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PEOPLE FIRST?
MAN, MACHINE, MILIEU:
AN ANTHOLOGY OF
RESEARCH PAPERS
IN HUMANITIES

People
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People First?
Man, Machine and Milieu
An Anthology of Research Papers in Humanities

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1.

Do the Present day Entertainments Reflect the Dystopian Features? :An Analysis of the Novel *the Hunger Games* by Suzanne Collins

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Abstract

Key words : dystopia, fight, society, reality

Dystopian fiction is a prominent genre among the juvenile and adult readers. Dystopia portrays an utterly horrible futuristic society that focuses on the negativities like poverty, mistrust, suspicion, suffering etc., that are frightening. Dystopian fictions not only talk about the totalitarian government and anarchism, but also on the topics in today's society such as pollution, global warming, health, economy and technology. Suzanne Collins' trilogy The Hunger Games is a dystopian fiction that tells the story of future America that is divided into 13 districts and governed by a Capitol that compels the citizens to send their children to compete, fight and eventually die on the television live, every year. The themes and principles of dystopian societies are mostly related to the real world societies. The themes in The Hunger Games such as class division, beauty standards, poverty and the ideas of entertainment are present in today's society also. This paper is an attempt to portray the dystopian features in the book, The Hunger Games, by Suzanne Collins and its relevance to the present day society.

The word 'Dystopia'. was first used by John Stuart Mill in 1964 to represent an imaginative place that is unpleasant or bad.Dystopian settings are usually with dehumanizing technological advancements, man-made disasters and oppressive regimes which is a representation of an imaginary futuristic nightmare world. The themes of dystopia focuses on social, economic and political issues. The dystopian writers could think beyond future. They tend to use future dystopias to internalize the problems of the present and givesus a critique of its political and socio-economic structures. The themes of dystopia are related to the real world in one way or the other. These Young-Adult dystopian novels externalize the turmoil in the hearts and minds of the adolescents.

Humans have always dreamed about an ideal place where society behaves perfectly and there are no problems. The term 'Utopia' was coined by Thomas Moore to portray a perfect land where there is freedom of speech and action, no fear about the society, where people lead a harmonious life without any struggle. Literature is used as a medium for social criticism, says Peterson. Although the utopian writers denounced the faults of the societies by creating an imaginary world that is perfect, the others preferred to use another method for criticizing the society by drawing it in a dystopian setting where there are only horrors and problems. In simple words, dystopia is the opposite of utopia. Dystopia is an exaggerated version of problems in the society in a nightmarish setting with fear and terror

The writers of dystopia usually get their inspiration from the experiences or the reality they face. In *The Hunger Games* the author Suzanne Collins brought out the themes such as social class division, beauty standards, poverty and the ideas of entertainment, which are present in today's society. The author drew her inspiration for this novel from imagining a cross between the Iraq war and reality television program while she was flipping through the channels one night. She was afraid of the probability of the terrible future that will be a result of war and violence.

The Hunger Games is a dystopian trilogy about a sixteen year old girl, KatnissEverdeen who lives in a dystopian nation of Panem that then leads her to the rebellion to the totalitarian government.The protagonist is strong and she questions the existing social and political systems. She is confident and fights back from the place where she feels trapped and wants to escape and chase a batter way.

No one will forget me.

Not my looks, not my name.

Katniss, the girl who was on fire

(Pg: 78)

This novel also portrays the totalitarian government, where it is controlled by a ruling regime and employs the terror tactics to keep their citizens in control. Capitol, the ruling center of 13 districts including Panem, where there is no democracy. The Capitol controls almost every aspect of the lives of its citizens. The law and order in the Capitol is maintained by the Peacekeepers. The Capitol controls the economy of the districts also. Each district is assigned with one particular work like agriculture, coal mining etc., where they should work hard to produce goods for the Capitol, even if nothing is left for their own use.

"I'd have thought, in District Eleven, you'd have a bit more to eat than us. You know, since you grow the food," I say.

Rue's eyes widens, "Oh, no we're not allowed to eat the crops, they whip us and make everyone else watch," says Rue"(Pg : 202)

Dehumanization is often found in the dystopian novels. In *The Hunger Games*, the districts has to send 2 children, a boy and a girl between the age group of 11 and 18 and send them to the arena and let them kill one another until there is one winner, where this entire game is made into a television live that are watched by the audience. In the novel it is the seventy- fourth hunger games that is shown. The people don't view the tributes as they are, people to be valued and honored and protected. Power and money plays the important role in the Capitol, ie., if you are rich and powerful, you are safe. This is synonymous with the present day society where people value money and power than humanity.

Taking the kids from our districts, forcing them to kill one another while wewatch

this is the Capitol's way of reminding us how totally we are at theirmercy.

How little chance we would stand of surviving another rebellion." (Pg :18)

There is no freedom for the people in the districts. The Capitol imposes many restrictions upon the citizens to keep them under control. The people are forbidden to talk or do anything bad about the Capitol. If they are caught, they will be punished brutally and imprisoned. The traitors are left with their tongue cut and named as Avoxand will be assigned with duties that the Capitol gives them. In *The Hunger Games,*tributes are forbidden to show affection to other tributes. They have to be cruel and inhumane in the arena. They have to kill one another mercilessly to survive.

The Hunger Games shares many similarities with the present day reality shows, but the most compelling relevance that Suzanne Collins wanted to show is the way how the audience watch and enjoy the show. People are put as prey to these audience's entertainment. In *The Hunger Games*, the tributes from each District must compete with one another in any harsh environment like deserts, swamps or a frigid wasteland. This is much similar to a reality show where the contestants are left in a remote island. In both the cases, the participants face many challenges like food shortage, tough task and struggle for survival. The elimination procedure is different where in the present day reality T.V shows they are eliminated either on the basis of the marks or the number of votes they receive from the audience. And in *The Hunger Games* though the impression of the tributes on the audience is necessary for them to get enough sponsors that aids him in the arena, the participants fight each other to an extent where they get killed eventually one becoming the winner.There is also drama and sentiments apart from the horrors of the game, where Katniss has a bond with Rue, the youngest of the tributes who reminded of her own sister, Prim. Apart from this, there is also a love story between Katniss and her fellow district tribute, Peeta. Though the love between them is not true and it is their strategy to impress the audience with their 'love birds' image so that they gain more sponsors. All of these fake dramas and sentiments are present in the present day reality television shows also, where they use it as a key to keep the viewers entertained.

The roar of the crowd is deafening. Peeta has absolutely wiped the rest of us off the map with his declaration of love for me. (pg: 134)

The boy just gave you something you could never achieve on your own. He made you look desirable. The Star Crossed lovers of District Twelve. (Pg: 135)

As the aim of dystopian novels is to prevent possible situations and the authors tries to establish the similarities with the contemporary times so that people can relate to the story and understand the message. In the case of *The Hunger Games trilogy*, the similarities are enormous.There is a small but powerful group of people who benefit from the work of the rest of the world -the Capitol, similar to the way our society is organized and governed. Most countriesfrom the denominated "first world countries" purchase items that have been produced in other parts of the world where they are not paid fair wages.Thoughpolitical situation now is not absurd as in the book yet there are many problems like wars, terror attacks, tyrannies and etcetera. Thus from the novel it is clear that if the situation continues like this, the future might be similar to the one depicted in book. The same can be said about the environmental problems that many nations are trying to resolve without success. If things do not change, the future will not look good.

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2.

Rediscovering the Earth In 2805: A ReadingoftheMovie, *WALL.E*

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Abstract

Keywords: Wall.E, Post-futurism, Robot, Machines, Man v/s Machine, human, emotion, Robotic fiction

This paper brings out the fifth narrative conflict Man v/s Machine in a post-futuristic movie, Wall.E produced by Pixar Animation Studios for Walt Disney Pictures based on a story by Andrew Stanton and Pete Docter.The Man v/s Machine ,as we had seen in the Frankenstein, the manmade Man/Machine turns to a destructive super power is the usual theme. From the usual expectations of emotional human being and indifferent machines, here, this paper put forward the reverse idea: emotional robots and indifferent Man. This paper explains the possibilities and features of post-futuristic fiction and robotic fiction. The term post- futurism was coined for describing some science fiction movies of 1970's and 1980's. The 2008 released movie Wall.E visualizes the condition of earth in 2805, which has turned into a dumping yard. All human beings were living somewhere in the space in spaceship completely depending on robots who gradually became the Masters. The so called human qualities of love, care and all emotions are attributed to a robot named Wall.E who cleans the earth. This paper sheds light on the issues like impact of consumerism, adversities caused by technical advancement, environmental problems and problems of complete mechanical dependency .While closely observing the movie we can see the theory of evolution and religious story about the origin are retold in a new way. It questions the meaning of the words humane and machine.

Today we are living in an age of Technology. More than a half of our things had done with machineries. We are not in a position to think about a life with out machines and technology. In such a way it had become an inseparable part of life. Being a mirror held up to the life literature can't neglect the Man Vs Machine theme from its limelight. Usually the Man Vs Machine is a theme in literature that happens by placing a character against technology/ machines; that is manmade. The scientifically created, manmade machine or anything will turn against man one day and turn into a destructive power. This narrative conflict had been very evidently exposed in Frankenstein.

The theme of Man VS Machine conflict is very common in science fiction, robotic fiction etc. so many movies are thus dealing with this theme of conflict. This conflict can be external as well as internal. But mostly it is external conflict.Machine and robots played

the central characters in many modern fictions as well as in movies. So many movies had come out with the theme, with *The Terminator, The Matrix and Blade Runner* being some popular example. In most of the movies the visualization goes like emotional human beings and indifferent machines. Here ,in this paper put forward the reverse idea; emotional robots and indifferent man. This paper explains the possibilities and features of post-futuristic fiction and robotic fiction. The term post-futurism was coined for some fiction movies in 1970's and 1980's.

Here the study goes with the autopsy of the movie *Wall.E* produced by Pixar Animation Studio's for Walt Disney Pictures based on a story by Andrew Stanton and Peter Docter. In simple words the 2008 released movie *Wall.E* visualizes the condition of earth in 2805, which had turned into a dumping yard. All human beings were living in the space in a spaceship named Axiom completely depending on robots who gradually became masters. The so called human qualities of love, care and all emotions are attributed to a robot named Wall.E (Waste Allocation Load Lifter: Earth-Class) who cleans the Earth.

Animation movies are made for kids that was the belief we had. But *Wall.E* on the contrary deals with many major concerns about human life. Impact of consumerism, adversities caused by technical advancement environmental problems, problems of complete mechanical/technical dependency are some of the issues that were brought into light with this movie.

Even though there are human beings in this movie the heroes are robots, who are robotic in only at specific aspects of their lives. The humans in the movie are often robotic. The story is taking place in 2805. The opening scene is a bleak and desolate situation on earth, which is abandoned and covered in garbage. It foreshadows the future of our planet as people are being addicted to excessive consumerism and forgetting the existence of nature.

Centuries ago with the misbehaving and carelessness of human beings, they destroyed Earth and made it good for nothing. With the advent of technology Man finds a solution; that is another inhabitance, a luxury spaceship, the Axiom. They made plans for five years and by that time the chartered robots will clean up the Earth suitable for a safe return. But the cleaning mission had failed terribly- even the advanced robots couldn't resolve the Earth in to an inhabitable one. So the five years plan got extended to 700 years. The present generations of human beings were completely unaware of their original planet and they had turned into machine-like things, incapable of doing anything by them. In the final part of the movie the human beings in the Axiom feels a necessity of returning to Earth. The movie ends with their success in rediscovering Earth converting it in to an inhabitable one. They achieve this success after fighting with the system and with the help of the good robots who are more humane than human.

Wall.E, our hero, the last of the functioning solar-powered robots assigned to clean up the Earth 700 years ago, is rusty robot who by his time on Earth attained a great level

of sentience. For the further discussions I would like to use the pronoun 'he' as the movie leaves no doubts about gender. He scoops up thrash, fill his belly, squeeze it and turn it into a cube and arrange them in a neat pattern, forms skyscrapers. It was his routine for centuries.

Wall.E was all alone on the Earth. But was he aware of him or does it bother him? The only companion he had was a cockroach with whom he had a very compassionate relationship. He takes care of the cockroach as his pet; feeds him, protects him and even scolds him. But his interests in the video songs he watch will tell us how he is wishing to have a companion. The choice of things he collects will also gives us a clue that he is more like a passionate Man.

Does he have a language? Is he able to communicate? In the first part of the movie setting on the Earth, there isn't much proper conversations with language; but there is enough communication. Wall.E has got a language or a repertory of squeals, rattles and electronic purrs. His eyes are more expressive than any language. Even though the credit goes to the technicians. The pair of expressive eyes makes him completely anthropomorphic.

As if to put an end to his loneliness EVE reaches on the Earth. Even though she is on an assigned mission she too possesses some anthropomorphic features like Wall.E. Their interactions and Wall.E's infatuation are expressed beyond words. His attempts to impress her are romantic than any living creatures. EVE (Extra-Terrestrial Vegetation Evaluator) is in search of life on the planet. As she finds the seedling from Wall.E, becomes inactive and reports it into the Axiom. Wall.E tried his best to wake her up.

We see the condition of human beings in the Spaceship when Wall.E accompanies EVE to the Axiom. Since they are living in a space, zero gravity has affected their movement and they are all attached with a hover chair. They were fat like anything and couldn't even walk on two legs. They have become completely dependent on technology and their only exposure and communication are through technology. They lack the real human experience, face-to-face encounters, touching another human being etc. they are all obese, dressed alike and completely helpless. They are all moving in hover-chairs in their orbits; the robots supply food, drink and everything. No jobs to do; all jobs are done by the robots. They don't even talk directly. Everything is done through the personalized monitor in front of their eyes.

