisites for peace, Arundhati Roy and Mulk Raj Anand handle different categories namely the relationship between the onset of conflict, crime, theft, damage, violence and conflict environments. They understand that until there are changes made to these basic social structures, social conflicts will not end. Identifying these community problems, this paper reveals critically and systematically the various components of social change and the aspirations and concerns of civil society.

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Impact Factor-8.575 (SJIF)

ISSN-2278-9308

B.Aadhar

Single Blind Peer-Reviewed & Refreed Indexed
Multidisciplinary International Research Journal

FEBRUARY 2023

(CCCLXXXVIII) 390

New Directions in Humanities



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**Importance Of English Language In The Present Scenario****Dr. Nishigandh Satav**

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ABSTRACT

English is a widely spoken language in the current scenario. It is the language that is most often taught throughout the world as a second language. English is used in the contact system with the outside world in India. This is also used for interaction between states and intrastate. India has great ethnic and linguistic diversity, so we can see English as an important 'bridge' language. With the rapid advancement of IT, Research, Biology, Irrigation, Education, Mass Communication, Computer and Operating Systems, a new tool for written and oral media in the field. English is used all over the world not out of any compulsion but because of the realization that it has certain advantages. Communication is a skill which involves systematic and continuous process of speaking, listening and understanding. Most people are born with the physical ability to talk, but we must learn to speak well and communicate effectively. Speaking, listening and our ability to understand verbal and non-verbal cues are the skills by observing other people. We are also taught some communication skills directly through education by bringing those skills into practice and getting them evaluated.

Keywords:

Importance, English Language, India, English Communication, Speaking, Listening and Understanding

INTRODUCTION

Language plays a crucial role in creating a single thread for the world. In almost all countries where English is not the first language, English has a second language status. The main goal of studying every language is to gain simple language for day-to-day interaction. The workforce of today, in effect, is supposed to be highly skilled in continuous improvement of skills and lifelong learning. Language is ability, like any other art, until it is extremely difficult for us to exercise the skill mastery. The goal of learning a language is directly linked to the growth of LSRW skills. Communication as a natural mechanism affects the human community's practices as a whole. Social development is a prominent feature of effective communication strategies that are needed to sustain growth and development.

The need to learn a language emerges from the point of view of its adaptability, effectiveness, utility, universality and ability to teach. We live in groups, and man is a social animal, inevitably. We share our opinions with others as the social needs demand. The two-way communication mechanisms are inspiring, educating, advising, alert, ordering, changing behavior and stabilizing good relationships in order to make meaningful contact and knowing one another.

Communication is successful when a communicator is sufficiently able to interact with integrity, clarity, frankness and dynamism. Communication is necessary for close relationships of empathy in a society and for the transfer of human beings, resources and thoughts from one position to another. This process involves receiving and responding to the induction that will act as feedback. Hence, communication is interactive by nature. Today the compulsions of learning English are no longer merely political but scientific and technological. And no longer is English language of Great Britain only; it is the language required by the world for greater understanding.

English has become a global language, a linking connection, a language of modern science and technology, a language of the latest sciences, such as information technology and space science, a language of all competitive exams, whether regional, national or international. We now live in the world of information and communication technology, whether we know it or not. Computers can be seen everywhere populating in this digital age. Eighty percent of computer data is processed and stored in English.

Communication plays a key role in order to perform successfully in the business world or organization. One who is good at efficient communication thinks soundly, maintains self-esteem, integrity, and is valued in culture, education, or career. Those with effective communication skills are more relaxed because they feel they can say exactly what they need to tell other people. One has to think ahead and plan one's thoughts in order to communicate effectively. To have the technical know-how and other related skills, the ability to apply English should be developed. [1]