The first human in Axiom who breaks the spell is Mary. Wall.E bumps into Mary and knocks her monitor down. Then only for the first time in her life she noticed her surroundings; as if she is just awaken from a dream. She started exploring. She met John and shared her new experience with him. They were like machines till then. Never seen, felt or touch anything by themselves. The new seedling that EVE brought to the Axiom is the key to return to the Earth. It becomes the turning point in rediscovering the Earth. As

per the old directive given to the Captain of Axiom, they can go back to Earth when the Earth can sustain life again. The seedling is a proof for it. It gives much hope and inspiration to the Captain to escape from the clutches of over dependency on technology. The presence of the seedling transforms him to a human again; at least inspired him to be one.

Then comes the real villain AUTO, the rogue artificial intelligence autopilot of Axiom. He stands completely against the return to the Earth. He knows that as per A113, the mission to clean up the Earth by 'BnL' was a failure and the CEO recommends the people to stay on the Axiom as long as possible, giving the complete authority to AUTO. AUTO is very powerful and not all deflected by the coming of Wall.E on Axiom. He tried his level best to prevent the return, though he fails at the end.

Meantime a lot of events happened inside Axiom. Wall.E and EVE develop an inseparable bond. They with the help of the Captain were able to influence the human beings and other robots in the Axiom and everyone worked together to get back to Earth. During the struggles the people are knocked out from their chairs, which symbolizes the beginning of transformation. From a robotic life that goes only according to the chartered program human beings started to stand on their feet. They join together for a common course, to rediscover the Earth as a Planet for living. In the end they achieved their target too.

During the climax scene ,Wall.E got severely damaged in the attempts to set the Axiom's course for Earth. Soon after arriving the Earth EVE tries her level best to restore him. She finally re-installs him and fixes the broken part. But it made him a typical robot. He lost his memory and feelings for EVE. While watching this it's hard to believe they are just robots. It is such an emotional scene. The moment he gets back his sentience is one of the best romantic scenes that can be visualized with robots. Eve holds his hand and they were about to share a kiss. The notion of a "lived happily ever after " is pictured with a song.

When we take an over-all look there are two types of human beings and two types of robots. The humans including the CEO of the 'BnL' group, who made the Earth a market place and made and made all the people, just consumers, and their people on one side and people like Captain B. McCrea are on the other side. Robots are also like that. Wall.E, EVE and M.O are robots that have a sentience and emotional attitude beyond their assigned task are on one side. They show all human qualities such as love, care, compassion and so on. AUTO and his commandos with no sentience and maliciously chartered for the execution of power on the common people and the other robots are on the other side.

Man Vs Machine, the fifth narrative conflict, is evident in many parts of the movie. Not just between humans and robots. All the technologies and man-made things made our life easier but it weakened the human relations and frozen our emotions. In the world of

complete mechanical dependency we can't live, instead we simply survive. At point of argument with AUTO the Captain says, "I don't want to survive, I want to live". In the movie, even though it took centuries for human beings to resist the excessive technological dependency finally they are able to re-create an inhabitable Earth, joining hands with technology.

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3.
Dystopian Fiction: A Study of E.M. Forster's "The Machine Stops"

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Abstract

Key Words: *Dystopian fiction, Technology, Cyber culture, Human dilemmas, Utopia.*

Dystopian fiction is a sub-genre that creates an utterly horrible or degraded futuristic society heading towards an irreversible oblivion or dystopia. Dystopia focuses on frightening negatives of an unimaginable world and extrapolates elements of the contemporary society. Many utopias reveal a dystopian character by suppressing justice, freedom and happiness. Dystopias, through exaggerated worst- case scenarios, make criticisms about current trends, societal norms and political systems. This paper attempts to explore the dystopian aspects in E.M. Forster's "The Machine Stops." It is a rhetorical parable, which is interrupted as an ideal type of politicized participation in a distinct iteration of the biomedical imagery. Understanding the world, "The Machine Stops" influences the fears about physical and mental deterioration that living in an industrialized, urban society provoked. "The Machine Stops" is a minor classic of prophetic speculation fiction.

Science fiction represents imagined realities that are different in its nature and functioning from the world of ordinary experience. The setting of science fiction is often another planet, or the earth projected into the future or an imagined parallel universe. Science fiction is applied to narratives in which a plausible fiction is referred to known or imagined scientific principles, or to a projected advance in technology, or to a drastic change in the organization of society. The amount of real Science in Science fiction ranges from moderate to none at all. Science fiction is bettered through the employment of utopia and dystopia. Utopia refers to a class of fictional writings 'that represent an ideal, nonexistent political and social way of life.' The term is derived from Sir Tomas More's *Utopia*. More formed his title by conflating the Greek words "eutopia" (good place) and "outopia" (no place). The future in science fiction is often presented in a dystopian setting. A dystopia is an imaginary world conceived worse than the existing one, while utopia is conceived as better. A dystopia is the vision of the society, opposite to that of utopia. The first known use of the term dystopia appeared in a speech before the British Parliament by Greg Webber and John Stuart Mill in 1868.mill says in his speech, "It is, perhaps, too complimentary to call them Utopians, they ought rather to be called dys-topians, or caco-

topians. What is commonly called Utopian is something too good to be practicable; but what they appear to favor is too bad to be practicable." The Greek prefix "dys" signifies "ill," "bad" or "abnormal"; Greek "topos" means "place"; and Greek "ou" means "not." Thus *dystopia* refers to an imagined place where almost everything is bad and is a play on the term *utopia*.

Dystopia is a futuristic, imagined universe in which oppressive societal control and the illusion of a perfect society are maintained through corporate, bureaucratic, technological, moral or totalitarian control. Dystopias criticize a current trend, societal norm or political system through exaggerated worst-case scenario. According to Clowes, dystopian novels advocate a 'nostalgic revision of the past age' and 'deconstruct utopian schemes, only to abandon the notion of a beneficial social imagination,' and embody a 'nihilistic attitude toward both the present and the future, closing both off to a new imaginative possibility.' Dystopian fiction often creates images of unfair trial and cruel retribution. Utopian fiction mirrors an enthusiastic invitation of the flawed world of reality to enter the unflawed one. While the "dystopian fiction functions as a deterrent, a warning that we should allow the still curable illness of our present world to turn into the abhorrent pathologies of the world of the future" (Gottlieb 27). Dystopian fiction intends to address the ideal reader's moral sense and reason. The dystopian society is an illusion of perfect utopian world. Citizens in such a society live in a dehumanized state. In his short story, "The Machine Stops," first published in the Oxford and Cambridge Review in November 1909, E.M. Forster explores the bounds of dystopia. The futuristic world created in the story corresponds to the dystopian society which lives underground and dreads the very surface of the earth. The complete dependence upon the machine and the blooming worship of the same portrays a sharp indictment on the so called "civilization."

Lewis Mumford, in his *The Story of Utopias*, declares that the womb is the antipode of the mechanically perfect utopian vision. According to him, the most elementary of utopias and the one perfect environment have never been able to reproduce. A mother is the individual's tie with the rest of the universe until the consciousness of the greater world strikes. This biological as well as the organic tie is a symbolic one. "Consequently, pervasion and unsurpation of the biological maternal role are the stock in trade of the dystopian shift away from the Wellsian vision of an urbane technologically sophisticated, welfare state" (Elizabeth 48). The honey combed underground compartments served by the Machine in the story are an immense mechanical womb. They insure the degeneration of the species for the survival of the fittest. However, immediate knowledge and the contact with the outside world are prohibited. Even the relationships become materialistic. The characters that represent the people of such a society stay connected only through the cyber world and the cyber culture they developed. The book of the Machine is regarded as the new Bible, ironically by a society that claimed to withdraw from all superstitions:

Those who had long worshipped silently, now began to talk. They described the strange feeling of peace that came over them when they handled the Book of the Machine, the pleasure that it was to repeat certain numerals out of it, however little meaning those numerals conveyed to the outward ear, the ecstasy of touching a button, however unimportant, or of ringing an electric bell, however superfluously. "The Machine," they exclaimed, "feeds us and clothes us and houses us; through it we speak to one another, through it we see one another, in it we have our being. The Machine is the friend of ideas and the enemy of superstition: the Machine is omnipotent, eternal; blessed is the Machine" (19).

According to the Machine, parental duties cease at the very moment of birth of the child. People who show signs of "atavism" and aspire to stay connected with others and with nature are never permitted to breed and are destroyed. Parodying Well's adoration for machines, Forster ridicules on the rationale for the reversal of the function of Mother Nature, when he states, "that the Machine may progress, that the Machine may progress, that the Machine may progress eternally." Forster is evidently satirizing Well's assumption that social institutions must adapt to communicate technological progress.

The story evokes fears about physical and mental deterioration that living in an industrialized urban society provoked. The story put forth the dehumanizing effect of unnatural dependence and adaptation to machines. Kuno's desire to meet his mother, Vashti is thwarted as there is requirement of intermediary interference of the Machine. The story shocks the readers in the statement by Vashti that "the surface of the earth is only dust and mud, no advantage" (3) and an Egression permit is needed to enter the earth's surface. People are replaced with switches and buttons to call for food, music, clothing and what not. The service of a respirator to breathe the earth air is a dangerous image of the dystopia described. The inhabitants of the Machine intellectually deteriorate. Death to the dys-topians meant "homelessness" and everybody in it are destined to the same. Human dilemma can be seen through the character of Kuno who longs to return to the earth's nature. The charged interplay between science, fiction and politics can be seen in E.M. Forster's "The Machine Stops." The story becomes relevant in the context of contemporary debates about enervating cities, misguided public health programs and declining birthrates.

The political content of the story corresponds to Catherine Waldby's concept of the biomedical imaginary. Waldby coined the term "biomedical imaginary" to describe 'the deployment of culturally intelligible fantasies and mythologies within the terms of what claims to be a system of pure logic.' Forster's dystopia relies on the physical degeneration of its inhabitants. In the late nineteenth and earlier twentieth centuries physical degeneration was a topic of intense concern in both medical and political discourse. Forster's story participates in a distinct iteration of the biomedical imaginary. The author

himself describes about his story as a counterblast to one of the heavens of H. G. Wells in the preface of *The Collected Tales of E. M. Forster*. The critics have categorized the story as a minor classic of 'prophetic speculative fiction.' Christopher Gillie marvels the anticipation of Forster of the possible consequences of the technology well before existence of the television and the silicon chip. Beatrice Battaglia calls the story 'a futuristic history.' The story is also seen as a rejection of the technophilia and evolutionary optimism of its day. Forster echoed a "scientific" discourse that combined neurology, psychology and public health to make his critique resonate with its readers. The inhabitants of the story degenerate as they are kept out of nature. When Vashti first opens her door, she is paralyzed in the fear of the tunnel a it fills her with terrors of direct experience. The ending extrapolates and then graphically depicts Nordau's Dusk of the Nations. In Forster's portrayal of the dusk of the Machine's nation, the oppressively comforting technology gradually breaks down. Vashti remarks that the civilization was closing. Forster's political agenda resembles that of Nordau's Zionist writings. This exhortation can be seen in the figure of Kuno and in the feral humans he encounters when he visits the surface of the earth.

　　　Forster depicts the failure of a type of social evolution that is tied to technology and the creation of a mechanized egalitarianism that ensures universal access to a decadent material abundance. Forster blames unnamed opponents who justified the Machine 'with the talk of evolution.' A utopian moment in the story is Kuno's visit to the surface of the earth and his encounter with the people there. The story deals with the survival of a race. The putative lesson of the Boer War echoes through Forster's tale of the collapse of a globe-spanning empire. The story depicts that humanity will eventually return to its hardwired course from its mistakes. The tale begins by asking the readers to "imagine, if you can, a small room, hexagonal in shape, like the cell of a bee" (1). Near the end of the tale Forster tells readers to give information before his meditation closes. Forster clearly creates an imagined and not inevitable future. The tale sheds help in understanding politicized dystopia in general. The story has survived the rhetorical exigencies of its immediate sociopolitical context.　Forster was not pessimistic about man's fate or about human nature. Nature reasserts its influence upon human behavior because in spite of generations of conditioning, natural instincts have not been completely annihilated.

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4.

Reading Computer Games as Interactive-visual Novel: A study Based on *Assassin's creed iii* (2012) by Alex Hutchinson

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Thrissur

Games are formalized expressions of play which allow people to go beyond immediate imagination and direct physical activity. Over the ages as humanity made great strides in all the fields, their ludic senses too found new forms of expression. The development of computer game is significant in this regard. The history of computer games that began from the first game, *Spacewar* developed in 1962 at MIT (Stephen Russel) unfolds the history of technological development and Human-Computer Interaction (HCI) which is at the intersection of hard science and humanities.

The earlier studies to connect computer games to an aesthetic domain include: Brenda Laurel's attempt to describe computer with terms from dramaturgy(1991), Theodor Nelson's proposal that we should examine computers like we'd examine movies (1990),Peter Bogh Anderson has tried to apply Semiotics (1990), George P. Landow has used of Post Structuralist literary theory (1992, 1997), the groundbreaking book of EpsenAarseth, *Cybertext: Perspectives on Ergodic Literature* (1997) and the study of ludology versus narratology by Jesper Juul in 2001.

This paper is an attempt to describe computer game as an interactive -visual novel with a special focus on the structurally oriented examination of the narrative traits of the computer game and the role of the player in the game based on the specific reading of *Assassin's Creed III (* 2012), an action- adventure game by Alex Hutchinson developed by Ubisoft Montreal.

The methodology used for this study is chiefly library research through which theories of Narratology, Narrative Desire and Cognition theories are deeply studied and used as the main data gathering sources.

Assassin's Creed III is a 2012 action adventure computer game developed by Ubisoft Montreal and published by Ubisoft for Playstation 3, Xbox 360, ii U, and Microsoft Windows. It is the fifth major installment in the *Assassin's Creed* series, and a direct sequel to 2011's *Assassin's Creed: Revelations* .The game was released worldwide for PlayStation 3 and Xbox 360, beginning in North America on October 30, 2012, with a Wii U and Microsoft Windows release following in November 2012. A remastered version will be released for PC, PlayStation One and Xbox One in March 2019.

The plot is set in a fictional history of eighteenth century America with real world events and follows the centuries-old struggle between the Assassin's, who fight for peace with free will, and the Templars, who desire peace through control. The framing story is set in the 21st century and features series protagonist Desmond Miles who, with the aid of a machine known as the Animus, relives the memories of his ancestors to find a way to avert the 2012 apocalypse. The story is set in the 18th century, before, during and after the American Revolution from 1754 to 1783, and follows Desmond's half-English, half-Mohawk ancestor, , Ratonhnhake:ton also known as Connor, as he fights the Templars' attempts to gain control in the colonies. *Assassin's Creed III* is set in an open world and presented from the third-person perspective with a primary focus on using Desmond and Connor's combat and stealth abilities to eliminate targets and explore the environment. The game received positive reviews from critics, who praised it for its gameplay, narrative, diverse cast of characters, visuals and grand, ambitious scale

The aesthetic domain of computer games can be subjected to a theoretical study based on narratology. And this can be carried out through two theoretical angles: the structure of the game and the game and the player relations. The former includes a structural analysis of the narratological traits of the game and the latter includes the cognitive discussion of the player's identification with the game-world.

The classical argument for the existence of the narrative is the fact that a story can be translated from one medium to another. Seymour Chatman, popular American film critic rightly said, this transposability of the story is the strongest reason for arguing that narratives are indeed structures independent of any medium. Correspondingly, Peter Brooks says:

"Narrative may be a special ability or competence that [...] when mastered, allows us to summarise and retransmit narratives in other words and other languages, to transfer them into other media, while remaining recognisably faithful to the original narrative structure and message."(Brooks, 1984)

These arguments for the existence of the narrative as something media-independent can be used the other way, as a test of whether the computer game is a narrative medium: If the computer game is a narrative medium, stories from other media must be retellable in computer games, and computer games can be retold in other media. The novelization of the computer game under study, *The Assassin's Creed* series, by Oliver Bowden, is a collection of novels set within the *Assassin's Creed* video game universe. The books follow various time periods and revolve around the Assassins at war with the Knights Templar .Also the movie Assassin's Creed(2016) by Justin Kurzel based on the game serves as examples on how computer game can be retold in other media.

The other aspect of a narrative is concerned with its temporal sequences. In the classical narratological framework (as put forward by the Russia formalists), a narrative

consists of two distinct levels, the chronological sequence of events and the sequence this is being told with:

Story, denoting the events told, in the order they were described as happened in. This is called

fabula in the Russian terminology and *Discourse*, denoting the telling of events, in the order in which they are told. This is the narrative as a sequence of signs, be it words or scenes in a movie. This is also called *sjuzet*. Gerard Genette in his work *Narrative Discourse* introduces a third time, the time of reading. Thus temporal aspect of computer games can be examined based on three times: The story time, the narrative time, the reading time, and to what extent they can be found in the computer game. Generally in action- based computer games it is hard to see a temporal distance between the three times. Unlike the verbal narrative, there is no grammatical time to explain the temporal relations. The game constructs the story time as *synchronous* with the narrative time and the reading time; the story time is *now*.

Being an interactive genre the events in the game are constantly depended upon the choice and actions of the player. And as the player begins his/her intervention the three times overlaps to form a single *now*. This means that it is *not possible* to use the novel's interesting relations between story time and narrator. But apart from other action adventure game in *Assassin's Creed III* provides an apparent distinction of the three times which equate the game to a typical novel. The game explores the life of an 18th-century assassin in Colonial America during the American Revolution; a half-English, half-Mohawk man named , also known as Connor,[11] whose father is Grand Master of the Templar Order in the colonies. Connor is caught up in the Assassins' conflict with the Templar order when his Native American village is attacked by the Templars, who intend to seize control of the newly forming country. Connor's story spans through two decades of his life. From his childhood in 1760 to 1783. As twenty first century descendant of Connor , Desmond Miles enter into the animus which takes him back to the century and when the player makes his/ her own choices and actions being in the cloak of Connor the game clearly demarcates the three times of a classical narrative. But in an overview with the spectacles of the game strategies the three times we find that all three times superimposes to form the single *now.*

A parallel perspective is the question of duration .One can find a straightforward answer about duration in case of a movie as it is inscribed on and the material and in case of a written novel , the average duration can be assumed out of the reading speed of the reader along with the number of pages. In case of a computer game this depends upon the game skill of each player. In Assassin's Creed III the time taken by each player to finish a mission or task varies. There are options to make the protagonist do the action in high or low speed. Even though there comes instructions like 'click space to fast walk", the choice is up to the player. Thus computer game is closer to novel than to movies or theatre.

The game's basic *now* has a radical difference from narratives. But literature also has a *now*. William Burrough writes, "The novel is happening" .In Roland Barthes' *The Death*

of the Author (Barthes 1977), Barthes creates a partially normative description of "modern" texts as texts that do not describe things past, but happen in the *now* of the reading: "every text is eternally written *here* and *now*." The *now* of the game prevents it from being a representation of something happening *another* time. From this point of view, the computer game is only what happens on screen; it is pure discourse. The difference between the now in literature and in games is that now in literature is about texts where the reader's effort interpreting obscures the text's possible reference to another time. The now of the game means that story time and narrative time are identical with reading (playing) time.

The question of sequence is very important in the structural analysis of the computer game. Being interactive in nature and thereby non-linear, the computer games often deviate from the typical order of sequence of a narrative. A non-linear *text* presents explicit directions as to the order of reading. A computer game is similarly composed of some programming and some material. The program and the material combine to form the complete game before the reader/player. EpsenAarseth in his work *Cybertext and Perspectives of Ergodic Literature* defines this as *ergodic;*the word is derived from the Greek words *ergon*, meaning "work", and *hodos*, meaning "path". The commonly cited definition of ergodic literature by Aarsethsuggests that in ergodic literature, nontrivial effort is required to allow the reader to traverse the text. A computer game contains a number of functions that control the reader's access to some material or combines material. On a higher level, any text/game contains a set of rules for, *when* to present an ergodic function to the reader (if at all). These rules can fittingly be described as a *program*. The interesting part in the computer game is how the programme and material is combined. The ludic spirit of the game lies in the rules laid by the progaramme to traverse through the material and thereby providing a full aesthetic and ludic experience of the game.

Initially the computer games were so designed that the essence of the game was independent of the narrative frame. For example in games like *Space Invaders* the characters can be quickly changed to insects and centipedes instead of Laser cannons, spaceshuttlecuttle fish and crab without affecting the real nature of the game. Thus the narrative frames were considered irrelevant or arbitrary. Later on the narrative frame began to attain prominence as a metaphorical assignment to provide meaning to the game. The unique feature of games like *Asssassin's Creed III* is that rather than mere a an action adventure game with fights and attacks of the ordinary kind the material of the game consist of a complex plot with several characters from past and present with with several minor and major missions to accomplish. This does not make the relation between program and material any less arbitrary; it simply shifts the material.

The interactive nature of the computer game makes it inevitable to analyse the relation between the player and the game. EspenAarseth described, that a large part of literary theory uses words like labyrinthine and claim that the reader *creates the text*. This means that any description of the player's part in a game, such as "*the unique thing about games is that the player's action determines the events in the game*", can be answered with "*but in any text the reader shapes the text through his/her interpretational work – it is exactly the same thing!*" So the computer game is a literalisation of many of the terms used metaphorically in literary theory. The theories put forward by different schools from New Criticism to Reader-response theory shows different dimensions of involvement of a reader in a text which can be well equated to the role of a player in the game. The player's relation to the game can be studied under different levels. This paper focus on the two levels this relation, the first is that of the player's empathy and identification with the character of the game based on Torben KraghGrodal's cognitive theory of movies and the second is a discussion of how the player's desire to play related to Peter Brooks' theory of narrative desire.

Torben KraghGrodal in his work *Moving Pictures* (Grodal 1997), describes the evolutionary-cognitive theory of how movies and movie genres affect the viewer. According to Grodal (and the cognitive science that be builds on), humans are characterised by the fact that we are constantly creating mental models of ourselves and others. When looking at another human (or a representation of another human) we inevitably create a mental model of that person's bodily being, of his/her goals and wishes. This is related to our basic capability of thinking about absent things, and that we can run through a situation "as a test"; without really being in that situation.According to Grodal;

When the viewer's attention has been caught, the application of a set of cognitive procedures follows.These will be labeled *cognitive identification*: the viewer will try to simulate the subject-actant's perceptions. He will try, for example, to construct the field of vision of the actant by generalizing his/her

own perceptual experiences into an objective and transformational model: what would I have seen if I

had been in the same place as the actant? This activity presupposes the construction of abstract models for the world. [....] the viewer will try to construct the subject-actant's emotions, affects. (p.89)

This cognitive identification is not a complete identification with the person, animal or anything anthropomorphic that appears on the screen. But as Grodal observes this kind of an identification is essential for the experience of a movie. This concept of cognitive identification is also true with computer games. It is these mental activities that enable the players to develop an interest to take up the task to play a full length play that demands long hours of concentrated involvement from the part of the player. Earlier the characters in the games were not humans at all they were often characters presented as bodies from

extra terrestrial worlds that the players are not familiar with. But today many of the action adventure games especially the game under study make use of human charcters where the heroes are fighting against the evil.It would seem the protagonist is usually a positive character, but this is not always the case.

In *Assassin's Creed III* the players identify themselves with Ratonhnhaké:ton who is later called as Connor who fights against the Templars , the enemies. The historical and life like characters and situations of the game adds to our process of identification and the noble mission of the protagonist gives the player an emotional motivation to invest energy to put on the protagonist's cloak to take up a bit strenuous tasks of completing a game. The view point of the game world provided also plays a central role in developing the cognitive identification. In *Assassins's CreedIII* the player is provided with equal vision and information about the game world with a viewpoint always placed within or beside the actor. The computer games are based on player's involvement in the game world. This happens through mouse, keyboard and so on and create the mental models for the game and is forced to act motorically. Thus this give a full experience of movement and interaction into the player an experience far different from the passive viewer of a movie whose voluntary nervous system is suppressed while the involuntary is active producing tears, sweat, raised pulse etc.

Thus one can say that creation of computer game involves thoughts and insights regarding all cognitive capabilities and preferences of humans. Game design is an art that demands the combination of all technical possibilities with knowledge of how humans perceive the world as well as experience from all the aesthetic fields.

In *Reading for the Plot* (Brooks 1984), Peter Brooks claims that plot is as such connected to desire, both in the sense that plots are often *about* desire, and in the sense that desire is central in the plot's production of meaning. The reader has a desire: narrative desire to reach the ending, to finish and consume a work. A desire to relieve the tension created by the beginning of a story:

Desire is always there at the start of a narrative, often in a state of initial arousal, often having reached

a state of intensity such that movement must be created, action undertaken, change begun. (p.38)

It is clear that games contain something that makes people play them. This is a desire that

takes place within a narrative frame that is often only hinted at. But in the game this tends to work with an inverse logic compared to the novel. In the novel, the ending is yet unknown and you read to find out more about it. In the action adventure game, the ending is already known. In *Assassin's Creed III* every player knows that if he / she followed the instructions of the programme rightly they will make Connor win over the Templars but this does not in any amount diminish their interest in playing the game. In computer games it is not the

end of the game but the very course of journey through the game nurture that the interest and desire in the minds of the player. This desire is stronger than that a reader feels in taking up the task of reading a novel.

So the driving desire of computer games does therefore not seem to be the narrative desire that Brooks discussed, but to other kinds of desire33 that often work in relation to a narrative frame but doesn't presuppose it: One is the *desire for structural understanding*, the desire to know the relations and mechanisms that make one specific action have a specific consequence. The other is the *desire for performance*, the desire to reach the agility and motor skills to use the understanding of the game structure to reach a perfect performance.

This paper can be so concluded that a computer game can be considered as a paraverbal narrative that pokes certain unexplored aesthetic areas inside humans and the players can be considered as a new reader community with the desire for structural understanding and performance. The specific reading of the game *Assassin's Creed III* (2012) by Alex Hutchinson shows the unnoticed development of a new kind of aesthetic enjoyment growing among teenagers and youth in particular and the general public to have a literary enjoyment through gaming experience which provides them more interactivity and performance. The ludification of culture demands the investment of more serious study on the aesthetic and intellectual value and influence of the computer game. Studies shows that today a child spend as equal an amount of time in playing computer games as that he spend in the school by the time he/she completes the age of 21 .Therefore the content, structure and impact of a computer game must be seriously brought under study to analyse and nurture this unacknowledged genre for a productive society.

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5.