**GENERAL TREND**

Over the years, in particular the last ten years, English language teaching has undergone enormous changes. Students are burdened with reading, understanding and absorbing the materials and, of course, lectures with gathering relevant information from prescribed texts. Some career alternatives once considered trivial, such as communication skills, soft skills, technical skills, interpersonal skills, ICT literacy, etc., are currently gaining prominence. The need for chiselled graduates to effectively move into the global market's difficult survival environment is now in high demand. For this, a pattern shift, particularly the English language teaching learning system, should undergo a transformation for improvement. Seasons change, shifts in style, changes in human behavior, but it is disheartening to note that there has been hardly any change in English education in the last century. [2]

THE INDIAN SCENARIO

People's attitudes to what they consider as a language have changed a lot. We were introduced to native language in every sense of the word when the Indians were tutored by British masters. The methodologies adopted were also similar to those used in English-speaking countries. Since their retirement, the language's prestige, riches, depth and vastness began to fade in India little by little and it has reached a stage where educationalists and language experts are struggling to choose the best out of the myriad methodologies that exist. The prevailing trends in English teaching, especially in India, either lacked in quantity and quality or may fail to attract a universal appeal. Students who speak regional dialect but love to succeed in English tend to be endangered by rigid curricula and large syllabi. [3]

IMPORTANCE OF ENGLISH:

English plays an important role in our daily lives; in the modern world there is great utility in English. Therefore, along with Hind and other regional languages, the use of English will continue.

In Business: the international business community uses English extensively. English is important for interacting across national borders and maintaining contact with companies or professionals abroad.

In education: for higher education and specialized training, English is essential. Most of the books are written in English or translated easily into English on any subject. In most colleges and higher education institutions around the world, English is the medium of education.

Job opportunity: English is important to get a good job and better wages. Multinational corporations and many international corporations are asking for people with good working English skills. Also work advertisement in the local market needs people who know English as well. People also need to know English to go abroad for work. English requires a variety of jobs such as air hostess, pilot, travel guide, media manager and so on.

For knowledge: English is important for easy access to any data in today's information superhighway environment. English is the language of IT and the Internet.

In Media and Entertainment: for access to world media and entertainment, English is significant. Television news and opinions from satellite channels around the world in English. Games and sports will be shown live on television and their opinions will also be broadcast in English.

For International Relation: English is essential for the management of international relations and communications. It is the culture of diplomacy, international politics, and conferences and meetings. [4]

THE ROLE OF ENGLISH IN THE WORLD OF TECHNOLOGY

In many ways, India's long association with English has helped the nation. English has enriched the Indian language and culture and widened our lifestyle, viewpoint. India is a sub-continent where a variety of people live. English serves as the 'lingua franca' under such circumstances. Therefore, English has helped India directly to achieve unity in diversity. It is impossible to deny the value of English in Modern India. In this age of science, India has pushed towards growth. Many of the higher-level books on science, technology, engineering, medicine, etc. are either written or translated into English. English knowledge fosters advanced literature and philosophy research.

This is the age of specialization; and for this reason, one often needs to visit foreign lands. Such incentives can never be reaped without English knowledge.

Representatives from different nations started to communicate together on the Web due to the rapid development of the Internet. They use English to understand each other. Global experience helps you to use apps as well as games quickly. [5]

**CONCLUSION**

"English Language is our big window on the world" that English is not just a connecting language in India, but in the world as well. As English is spoken so commonly, it is referred to as a "world language." Although in most countries it is not an official language, it is actually the language most commonly taught as a foreign language. Throughout India, as well as in other countries, English is rightly flourishing. English is all one can think of — the weapon of dominance and oppression, the way wealth is produced and inequalities are formed, the mass educational instrument. In the era of globalization, English is no longer confined to the four walls of a classroom— an activity between the teacher and the student— but is accepted as a reference language for all human activities around the world. Therefore, far from being known as the colonizers ' language, today it has gained the status of the international language due to globalization. Therefore, English Language knowledge has become a requirement for professional development in the modern world. English vocabulary includes nearly all science and humanities topics and all the thoughts and words that people feel and dream. The international markets around the world have adopted English as their contact reference language. Use of technology can and will reshape our way of teaching and learning.

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