Popular Culture: A Dyed-in-the-wool Hegemony which Stemmed "Otherness"

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Abstract

This paper demands the need of recognition by the indigenous people of post-colonial countries about the great flux in culture which smokes up the aboriginal culture and appeals to the European, which is believed to be the elite one, and is been relocated as the popular culture. The irony is that once, the elite culture was accepted by a small group within the country and the so called low culture belonged to those of mass group which thus was the popular culture. This status got reversed and it's really a whole new ballgame now. Why the larger group culture detained and a culture belonging to the smaller group respectable or prestigious and acceptable? The colonized mind of the people results in such a run behind the idea that European culture is superior and modern which raised its popularity by deconstructing our own culture. Likewise, this subjugation before the hegemony of culture enabled to hijack our indigenous culture and is been manufactured by the hands of hegemonic group. Here raised an intensely inquisitive mind of whether the natives are getting lost in this new swing. Can they pin up themselves, with their own cultural values in the society? Lets walk along with the African post colonial writer, Ngugi waThiong'o and his works to prove that cultural acceptance should be done by recognizing and evaluating its distinctiveness and with the sensibility of Ourness tofindits a blessingindisguise.

***Key words:** indigenous, post-colonial, elite culture, popular culture, hegemony, acceptance.*

Introduction

Flux is a natural praxis which is always a trespasser into a society. This can't be restrained in any means. Though it is inevitable for its advancement, the concernment lies in the influence of such intrusions which may cause a re-adaptation the originality of the cultural root that firmly holds the identity of that particular society. Empowerment or improvement could never be misunderstood by complete reconstruction of the elementary aspects of social vitality, which is essentially one's own culture. So flux should never smoke screen the particularities and uniqueness of that society. As this uniqueness makes the selfhood of the society, the popular culture must stand by it. Lamentably, we can see Euro-centricity in the acceptability of culture, which is believed to be the privileged one. In the period of colonialism, the mode of implementing imperial power was not necessarily through military and legal measures. It was also done through cultural imperialism by putting down their native culture, language and art to be called it primitive claiming theirs as superior. This

idea that European culture is superior is something we colonized subjects started to accept as superior, modern and prestigious.

This calls up the need of a study in this affair. The works of Ngugi waThiong'o, the Kenyan writer is relevant as the frame of reference, which serves the whole essence of self respect and inclination towards one's own country and its dignity. Ngugi is a writer who always stood as a spokesman for his society, culture and language. His works like '*Writers in politics', 'Decolonising the Mind', 'A Grain of Wheat', 'Homecoming'* and all are much applicable for the purpose.

Background

Ngugi waThiong'o in his book 'Writers in Politics', he suggests to the writers and intellectuals the task of going back to the roots with the aim of restoring the African personality to its true creative potentials in history, so as to enhance the quality of life.His quest for the cultural root of Africa especially Kenya penetrates in his works, which always has gifted the warmth of it. To hold on this warmth he found it superior to choose the native language Gikuyu of Kenya for his writings believing that it could display the true expression of the real flesh and blood of Kenyan culture. Thus in the statement prefixed to '*Decolonising the Mind',* Ngugi declared that – "This book, *'Decolonising the Mind'*, is my farewell to English as a vehicle for any of my writings. From now on it is Gikuyu and Kiswahili all the way." He added, " As a writer in the utilization of African ideas, African philosophy and African folklore and imagery to the fullest extent possible, I am of the opinion the only way to use them effectively is to translate them almost literally from the African language native to the writer into whatever European language he is using as medium of expression. I have endeavoured in my words to keep as close as possible to the vernacular expressions. For, from a word, a group of words, a sentence and even a name in any African language, one can glean the social norms, attitudes and values of a people. In order to capture the vivid images of African speech, I had to eschew the habit of expressing my thoughts first in English."

Ngugi'snonfictional writing explores subject matter familiar to his novels, including cultural and linguistic imperialism of west, the loss of traditional African culture, and the effect of Christianity on tribal communities. The essays in *'Homecoming: Essays on African and Caribbean Literature, Culture Politics'* emphasize the important social function of African literature.

Critical Analysis

Are we really decolonized in all sense? This question wises up by charging each postcolonial countries of their averseness with not being comfortable and agreeable to its own selfdom. Why? The reason is that we are still chained up with the cultural hegemony of European culture, something which they have seeded inside our mind. It's truly quoted by Ngugi, " Our lives are a battlefield on which is fought a continuous war between the

forces that are pledged to confirm our humanity and those determined to dismantle it; those who strive to build a protective wall around it, and those who wish to pull it down; those who seek to mould it and those committed to breaking it up; those who aim to open our eyes, to make us see the light and look to tomorrow, and those who wish to lull us into closing our eyes." Yes, we are been lulled in the fascination of so called cultural hegemony which has allured us by closing our eyes towards the real charm of the indigenous culture. As Ngugi cried out in his 'Decolonising the Mind', it's time to break up the chains of our mind from the ethos, attitude and inclination towards the superiority of the other culture, who has shown no reluctance to stamp out our wonderful and treasured culture imaging it as 'Other' and defaming as simply barbarians and uncultured. This sense of mediocrity within was the real invader of the colonized subjects right from the beginning and made room for the imperial power to rule upon us in the title of white man's burden. The question is, are we still preparing room for them? Are we ourselves getting marginalized under the great trend of 'flux in culture' and are we selling the piousness of our culture by popularizing the European culture? The answer is quite confusing, as the reminiscences of Europe are found in dispersion throughout. Actually at the time of withdrawal, British people had the least expectation in the plantation of the seeds which they have sown in each colony. Ngugi's character John Thomson, in ' A Grain of Wheat ' shows this anxiety about the research station which he was going to leave back in Kenya on the day of *Uhuru* and was relocating from there, saying, " Would these things remain after Thursday? Perhaps for two months: and then test tubes and beakers would be broken or lie unwashed on the cement, the hot-house and seed beds strewn with wild plants and the outer bush which had been carefully hemmed, put gradually creep into a litter filled compound."Such was our strife and animosity against them. They feared the united strength of the colonized subjects, their sense of individuality, their power of harmony and originality. In '*A Grain of Wheat'* Ngugi quoted, "Our fathers fought bravely. But do you know the biggest weapon unleashed by the enemy against them? It was not the Maxim gun. It was division among them. Why? Because a people united in faith are stronger than the bomb." This was the tactics applied to settle down their fear. Till now, though politically free, we are prostrating our own culture and its values in front of the 'Maxim gun' which has taken a new disguise of popular culture. This situation calls up the valuable words of Frantz Fanon who stressed on the rediscovery of the identity by the marginalized people by calling it as the 'passionate research' and "directed by the secret hope of discovering beyond the misery of today, beyond self-concept, resignation and abjuration, some very beautiful and splendid era whose existence rehabilitates us both in regard to ourselves and in regard to others." Identiy is not as explicit or uncomplicated as we perceive. It should be taken as production process to be carried on till its ultimate outcome than as an accomplished fact. In order to attain completeness in this research of identity one should lay claim on his cultural identity. This is found to be a problematic claim for the natives. Actually, why? As Fanon puts it,

"Colonization is not satisfied merely with holding a people in its grip and emptying the native's brain of all form and content. By a kind of perverted logic, it turns to the past of oppressed people, and distorts, disfigures and destroys it." This destructed and disfigured past has become a shameful repression for the natives by evaluating it through the perspective of the British colonists who imposed the notion of cultureless, savage, uncivilized culture to be owned by their forefathers. The most pathetic reality is that such notions are been accepted by this generation with the surety of hearing on the grapevine. So a strong need of empowerment for the natives on their enriched past culture is very necessary, to built a reinforced basement which can promise a strong future. Ngugi wo Thiong'o's statement, "Why did Africa let Europe cart away millions of Africa's souls from the continent to the four corners of the wind? How Europe lord it over a continent ten times its size? Why does needy Africa continue to let its wealth meet the needs of those outside its borders and then follow behind with hands outstretched for a loan of the very wealth it let go? How did we arrive at this, that the best leader is that the one that knows how to beg for a share of what he has already given away at the price of a broken tool? Where is the future of Africa?" gives a great support to this argument. The irony is that colonized are still colonized with the deep seated phobia of subjugation which admits the false impression of the world that such colonies are dark, mysterious and savages. Such ironies stems from the permission granted by the indigenous people for the indulgence and acceptance of foreign culture by subjugating one's own identity which is his own culture. As Homi Bhabha assessed "Nations, like narratives, lose their origins in the myths of time and only fully realize their horizons in the mind's eye". The myths of time is influenced to lose the self culture by the gradual acceptance of new cultures, especially the European one which is been attracted due to its elite expression in the world of culture, and thus lost the real boundaries by just leaving back a geographical boundary. This created a lacunae in the cultural formation of the post colonial countries and naturally this lacunae was and is been still filled up by the hegemonic cultures. The need for scooping out the real other culture and refilling the original culture arouses now. How can this be done? Only by making up each citizens mind to accept our indigenous culture, realize its richness and to lift it up to the extent of one's own identity and thus signing in the cultural identity, can do it. As such acceptance of original identity supports the acceptance of any group of people who belongs to his country regardless of his race, religion, cast , creed or any of such discriminations, this can in turn rename each marginalized gatherings of a post colonial country from 'other' to 'own'.

Conclusion

The need to recheck the trend of popular culture is been pointed out. Popular culture has created a great impact on the question of self identity. That loss is quite discreditable which is caused by the negligence from the part of indigenous people. This paper call upon the dead homegrown culture to awake and represent itself by exposing its

warmth, value and gentility to do over the present day popular culture and make up the natives to accept their own culture as the best one. The above excerpts from the literary works of post-colonial writer Ngugi waThiong'o drives home the point that the cultural hegemony undoubtedly has influence and impact over the natal culture. The impact is so deep rooted that most of them does not even realize the fact of the matter. Instead of accepting one's own culture which is a person's or a nation's own identity we are moved by the imposition of the foreign culture just by dint of the popularity it causes in the sphere. The aura brought into existence by the present popular culture is over and over wiping out the original identity which can't be a granted. Culture is an evolving phenomenon and is thus bound to undergo flux. Flux is inevitable in a society and also acceptable, but should be for the development and construction of one's selfness, not for the reinforcement of the fear which deconstructs, deteriorates and as a result marginalizes the society by pushing it to the pit of 'Otherness'. This cultural crisis could be faced by lifting up one's country or nation to catch a position in the world with complete trust in the richness of its own culture by undertaking the task of the pedagogue educating the yet unformed citizens, by performing the nation itself and renaming the so called fourthto third, third to secondand secondto first world countries.

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6.

When Artificial Intelligence Becomes 'the' Intelligence: Creation Versus Creator - A Reading of *Terminator Genisys* and *Avengers: Age of Ultron*

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Abstract

[Keywords- Man, Artificial Intelligence, Nature, Progress, Threat]

Artificial Intelligence is the latest thriving term throughout the globe. Technology today is striving continuously in creating a better life with more comfort. Our households have already been improved by it but it looks like now it is being invaded by the growing technology. Recently robotic creations like Sophia and others have already been introduced to the world. The question remaining is 'what is the extent of this sort of progress?' Hollywood has always been showing off its growth through science fictions. Along with its highly developed visual effects it tends to analyze the effects of the growing world of science on mankind. My paper here intends to have a look on two separate films from two eminent franchisee of the present cine world. They are TERMINATOR: GENISYS and AVENGERS: AGE OF ULTRON. Both the movies portray an Artificial Intelligence entity and its relationship with mankind- 'Skynet' and 'Ultron' respectively. In both the movies these entities are created as part of science program aiming at the welfare of the mankind, but eventually turn out to be threatening. The question again occurs is, 'what is it that always goes wrong?' why always man's effort for perfection ends in disaster. This is surely a riddle which has been puzzling us even today since the Victorian dilemma, through the two world wars.

Both the movie mentioned above was released in the year 2015. *Avengers* in April and *Terminator: Genisys* in June. *Avengers: Age of Ultron* directed by Joss Whedon shows the billionaire Tony Stark and his genius fellow Avenger, Dr. Bruce Banner creating 'Ultron', an Artificial Intelligence entity. The source from where they get it is the otherworldly staff of Loki, the God of mischief. Stark convinces the hesitant Banner for the creation of

Ultron by telling him that it can be the one to create "Peace in Our Time". Both Banner and Stark work on it for about three days without being able to crack the system within. But finally the entity gets its own consciousness and starts controlling things. Due to some unexplained technical mistakes Ultron starts malfunctioning as soon as it is awake. It goes through the entire human history and Stark's ambition and somehow is misleading in his conclusions. Ultron destroys 'Jarvis', the personal User Interface of Stark and makes up his own mind on killing Stark, Banner and other Avengers in order to save the world.

On the other hand *Terminator: Genisys* too shows a similar story. Skynet, the Artificial Intelligence in this series is much advanced than Ultron which was created in the 90's for the protection of the world. This movie series keeps on altering its story lines due to the involvement of the time travelling phenomena. The Terminator series speaks about the anticipated future, where technology would take up the control of the world and human beings would be considered as a threat to this technology. Hence the technology will always try to wipe away the human race from the earth's surface. The movie shows that in 2017 the world would be in the grip of Skynet who appears to human as a virtual technique named 'Genesis'. The Genisys would become a part of the daily household through means of the internet and finally devour the world for Skynet. This also shows that there is to happen a 'doomsday' when the Machines controlled by Skynet would take up the world, where survival of human beings as themselves would be impossible.

As known to all the Terminator fans the first three film shows the Terminator model T-800 played by Arnold Schwarzenegger; first as an antagonist and then in the next two films as the protagonist. He only has a brief appearance in the fourth film *Terminator: Salvation* and reprises his full length role again in the fifth film *Terminator: Genisys*.

Right from the first Terminator movie we can see that always a terminator is being sent to the past by Skynet to wipe out the existence of John Connor, the leader of the Resistance. The first movie *The Terminator* portrays his mother Sarah Connor and her relationship with Kyle Reese, John's father; the second movie *Judgment Day* shows John as a 10 year old boy, the third film *Rise of the Machines* shows him as a youth and the fourth film, *Terminator Salvation* shows him as the active Resistance leader played by the veteran actor Christian Bale.

Throughout all these films we see John being the only hope of humanity to survive against the anarchy of Skynet. *Terminator: Genisys* too begins with the same idea with John giving a highly motivating speech, but the shocking twist of the entire series takes place when it is revealed that John has been converted into another cyborg, the T-3000 and has been enslaved by Skynet. The portrayal of the same by Jason Clarke gives the audience a chill through the spine. The most heartbreaking moment occur when Sara herself realizes that John is been corrupted in such a way that he can't be recovered and revived as the previous hope of humanity, therefore resulting in his termination as the only solution for the good of mankind.

The irony of both the *Avengers* and the *Terminator* series is that technology which was developed for the improvement of human life in turn becomes the ultimate threat to the human race. Stark creates Ultron. Ultron is firm on killing Stark and friends. A few scientists in the Cyberdyne system invented Skynet, but Skynet later feels the Human as the biggest threat and tries to wipe the entire race.

Now the question is why does this happen? A few you film theoreticians have put forward the answer for this question. Right from time immemorial man has been trying to make innovations and discovery under the claim of progress. The first question is 'why does human have this tendency?' And this tendency has now been evolved into such an extent that finally we are in an era of Post-Humanism.

In most of the science fictions, we come across Superheroes or Supervillains who are brought under the category 'super' because of any extra-ordinarily enhanced ability of an individual. This ability mostly occurs as a result of the mutual interaction of humanity and technology which was termed as the 'participatory evolution' by Chris Hables Gray, a famous professor of Cultural Studies of Science and Technology. Gray puts it, "Artificial evolution . now includes the direct modification of human bodies and genes. Our interventions are presently crude, but new technosciences promise that soon we will be creating creatures from ourselves that cannot even be classified as humans". (Gray 2001: 11).

On the other hand we have a sci-fi writer, Bruce Sterling who in his Nebula award winning novel entitled *Schismatrix* claims that this evolution will go until, "No faction can claim the one true destiny for mankind. Mankind no longer exists" (Sterling 1986: 183). Even Foucault has stated, "…man is an invention of recent date. And one perhaps nearing its end". (Foucault 1973:387).

It is based on these theories that we can see the dystopian work of the sci-fi movies where imaginations work out to evaluate what may happen when techno-materiality and humanity is put together. The obsession of man with Technology has been multiplied through the previous few centuries which have totally changed the facade of the world.

So now we get the answer of the developing Technology. But why does Technology blended with Humanity always result in disaster? Long back Mary Shelley in her *Frankenstein* has ignited this thought. We all remember that the creature designed by the scientist was a hybrid. Initially, happy and proud of his creation, Frankenstein but finds it threatening when the creature starts to think like a human. The desire for a female partner for Love and Emotional satiety brings about the catastrophe in Frankenstein's life.

The *Avengers* and the *Terminator* series too is an upgraded version of this classic sci-fi novel. The 'Cyborg' or the 'cyber organism', Ultron and Skynet evolve very fast and start thinking for themselves, which obviously make them feel threatened by the most dominating species on earth, i.e. The humans. Ultron when questioned by the Scarlet witch says that even dinosaurs had their lot, so did humans and now is the era of creations like him.

The psychologies of the Cyborg lead to many phase-changing events. Donna J. Haraway, a distinguished American Professor in History of Consciousness Department, brings out the observations of the cyber genre itself being "concerned with the interpenetration of boundaries between problematic selves and unexpected others and with the exploration of possible worlds in a context structured by transnational technoscience" (Haraway 1991a: 24). Just like humans, the Cyborgs too find themselves searching for perfection and the ironic evolution of the cyborg is that it feels Technology and humanity itself to be 'the unexpected other' and hence try to change both the technology and the human race to be blended into one to be adaptable to the cyborgs.

On the contrary, the struggle of the cyborg but reflects the very struggle of human beings. Since his creation Man has been in search of truth, perfection and others which he tried to find through many options like philosophy, religion, science etc. God created Man. Man went rogue. He denied the creator and started to build up a world under the pretence of 'Civilization', 'Technology' etc. Same happens with these cyborgs too but at a faster pace. Man created the cyborgs and smiled at his creation. He was happy when he too became a creator, breaking the monopoly of God. But now cyborgs are on their way for their existence and have rolled up their sleeves for the extinction of Man- their very creator.

Ultron is finally killed in the movie. But a part of him has been altered sans evil in the form of Vision, the Artificial Intelligence Entity who is on the side of mankind. Skynet too is seen being destroyed but later in the after credit scene is shown as alive. Of course the mortality and the limitations of the flesh have been overcome and hence the cyborgs remain imperishable.

These are ideas just shown in the movie, which can be taken in works of fiction. Of course cinema uses these so far unreal ideas to create a thrilling experience to the audience. But what James Bond could do decades back, one by one is becoming reality in the modern era. So let's wait and see the further development of Technology and hope that it would be there only for the improvement of the mankind, not for its destruction.

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7.

A Woman's Real Identity as the Outcome of Her Best Choice among the Divergent ones even in Dystopian Society: A Study of Veronica Roth's *Divergent*

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Abstract

Key Words:Inhabitant, Utopia, Dystopia, Divergent, Unique, Identity, Virtue

In a utopian society, every individual, irrespective of the difference in gender, can follow the best choice of lifeand establish his or her Independent Individuality. But in a dystopian society, the individuality of everyone is mainly decided by one of the five virtues to which he or she belongs. Accordingly, he establishes and maintains his unique independent identity quite divergent from other groups. If life offers only two choices, no one will find it very difficult in choosing the better of the two. The irony is that life offers innumerable choices and as a result, many look confused in choosing the best among them. However, everyone strives for perfection in the choice of life chosen and this attitude is always innate in each one's character. While attempting to achieve a utopian or perfect life by following the best choice of life, men and women have to face unexpected happenings, lose their own established identity, and end in creating a divergent or a different identity in life. Veronica Roth's fiction "Divergent" is about the inhabitants in the futuristic city of Chicago who follow five virtues of life such as kindness, honesty, bravery, selflessness and intelligence. Accordingly,they are divided and each such group is identified only with its dominant virtue in the society. Each one in the respective group remains faithful to the virtue of his group and as such his or her identity is determined. Beatrice Prior, the female protagonist, is also identified in the beginning as per the virtue of her group but later she establishes a divergent identity by following two other virtues of the other groups. The writer of this article has highlighted how Beatrice Prior listens to her intuition, follows not only the virtue of her own group but also two other virtues of other two factions of the society as the best choices of her life, and carves out her own unique identity as a divergent woman even in the dystopian society.

Introduction

Perfection is a significant and faultless or flawless state in life. It stems from the sincere and honest desire of every human being because everyone wants to establish his identity as someone different with aunique personality. Ironically, the desire to be flawless is the reason why many people turn to be miserable during their attempt. This is clearly seen in a dystopian form of society wherein the desire to be perfect has an adverse reaction on people. A dystopian society represents a society in which an individual's liberty is

curtailed, voice silenced and creativity contained. The need for creating a perfect dystopian society usually endorses a government for unlimited power so that it can keep the growing unrest of the people for more freedom of expression and choosing the choices of life under check. Hence, in *readwritethink-org*.it is defined as:

A futuristic and imagined universe in which an oppressive societal control and the illusion of [creating] a perfect society are maintained through corporate, bureaucratic, technological, moral or totalitarian control. Through the worst case scenario, dystopia society makes a criticism about the current trend or societal norm of political system. (qtd.in Barton p. 7)

Veronica Roth's *Divergent* represents a typical society which finds itself in a state of dystopia, a brutal consequence for craving a Utopian society. Every group is determined by the virtue with which each group is blessed with. Men and women belonging to the particular group is identified with the virtue they have been grouped. In such a dystopia society crippled by the rule of the government, the protagonist Beatrice Prior transcends boundaries placed upon her by the group to which she belongs and the government. Roth establishes Prior as an Independent individual who carves out her own but different identity among her divergent groups and thereby she stands out as the representative of the people with the divergent thinking.

Analysis

The city of Chicago has become completely changed in its ways of living because its inhabitants have felt the dire need fora more peaceful society. As a result, the society has been divided into five factions such as Dauntless, Amity, Erudite, Candour and Abnegation and the divisions have been on the five virtues of life such as kindness, honesty, bravery, selflessness and intelligence.Although a major portion of the incidents in the novel takes place in the dauntless faction, the characters of the other factions cannot be taken for granted.

Before the members are divided into five factions. They are given their individual rights to choose the choice of their faction as soon as they reach the age of sixteen. They are not forced to choose the one but they have freedom to choose the faction by which they want to be identified in the society. Hence, all those who reach the age of sixteen have to participate in the Choosing ceremony of their faction they like or love. Thus the people belonging to different factions are divergent in their ways of living. Beatrice Prior, the protagonist, is expected to fit into one of these five factions. But she is not ready to become a member of any one of the five factions and she decides to be a totally different one among the divergent groups. It results in an uproar in the society.

In a utopian society, everything is supposed to be perfect. However, in Divergent novel, the people live in a state of dystopia. Although everything begins smoothly, it is soon realized that all the people are unhappy. The erudite are unhappy with their lack of

power. Threatened by the growing population of divergent people in Abnegation, the Erudite establish ties with the Dauntless with the fond hope of overthrowing the Abnegation, and becoming rulers of the society. The people belonging to the Abnegation become victims of this ruthless domination. In a perfect society, there can be no victims. The Dauntless are also unhappy because they unknowingly become pawns of the Erudite.

Every faction conditions its members to think and act in a certain way it follows truthfully. And most people do it. For most people, it's not hard to learn, to find a pattern of thought that works and stays that way. But our minds move in a dozen different directions. We can't be confined to one way of thinking, and that terrifies our leaders. It means we can't be controlled. And it means that no matter what they do, we will always cause trouble for them. (p. 442)

When Beatrice has been left with her mother for some time, she learns the truth. She realizes that the norms of every faction has not been to create a better community but rather to restrict the liberty of the people by limiting the choices they are expected to adhere to. In doing so, every faction has power over its people. Hence, she begins to be different from others not only in her faction but also in other factions too. She keeps in mind what Betty Friedan has about the liberation of women:

It is easier to live through someone else than to complete yourself. The freedom to lead and plan your own life is frightening if you have never faced it before. It is frightening when a woman finally realizes that there is no answer to the question 'who am I' except the voice inside herself. (*Women's Liberation,* 3 Oct. 2014)

Beatrice has been conditioned to think selflessly in the Abnegation way, throughout her life. She has been told by her parents how she ought to be and how she ought not to be. This is until she discovers that she does not have the only virtue of the Abnegation faction, but she has the virtues of other factions too. All her life, she has grown up with a prejudice towards the that of the Dauntless faction. All children like Beatrice grow up idolizing their parents. They remain so until they are given a choice to think for themselves. Beatrice is no exception and she realizes that she will have to make a choice for herself by listening to her intuition. Hence, she decides that "I want to be brave, and selfless, and smart, and kind, and honest" (p. 405). Despite having chosen to be a member of the Dauntless faction, Beatrice begins to question the choices of all the factions later on. She does not agree with the Dauntless people's ruthless and reckless way of life. Having been raised to be selfless all throughout her life, Beatrice finds it hard to accept some of the Dauntless ways of life. She understands from Tobias that to be brave, she also has to be selfless. And by being selfless, she is also to be brave. The natural extinct of any human being is to be not only to be selfless, but also to be brave, kind, honestand intelligent. Beatrice realizes that she too wants to be that way. Thus she emerges and remains a totally a different woman in the midst of the divergent factions.

Conclusion:

Beatrice is more like Charlotte Bronte in spirit and she wants to be as Charlotte Bronte has said "I am no bird; and no net ensnares me: I am a free human being with an independent will" (qtd.inMontgomery p.108). She does not want get herself confined to one faction and she makes all out efforts to escape from this kind of life. She feels that the faction to which she belongs appears to be perfect but in reality it is not so. She also realizes that the dystopian society is far from being perfect. However, she decides to assert her individuality and she knows that she is what she wants to be someone totally a divergent being in the dystopian society.She picks the Dauntless faction out of her own independent will. Through this, she comes to terms with her own individual identity.

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8.

Anti-Heroic Protest in Ralph Ellison's *Invisible Man*

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Protest is an urge to disclose words or actions against something or someone. In literature, protest or protests is juxtaposed as a revolt of the oppressed communities against the oppressors who might have bestowed injustice on them. After the 1950s, as an after effect of World War II, the tendency to protest changed from bloody violent attack to silent and submissive. As an impact of these changes in literature protesters had an antiheroic attitude. In some cases they used silence as a sophisticated weapon to break the back bone of oppressors. In some cases things become bewildered if the protestor is invisible to others. Yes, the invisible man in Ralph Ellison's novel entitled the same depicts the protest of an unnamed warrior whose physique was invisible to others as he was a representative of black Afro American. There are many things like his ethnicity or underground life as a reason behind his physical invisibility. Here I examine the reasons behind the invisibility of Elisions antihero and the circumstances that lead him to continue his protest even after falling in to the manhole. This paper is an attempt to study socio cultural background of Ralph Ellison novel Invisible Manand the reason behind the antiheroic nature and invisibility of it's hero.

An anti-hero is a protagonist in a story who deliberately or naturally discards conventional ideal heroic qualities. Anti-heroes may do right thing accidently or consciously but is always not for right reason, often acting primarily out of interest or in a way that delay conventional ethical codes. The protagonist of this type may drifts through his life and is marked by ennui, angst, and alienation.in Ralph Ellison's Invisible Man, this roll is perfectly done by an unnamed narrator whose physique is invisible to others. That mean, the unwillingness of others to see this individual as a person. Here the narrator is invisible because people seein him only what they want to see, not what really he is. Although in the beginning of his life he didn't understand the stereotypes of blackness in his identity, there were some crucial experiences in his life that taught him the lesson of existence. Gradually a natural urge of protest aroused in his mind, but its shape was unnatural and unconventional.

At various points in the novel, the narrator has no name. He is given a piece of paper by individual or group .This piece of paper name him unconventionally. This piece

of paper makes him sure that he has some role among others, as a student, a patient and as a member of brotherhood. Throughout of these parts of his life, he was metaphorically revolutionary. But none of these status gave him a particular relational identity or self. Although, the outside organization didn't give any formal identity of a real protestor, he himself accepts it from underground, after falling in to the man hole. On other words, his escape from each phases of life by discarding a whole series of selflessness suggests, a search for selfhood or ethnicity of a black Afro-Americans.

In an etymological level, invisible man is a novel of race in America, about the way in which black people suffer from the prejudice of white people and the cruelty of black people who want to please white people. As a personal protest against this social injustice within people, the unnamed narrator at first tried to deny his blackness after taking part of the white. But eventually he plunged in to a dark hole from where he continued his protest. He described the current battle that he is waging against istheMonopolated Light & Power Company. He stole electricity from the company to light his room in underground, which he had lined with1,369 bulb. The company knew that someone was stealing the electricity from them, but unaware of the culprit's identity or location. As a representative of twentieth century afro American, he was thrown as a shuttle cock from one place to another. In the opening of the story he was a graduate of a high school from southern part of town. The speech delivered by him from school (the one and only visible tool of his protest that skillfully managed by the white) was ironical in the sense of moral advancement of a black American. While he was delivering the speech, often quoted a large section of Booker T Washington's Atlanta Exposition Address, but the white men laughed at and ignored its meaning. In every turning point of his life, the narrator could feel an internal urge or a moral ambiguity arouse in the form of instruction from his grandfather as a collective voice of an experienced ancestor. He advised his descendant to maintain two identities: one on the outside they should embody the stereotypical good slaves, behaving in accordance with master's words and wish; on inside, however they should retain their bitterness and resentment against this imposed false identity. By following this model, the grandfather's descendant can refuse internally to accept a second class status, protecting their own self-respect and avoiding betrayal of themselves or each other.

Although Dr Bledsoe, the president at narrator's college is a representative of narrators species, both of them are having a different self or identity. Here both the narrator and Bledsoe were using a mask to cover their real identity. Bledsoe used the mask not only to be the part of white establishment but also as a weapon against members of his own race. At the same time as a he believed his grandfather's advice, the narrator used his mask as a form of self-defense or as a resistant racist white power. To remain in power, Bledsoe must prevent the narrator from lifting his maskand exposing his real identity. By shipping the narrator off to New York, he preserves his cover. Though Bledsoe has no

intention in helping the narrator, he continued as a trustee of Bledsoe, illustrating that, he has still not fully learned to look beneath the surface.

As a strategic essentialist, the narrator took the side of revolution from Liberty Paint Plant also. The experiences he felt from there was an extended metaphor for racial inequality in America. The narrator's experiences from there give Ellison the chance to debunk a social and historical myth prevalent since before civil war- that of north as a land of freedom for black Americans. He encounters that the frustrating truth that, coming to north hasn't offered him any freedom to define his own identity. The union members brand him a fink or informant and vote to investigate him without allowing him to defend himself and Brockway brands him 'traitor' and forces their confrontation to violent resolution.

The narrator's experiences in the hospital mark an important transition as he felt a figurative rebirth from there. Ellison fills here an imagery equating the narrator with a new born child. He wakes with no memory, an inability to understand speech and a wholly uniformed identity. This parentless rebirth scene signals the transformation of the narrator's character as he realizes the cracks of his previous life and he become more conscious in his new life. Further he has made break with Booker T Washington's philosophy that economic opportunities lead to freedom. Tis break is evidenced by his aggression towards Dr Bledsoe whom he momentarily believed. He mocks other blacks for their careful attempts to cover up their low social standing. He believes that those who spend their meager wages on expensive clothing just to look wealthy and sophisticated are merely enslaving themselves to shallow consumerism.

After the narrator's figurative rebirth, he acceptsa kind black women named Mary as a maternal figure. She prepares him for his entry in to society and helps him to reclaim his southern heritage. Then, from the college he accepts the prescribed role of a black citizen and he chooses to behave as he wishes, seizing his freedom and celebrating his own background. He returns to the culture of his childhood which the college tried to strip from him. The members of brotherhood drive the narrator a rally, telling him to hold his speech until the crowd become frenzied. From there, he uses his speech as an extended metaphor of blindness to illustrate oppression. It is the same blindness has divided oppressed people throughout the novel. The disowned Jim Trueblood, Bledsoe's betrayal of the narrator and Brockway's betrayal of the union are due to the same reason. Atlast, he states that he become a blind leader of a blind audience.

Initially he believed that, his membership in the Brotherhood has made him a new person. Later he realizes that the nightmares from the past cannot be erased and that it will continue to haunt him. He suffers an intense internal conflict between his public and private self. Later he realizes that that the brotherhood attempts to refashion his identity that doesn't celebrate hisown individuality, rather keeps him remaining, searching to define himself against the stereotypes. Only after seeing Clifton's brutal end after expelling from

brotherhood, the narrator realized that the organization used him only as a tool for material gain. Although he begins to understand that he can do nothing against the white if he continues in brotherhood, He remains in it without knowing how to assert himself effectively. As the committee has expelled the narrator from the decision making process, he consciously chooses to act individually in regards to Clifton's funeral. During his eulogy he repeatedly utters Clifton's name, emphasizing Clifton's own individual identity, which Brotherhood attempted to strip from him. In doing so, the narrator hopes to engrave the memory of Clifton in to the mind of black community and thus impede his descent in to invisibility. At this point' the narrator finally loses the confidence that he can remain as a free individual within brotherhood. He learns his condition in brotherhoodthat is a blind obedience to its ideology as one is forcefully wears a yellow glass and perceives everything as the same

The narrator realizes that the Brotherhood is the reason behind the riot in Harlem, he becomemorerevolutionary. He become caught up in riots plan to burn down a tenement building and he runs from the burning building only to realize he has left his briefcase inside. Two police man ask to see the content of his briefcase, but he runs and falls through an open manhole. The police mock him and put the manhole cover back in place, trapping him underground. Here the e novel has come to full circle. The novel begins and ends with his underground life. The stories cyclical nature along with the narrator's claim that 'his time of liberation is over' implies that the narrator stands poised for a kind of rebirth. As the novel draws to a close, this anti heroic figure remains bewildered regarding his own identity, but determined to honor his individual complexity and his obligation to society as an individual.

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9.
Graffitti as a Canvas for Popular Culture and Modern Art Forms

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Abstract

Keywords: Graffiti, Self expression, Art form, Lifestyles, Popular Culture, Vandalism

Modern art is a complex and a competitive area. Graffiti as a popular culture brings a society together by creating a sense of unity and cultural citizenship. It varies from simple written words to highly structured wall paintings. Graffiti has existed since ancient times, dating back to Ancient Egypt, Ancient Greece, and the Roman Empire. It was a popular medium of propaganda during the World War II, both from the Nazis and anti-Nazi troops. Graffiti was used by the political activists to make statements, and street gangs to mark their territory and power. Even in India, Historic forms of Graffiti have helped in understanding the lifestyles and languages of past cultures. In modern times, Graffiti as a representation of popular culture in India is evolving by expressing social, political, modernistic messages with an artistic touch. This paper focuses on Graffiti's origin and development, and how it is viewed as a positive form of self expression, and also as a controversial art form of vandalism.

Graffiti as a communicative art form which has an extensive and bright history and it's still going strong. The beginning of graffiti can be traced back to the Roman and Italian empires, as early as 100 B.C. The etymological meaning for the word graffiti is derived from the Italian word "graffito", which means to write or draw on a public surface. The Graffiti artists are fanatical, skillful, and socially conscious people. Their style is called modus-operendi which is in contrast to the conventional art form, and the message they deliver with their art is more political and ideological in nature. Cavemen drew line figures on cave walls, and there were Artists who deciphered and drew inscriptions on rock surfaces in the basalt desert of southern Syria, and northern Saudi Arabia during the first century BC. The walls of the ancient Rome or Pompeii also have inscriptions and figure drawings. The word graffiti evolved in the late twentieth-century in referring to graphics that were put up in public places and on public property. It was created to develop

a reaction, to express a belief, to mark an area, and even to convey a romantic interest. Modern graffiti initially developed in Philadelphia, and grew as an art form in New York, Los Angeles in 1960s. The term 'graffiti' was initially used by *The New York Times* and the novelist Norman Mailer. Graffiti art on public places and properties defined not only the city, but also the landscape and vibe of its streets. The art also covered subway cars, subway stations, calling itself as "street art." Graffiti began with people writing their names or 'tags' on buildings all over the city, and in the mid seventies the trains that made trips in and around the cities were fully covered in spray paintings known as 'masterpieces'. In the early days, the 'taggers' of graffiti were people from the street gangs in the cities. Their sole aim was to mark their territory and show their superiority, they usually worked in groups called 'crews' to carve an identity for themselves. The ancient Romans engraved Graffiti on walls and monuments, which can be also be traced in various pyramids and temples of ancient Egypt. Graffiti as an art form in the conventional world has various connotations than it carries in today's society. Ancient Graffiti portrayed messages of love, and simple words of thought compared to today's popular messages of social and political ideas. The volcanic eruption of Vesuvius in Pompeii has traces of graffiti which includes Latin curses, magic spells, and famous literary quotes, throwing light into ancient Roman street life. The historic forms of Graffiti have also helped in understanding the lifestyles and languages of past cultures. Errors in spelling and grammar provide details about the literacy level in Roman times, and the works of graffiti provides information on the pronunciation of ancient spoken Latin. It was not only the Greeks and Romans who are attributed to the development of graffiti, the Mayan site of Tikal in Guatemala, the Viking graffiti in Rome, the gladiatorial academy by the gladiator CeladusCrescens, and the brothel at CIL VII, 12, 18–20 contains more than 120 pieces of graffiti some of which were the work of the prostitutes and their clients, also contains ancient examples of graffiti. Graffiti, known as Tacherons, were often found on Romanesque Scandinavian church walls. Renaissance artists like Michelangelo, Filipino Lippi painted their names to commence the grotesque style of decoration. Lord Byron is also believed to have carved his name into a column on Temple of Poseidon. On the other hand, Indian street art underwent a great change post-independence. During the Pre-independence period, street art generally had illustrations of deities in various forms and figures and other religious and collective symbols that were admired at that time. These were not considered as acts of vandalism during that period. But this gradually changed when the independence struggle and street art focused more on revolt and hostility towards the British. Street art in India contains various kinds of art work on diverse mediums like temples, behind trucks and rickshaws. In rural areas, artists were taught the art by their parents who thereby evolved the hereditary profession of art and painting. There are many examples of street art in India like the famous 'Wall Project' of central Mumbai in 2009 which is five kilometer in length, and the wall was decorated by the street artists with their own colorful illustrations

and subjective viewpoints of varied topics of common interest. In Chennai, paintings of political figures still take over the streets. Delhi also has welcomed the graffiti movement through a music band that promotes dubstep in India. In ancient India, large numbers of ShankaLipi inscriptions in the Bhimbetka rock walls reflect their clan's message to the public by representing the visuals as an alternative of verbal communication. One of the largest prehistoric rock painting found in Porivaraipotrays Human figures on the Karshapanas or punch-marked coins that were used as money in India which had scenes of dancing postures. The Gandhara culture in India was important for curves and tagging which has its attributes linked to the art form of graffiti. Ajanta paintings are popularly known for examples of Murals as in Graffiti art. The usage of empty spaces like caves and mountain sides also relates to the similarity with the Wall art of Graffiti. Rabindranath Tagore and his doodles also have a close resemblance with the Graffiti art. M F Hussain, who used scripts in his paintings, can be quoted to pave the way for development of present day Graffiti writings. However, in modern times mainly, spray paint and marker pens have become the most commonly-used Graffiti materials. Darryl McCray otherwise known as **Cornbread** is recognized in being **the first graffiti writer** to have tagged his name all over North Philadelphia. It is said that he ignited the method of graffiti writing because of a girl he had a crush on, which led to him writing *'Cornbread Loves Cynthia'* all over, and later continuing with his own tag. A famous modern day graffiti artist is Banksy a mystifying British artist from Bristol with politically rebellious art works ranging from sketches of a monkey carrying weapons of mass destruction, and a queen's security urinating in a corner. His theme of making art for free provides the audience with a sense of personalized understanding after seeing his works in a public place. He positively differentiates between the concept of street art and the commercial art world. During t**he 1980's** graffiti and street art became linked with the rising **hip-hopculture** that paved to the spread of graffiti culture worldwide. The 1980's had well-known films released about the graffiti and hip-hop culture like the documentary Style Wars (1983). This took graffiti to Europe as a part of the *New York City Rap Tour.* The 1980's also had an inclination towards abstract graffiti & urban artworks. While hip-hop was strongly linked with graffiti culture, punk culture also helped in spreading messages on the idea of graffiti simultaneously. UK anarcho-punk band often had stencil-like images of their album releases and set up a graffiti **patterned campaign** on **the LondonUnderground system** in the late 1970's and early 1980's dealing with various themes such as anti-war, feminism and anti-consumerist messages for the public. **Amsterdam** is more importantly remarked to see graffiti become a vital part of the punk culture by producing a magazine called *Gallery Anus* to document the graffiti work. The decline of the USSR in the early 90's saw many Eastern European countries welcoming graffiti. The Growth of the internet helped to share graffiti images and create awareness about the movement internationally. It was in the 1990's that street artists like Sheppard Fairey and Banksy made their remarkable entry

into the creative culture of graffiti. Edward Seymour's aerosol spray paint totally altered the nature of urban landscape artwork by making it more appealing and colorful. The most common kind of Graffiti is political Graffiti which contains expressive forms of message delivered through posters, mural painting, pamphlet production, and political art exhibitions. This type of graffiti contains the work of unrecognized political groups, student movements, and discontented individuals reaction towards the improper functioning of the society and the government. It might also occur from unexpected emergency situations such as riots and party political affairs. A second type of Graffiti, 'Gang Graffiti' is highly prevalent among the gangs that are active in urban areas. This Graffiti consist of cryptic codes and initials that are styled with specialized calligraphies to indicate group membership and to mark boundaries which are both protective and ideological. A third variety of Graffiti is called 'hip-hop' or 'New York style' Graffiti that originated in New York during the 1970's. The growing hip hop culture welcomed Graffiti along with breakdancing and rap. With the aid of the internet it rapidly gained writers all across the country and even other countries around the world .This type of Graffiti owes much of its beginnings to the hip hop culture. At present experts agree that 90-95% of Graffiti are in this genre. Walls, billboards, train carriages, are used as canvases to produce graffiti. Art can be defined as the expression of a creative skill rendered with imagination such as painting. Graffiti likewise, is a way for the artists to express themselves. But not everyone in the society accepts graffiti as a possible form of art and they rather consider it as vandalism. Graffiti and street art are considered as rebellious and illegal, but public art is commissioned by the cities and is considered culturally enriching and acceptable by the society. Not to forget the fact that they are both made in the streets and they are both portrayed on the wall, but society condemns graffiti as illegal and being against the law and order of the government. Public's attitude towards graffiti is totally different, they condemn the use of tags (writing of his or her personalized signature) but they accept murals (artwork painted or applied directly on a wall or other permanent surface). People are unaware that they are related to each other and there are no murals without the tagging process. The public also have a pre-conceived notion that all graffiti's are related to gangs and violence. And graffiti is seen on the buildings and walls that remain abandoned it is not seen on well built communities. But places like Warsaw in Poland, Zurich in Switzerland graffiti not considered just legal but highly encouraged with prior permission. But any type of graffiti created without permission is illegal. Urban art is used in metros like Mumbai and Delhi in India as cheap form of advertisement. Spray painted graffiti of words 'Bean Bag, Call now', is seen on every pillar and walls. This event has won much appreciation for the advertisers for their low cost campaigns but has also received criticism for their immature conduct towards the city. For decades, urban art was considered a nuisance not only in India but worldwide. It was around the mid 1990s that got the governments and public authorities of the world accepted the urban art as a valid form of art that had its **development**

in the 1970s. Graffiti can be viewed as an act as vandalism and violence for a certain set of people, and simultaneously there are people who accept and welcome graffiti as an art form of self expression, who have the creative eye to find a message in the same.

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10.

Psychology behind the Grotesquerie Short Stories

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Abstract

The paper focuses on the topic "Grotsquerie" .Short stories of Ambrose Bierce "Moxon's Master" and "The damned thing" is the subjects of my paper. The psychological aspects that are associated in arousing horror in the minds of the readers are considered here. Both the stories contain the horrific elements of death, something unusual which creates interest in the minds of the readers. Grotesquerie is a new genre which emerged in literature during the early 20th century. Since then it has captured the attention of a lot of readers especially the children. It is not merely a medium of entertainment but also opened up a world for curious minds to think beyond what existed already. ***There are life lessons to be learned from the short stories which makes the minds of young readers more mature towards understanding various reasons behind a particular incident. It creates a broader knowledge of literature and its history through the various timelines given. It gets children interested and exhilarated about reading as it has become their favourite genre by this time. Reading these kinds of stories is reassuring for the adults who have faced a lot of miseries in life. By seeing these mysterious elements that are portrayed in the story they are able to battle with their inner demons and are able to lead a peaceful life.***

Key Words*: Grotesquerie, psychological aspects*

Introduction

Grotesquerie developed in the early twentieth century. It is a blend of both science fiction and horror. The authors such as Ambrose Bierce ,Lee Brown Coye, Margaret St. Clair, Seabury Quinn, Mary Elizabeth Counselmanetc are some of the pioneers of this literary form. Grotesquerie stories have a unique capacity to arouse the minds of readers to think beyond what exists, which is enjoyed by a large number of audience these days. It makes the children crave for more exciting things like the appearance of a ghostly figure while the adults just read it to experience the thrill of it. It deals with a lot of psychological aspects of human minds. It is in one way creating a lot of chaos and confusion while at the same time it is reassuring people that it is bigger than their real life problems. This way it acts as a safety net to pull a person from their depression problems.

Analysis

Ambrose Bierce was one of the earliest writer's of this literary form. He has written collections of grotesquerie short stories. He is usually compared to Edgar Allan Poe due to his talent in creating elements of death, mystery, peculiar situations. Moxon 's Master is a short story which talks about the life of a scientist who developed a robot for playing chess. It has a weird appearance and is very troublesome in nature. Moxon suffers from insomnia due to the workaholic pressure he applies to his body. Bierce has tried to give the readers a lesson not to get obsessed by anything. It deals with Moxon 's obsession that landed him into trouble which ultimately leads to his early demise. Here Bierce has conveyed an idea which was never thought by the people of that period. Once technology is given more power, it starts acting like your master. Presently a lot of inventions are taking place daily and it's helping us a lot. There will be a future where we will be dependent on technology that there will come a time when it will start controlling us. He is in one way warning us of the future that would turn out to be like the case of Moxon who becomes the servant of the chess robot towards the end. Robotic sciences are developing and are a great boon for our future generations as it will make everything simpler. At the same time it paves way for a lot of threats also. It is an eye opener for the young generation to use the developing technologies in a safer way by not risking their lives.

The damned thing is a short story which opens up with the death of the protagonist, Hugh Morgan, which in itself creates an eerie feeling. Here the coroner and the judges have gathered to question the only witness William Harker, who was present during Morgan's death. Harker is a journalist who had gone to Morgan's house to have an interview with his after which both of them venture into the woods near his home. A strange thing occurs which is obscure and it is indescribable by Harker. Morgan is attacked by a creature which is invisible to the human eye. It attacks Morgan who he tries to shoot it and it finally results in his own death. Morgan lives a life of solitude in the woods. He discovered the existence of something which is not visible to human eye and records information about it in his diary. As Morgan unveils the puzzle behind it, he loses his life in the process. Here the ending is very abrupt and there is no proper conclusion behind the death due to a mysterious thing .

Psychologist Glenn D. Walters , had identified three primary factors attributing to the attraction of horror entertainment. Tension is a factor which is created by including elements of mystery, suspense, gore, terror and shock. Another factor is the universal relevance, which involves fear of things like death and the unknown or cultural relevance of social issue. The readers should feel hatred or concern for the protagonist as per Walter's theory. The final aspect is unrealism. Those movies or shows which offer realistic features like proper camera angles, soundtracks and humour are like by the viewers.

As per Firdaus Dhabhar, a professor of psychiatry and behavioural sciences at the University of Miami's Miller School of Medicine, he says that long term stress leads to

depression and horror elements helps to reduce this problem. Grotesque elements helps a person shed a large amount of calorie. After viewing Jack Nicholson's movie 'The Shinning', a person who watched it jumped and shrieked and finally by the end of it lost 184 calories. As per American Council on Exercise's physical activity caloriecounter, it takes 40 minutes for an adult to lose 140 calories. So reading a grotesquerie book can easily help a person lose enough weight without much pain. As per the sociologist and fear researcher and author of *Scream: Chilling Adventures in the Science of Fear*, Margee Kerr watching a horror movie is a very good thing. According to her after having a horrific experience people tend to become less stressed and worried. It is due to the large number of neurotransmitters and other hormones released during it. After completing the task of watching a horror movie a person feels very much motivated as he assumes a kind of achievement by the end of it.

The elements used in both these works are very much unusual to the normal readers. It creates a lot of newer things to look out for. It makes the reader be part of the bizarre nature of the stories. It motivates the readers to think beyond the normal things. It helps a lot as it makes the young readers improve their creative thinking. Their minds become more alert to tackle real life problems in a proper way. Children read stories that are grotesquiere in nature to experience the unknown that they cannot experience in real life. An adult can overcome their life problems by reading about the characters part of a grotesquerie work. It has become very popular that it is enjoyed by all age groups of people worldwide.

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11.

Technology Poems and Poems in the Age of Technology

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Abstract

The definition of poetry is innumerable and every single one of them vouches that poetry is an expression of finer emotions, sublime thoughts, highest intellect and creativity capable by man. Technology on the other hand is everything that is not human. So 'technology poem' is an oxymoron. Nevertheless, in the present milieu technology poems are making inroads into literature. What is technology poem? Broadly, any poem that has technology as the theme qualifies to be categorized under this label. But, the tone of these poems differs, as with any other theme. These tones range from resentment to acceptance; from indifference to jubilation; or from a longing for a time before the permeation of technology to active promotion of technology. The present paper titled 'Technology Poems and Poems in the Age of Technology' is an attempt to read technology poems using the tenets of futurism and dromology. It also envisions to understand some of the features and characteristics of technology poems and how it affects the poetic sensibility of the younger generation.

The definition of poetry is innumerable and every single one of these definitions vouches that poetry is an expression of finer emotions, sublime thoughts, highest intellect and creativity of man. Technology on the other hand is everything that is not human. So the term 'technology poem' is an oxymoron. Nevertheless, in the present milieu technology poems are making inroads into literature. What is a 'technology poem'? Broadly, any poem that has technology as the theme qualifies to be categorized under this label. But, the tone of these poems differs, as with any other theme and these range from resentment to acceptance; from indifference to jubilation; or from a longing for a time before the permeation of technology to active promotion of technology.

> But there's no doubt about it….,
>
> We're stuck with the gift and the curse of technology….,
>
> It's a sick situation…., both a jinx and an inspiration…., (Martin 3-5))

The present paper titled 'Technology Poems and Poems in the Age of Technology' is an attempt to read technology poems using the tenets of futurism and dromology. It also envisions to understand some of the features and characteristics of technology poems and how it affects the poetic sensibility of the younger generation.

Man's fascination with technology is nothing new. From the invention of the very first wheel till now, man has been relentlessly trying to harness the elements around him in his quest to do things faster. What made 20th century different from other eras was the unprecedented upsurge in technological inventions. Large scale manufacturing of consumer products with the help of assembly line production and easy accessibility to automobiles, telecommunications, cinema, etc affected the sensibilities of the generation. Of course, other factors like the world wars, decolonization, growth of nationalism, space explorations, mass communication, Darwin, Marx, Freud etc also contributed. By and large the literature of 20th century can be divided into modernist and postmodernist literature.

People were largely skeptical of industrialization and mechanization. But in their midst came a handful of young people who promulgated technology. They detached themselves from everything that reminded them of their past and tradition. For them, technology was the solution to the problems posed by life and society. They were the futurist. They worshipped the 'terrible beauty' of steel, smoke, chimney, metal and cityscape instead of lakes, mountains, and landscape. The result was a large collection of technology poems. But this was not the first time poems were written favouring technology. Many were written in the wake of thelaying of the transatlantic telegraph cables between North America and Europe in 1850s and 1860s. 'The Atlantic Cable' by John Rollin Ridge, 'The Electric Telegraph' by an anonymous writer, 'How Cyrus Laid the Cable' by John Godfrey Saxe, 'The Atlantic Cable' by John Greenleaf Whittier etc are some of the examples. All these poems disseminated the fire and enthusiasm for technology. Technology for them was a power that would ultimately liberate them from theconstraints of space and time. "Let all mankind rejoice! for time nor space/ Shall check the progress of the human race!" (Ridge, 3-4). They carried in them jubilation and a promise for a better tomorrow brought about by technology.

Futurism was a sub category of modernism.Like many other modernist off shoots, futurism began in painting. It was later appropriated into literature with the publication of the *Manifesto of Futurism* by Filippo Tommaso Marinetti in 1909. The point where futurism deviates from its other modernistic counterparts like cubism, Dadaism, surrealism etc is in its celebration of speed, technology, youth, power, aggression and mechanization.

> We will sing of great crowds excited by work, by pleasure, and by riot; we will sing of the multicolored, polyphonic tides of revolution in the modern

capitals; we will sing of the vibrant nightly fervor of arsenals and shipyards blazing with violent electric moons; greedy railway stations that devour smoke-plumed serpents; factories hung on clouds by the crooked lines of their smoke; bridges that stride the rivers like giant gymnasts, flashing in the sun with a glitter of knives; adventurous steamers that sniff the horizon; deep-chested locomotives whose wheels paw the tracks like the hooves of enormous steel horses bridled by tubing; and the sleek flight of planes whose propellers chatter in the wind like banners and seem to cheer like an enthusiastic crowd. (Marinetti 4)

And sang they indeed of factory smoke and bridges and racing cars!

> Vehement god of a race of steel,
> space-intoxicated Automobile,
> stamping with anguish, champing at the bit!
> O formidable Japanese monster with eyes like a forge,
> fed on fire and mineral oils,
> hungry for horizons and sidereal spoils,
> I unleash your heart of diabolic puff-puffs,
> and your giant pneumatics, for the dance
> that you lead on the white roads of the world. (Marinetti 1-9)

Marinetti's band included Paolo Buzzi, CorradoGovani, Vittorio Osvaldo Tommasini (Farfa) etc and they focused primarily on seven aspects: intuition, analogy, irony, abolition of syntax, metrical reform, onomatopoeia, and essential/synthetic lyricism.

In the second half of the 20th century technology poems were written with a strain of sarcasm. By this time, after two world wars, people had started paying the price of rapid mechanization, industrialization and environmental exploitation. As a result larger numbers of technology poems were written *against* technology. They lamented the loss of 'warmer feelings and connections between humans and between humans and nature. They blamed technology for isolating man from elements and shrinking into oneself.

> We're a slave to technology, it's taken over our lives
> Without this evil monster, it's impossible to survive
> Yesterday's ways
> Don't apply today
> Long for those times, much easier to survive (Ellison 1-5)

A recurrent theme in technology poems of this period is dejection of all things technological and a yearning for a 'pristine time' before the technological leaps of the cyber age. But what is conveniently forgotten here is 'a time before technology' is a myth. The primary force that shapes civilizations and economy is technology and speed.

The concepts of speed and technology have been extensively discussed by the postmodern, or rather the hypermodern theorist and urbanist, Paul Virilio. His concept of speed is a radical one. He considers speed as "the engine of destruction".   To Virilio, speed, not class or economy, is the fundamental force that moulds civilization. The term he uses to denote 'the logic or science of speed' is *dromology,* which is explained in his seminal work *Speed and Politics,* published in 1977. He says, the speed with which something happens is more significant than the event itself. The speed of occurrence of something changes the essential nature of the thing. Very often, faster things dominate and negate slower things. This obsession for speed and technology has left mankind in utter chaos as each technological invention contains in itself potential for accidents:

> When you invent the ship, you also invent the shipwreck; when you invent the plane you also invent the plane crash; and when you invent electricity, you invent electrocution... Every technology carries its own negativity, which is invented at the same time as technical progress. (Virilio, 89)

So it comes as no surprise that, poems in this age of technology talks predominantly about the sedentary life of humans imposed by gadgets. Predictably most of these poems appear online, on blogs, on social media, on whatsappsetc as e-texts.

> I wake up each morning,
> when my android makes noise.
> Technically speaking,
> he's just one of my toys.
> Call me lazy,
> but I try to save time.
> Microwaving my breakfast,
> is not a real crime.
> Before I dance,
> with my electric toothbrush.
> Straight for the inbox,
> I dive in a rush.
> With the click of a mouse,
> I outsource my work.
> Through Amazon reviews,
> I search for my perk.
> I won't wait for weeks,
> demand it today.
> Another PS3 game,
> I can't wait to play.

I attempt to snap out,
from my wired realm.
It seems like technology,
is right at the helm.
I drive half a block,
to the grocery store.
Technology is friendly,
and opens the door.
I finally use
my dry mouth to speak.
I'm definitely rusty,
and sound like a freak.
Why can't they get a robot,
to slice the meat.
My disappointment,
I eagerly tweet.
At the checkout,
I have a clear choice.
Use a human
or a machine with a voice.
I return to my office,
my game has arrived.
My ancestors were truly,
technology deprived.   (Martin)

Today, hundred years after futurism, a hundred years after the celebration of technology through poems we have made a u-turn and are trying to use poetry as a vehicle to express the monstrosity of technology. But unfortunately the more we try to break free from its shackles the more we are engulfed by it. We have reached an extremely disturbing position where human life itself is structured by technology. Franco Berardi in his 2009 essay, 'Futurism and the Reversal of the Future' writes, "Futurism exalted the machine as an external object that was visible in the city landscape, but now the machine is inside us . . . Digital and bio-technologies have turned the external machine of iron and steel into the internalised and recombining machine of the bio-info era". In a time when the use of machines and gadget are normalized, when the boundary between man and machine is blurring; when we have let the doors open for a posthuman era; the only solace and the redeeming factor is the resistance offered by these technological poems.

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People First? Man, Machine and Milieu

12.

A Study on Effects of War on Children in Refugee Camp and Concentration Camp Based on Night and They Poured Fire on Us from the Sky

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Abstract

This study examines the universal effects of war on children in two separate geographical area- Sudan and Hungary, from the perspectives of life before war, experiences of expulsion, experiences of Refugee and Concentration camps, and mental state of the children based on two autobiographies- Night by Elie Wiesel and They Poured Fire on Us from the SkybyAlpheonsion Deng, Benson Deng, and Benjamin Ajak.

"We need to decide that we will not go to war, whatever reason is conjured up by the politicians or the media, because war in our time is always indiscriminate, a war against innocents, a war against children."

Howard Zinn (American Historian, author, and political activist)

War is a terrific word. It has been hanging over the world like an intense fear. The methods and the motives behind the war has changed with the passage of time. But high levels of violence, brutal homicide, mass destruction of societies, increased morbidity and mortality effect the people regardless of their age, gender and social status. Being orphan and displaced, living in a shattered society have been altering the mind set of every human being. But war, the destroyer brings out deliberate damages to the vulnerable member of the society: children. When war breaks out it will scar the innocent smile, dreams and the future of next generation of a society forever. Children are often victims of the death and destruction wrought by adults. These helpless, wounded childhoods reflect all the results of ill centered ideas of wars.

Several academic studies which are conducted on the discipline of war and its impact on children says that "Children have been murdered, raped, maimed, starved, exposed to brutality and subject to lack of control and chaos (Machel, 2001). In the past ten years, approximately two million have been killed in war zones, and six million injured or permanently disabled. Between 80 and 90% of those who die or are injured in conflicts are civilians -mostly children and their mothers. Of war- exposed survivors, 1 million children have been orphaned and 20 million displaced to refugee or internally displaced person's camps (Bellamy, 2002). Some contemporary ethnic struggles have employed techniques of ethnic cleansing and genocide specifically targeted towards children (UNICEF, 1996).

Many Blood shedding conflicts between societies, states, countries, nations and its impact on children have become central theme for many literary works. Kite Runner by Khaled Hossieni, I am Malala by Malala Yousafzai, Diary of Ann Frank are some of the notable works. The consequences of wars are visible in the daily life of the land which have been hit the fits of turmoil. Grief stricken people, frightened children, insecure women life, somber days, sounds of bomb blast, gun shots and mines designed the inner discourses of all these texts. Films and art works have been created on this topic. Mark Herman's The Boy in the Striped Pajamas, Diamonds of the Night by Jan Nemec, Steven Speilberg's Empire of the Sun are some of the powerful dramatization of the experiences of children during wartime.

They Poured Fire on Us from the Sky, an autobiography of three lost boys, Alpheonsion Deng, Benson Deng, and Benjamin Ajak is a clear picture of Sudanese civil war. The autobiography fetches lights to the shocking events of Sundanese war. The northern elite leaders of the newly independent Sudan vigorously pursued the process of Arabization and Islamization of southern Sudan with little or no regard to the interests of the non-Arab and non-Islamic peoples of the region. The central government, especially during the Abboud military regime, adopted and put in practice policies that undermined the identity, cultures, and customs of the South (GirmaKebbede, p4). As a result of civil war, the Sudanese refugee youth popularly known as the "Lost Boys" were separated from their families during childhood and fled to refugee camps in neighboring countries. They experienced a series of horrific life events (e.g., war, separation from their families, the death of friends, treks across deserts with insufficient food and water) and chronic adversity (e.g., fear of violence in the refugee camps, insufficient food rations, schools with very limited resources) without the support of their biological parents. For humanitarian reasons, the U.S. government agreed to resettle refugee youth whose parents were deceased or untraceable; eventually some 3,500 were resettled in the United States (Corbett, 2001).

The same horrific reflections of wars can be seen in different parts of the world. The situation is not different in the genocide during World War II in which Nazi Germany murdered six million European Jews. *Night*, an autobiography of French Nobel prize winner Elie Wiesel describes his childhood experiences of concentration camps in Hungary. The autobiography unfolds the brutal tortures he has faced as a child and the loss of his

parents and siblings. "The Nazis who came to power in Germany in January 1933, believed that Germans were "racially superior" and that the Jews, deemed "inferior" were an alien threat to the so- called German racial community." (United States Holocaust Memorial Museum, 2007). Jewish prisoners were treated like cattle; packed tightly into cattle trucks and locked inside for days as the trains travelled to camps across Europe. They were forced to work hard in severe conditions and unhealthy prisoners were made to ashes by using chimneys.

Both texts convey the terrific experiences of children from the first-hand narration. Autobiographies are important in the discussion of war effects, 1960s onwards, writers, artists and directors who were children themselves at the time of wars started to tell their stories. This study examines the universal effects of war on children in two separate geographical area- Sudan and Hungary, from the perspectives of life before war, experiences of expulsion, experiences of Refugee and Concentration camps, and mental state of the children based on two autobiographies- Night by Elie Wiesel and They Poured Fire on Us from the Sky by Alpheonsion Deng, Benson Deng, and Benjamin Ajak. The study intends to find how war effects the whole people of that era regardless of their geographical area and gender, and how children become the main victims of war. And the study aims to prove experiences of the wars happened in different places affect children similarly, based on the analysis of Night and They Poured Fire on Us from the Sky.

Elie Wiesel was born in Sighet, Romania, on September 30, 1928. He was the third of four children and the only son of Shlomo and Sarah Wiesel. Wiesel was encouraged by his father to learn modern Hebrew literature, and his mother encouraged him to study the sacred Jewish texts. His father instilled in him the ability to reason and from his mother, he learned faith. When he was fifteen, Wiesel and his family were taken to the concentration camps (harsh political prisons) at Birkenau and Auschwitz, Poland, where he remained until January 1945 when, along with thousands of other Jewish prisoners, he was moved to Buchenwald in a forced death march. Buchenwald was freed on April 11, 1945, by the U.S. Army, but neither Wiesel's parents nor his younger sister survived. His two remaining sisters survived, and they were reunited after the war ended in 1945 (Encyclopedia of World Biographies).

After the occupation of Germans in their land, new rules came to exist such as "no longer allowed to go into restaurants or cafés, to travel on the railway, to attend the synagogue, to go out into the street after 6'o clock, every Jews must wear yellow star, a Jew no longer had the right to keep in his house gold, jewels, or any object of value. Everything had to be handed over to the authorities" (31). The deportation began and along with that their sufferings too. They were threatened, frightened by losing their loved ones, thirsty and hungry. Sometimes Wiesel had to steal the food for him and his father. Many of the children from the camp have been tortured brutally.

Alephonsion and Benson Deng and their cousin Benjamin Ajak left the Sudan in 1987 and were relocated in 2001 from the Kakuma refugee camp in Kenya to the United States as part of an international refugee relief program. Today, Alephonsian Deng attends

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San Diego City College and works in the Medical Records Department at Kaiser Permanente Hospital. He has spoken to many schools, universities, clubs and organizations about his extraordinary story in Africa and adapting to his life here in America. Benson Deng runs the computer and digital photography system at Waste Management in El Cajon, CA. Benjamin Ajak resides in San Diego and speaks full time to organizations and schools, sharing his amazing life and insights into surviving as a child of war and a newcomer to the U.S. Judy Bernstein is a mother, writer, Student Advisor for the Community Economic Development Department at San Diego State University, volunteer mentor and Chair of the Advisory Committee of the San Diego International Rescue Committee and co-founder of the IRC Lost Boys Education Fund. She speaks with her co-authors to community groups, temples, churches, and schools (little brown book group).

They Poured Fire on Us from the Sky is the three boys' account of that unimaginable journey. With the candor and the purity of their child's-eye-vision, Alephonsian, Benjamin, and Benson recall by turns: how they endured the hunger and strength-sapping illnesses-dysentery, malaria, and yellow fever; how they dodged the life-threatening predators-lions, snakes, crocodiles and soldiers alike-that dogged their footsteps; and how they grappled with a war that threatened continually to overwhelm them. Their story is a lyrical, captivating, timeless portrait of a childhood hurled into wartime and how they had the good fortune and belief in themselves to survive (Public Affairs)

War always tear the pages of happy and peace in the depth of hearts. It's very easy to disturb the rhythm of life but not at all easy to fix it as it was. The two texts, *Night* by Elie Wiesel and *They Poured Fire on Us from the Sky* portrait terrible truth of effects of war on children. Direct exposure to violence redesign and shape their mind and thoughts in future.

Wiesel and the brothers of both texts were less than 15 years old and they looked forward with great aspiration and hope. The three brothers' life were going on in a peaceful Dinka land, only being concerned in the number of cattle and the different games to play at the evening time. Elie Wiesel's life was also not quite different from the African boys. He was simply focusing on the childly matters and his passion to study their spiritual text and its truthfulness. Life was so calm and vigorous for them.

But the war wounded their innocent mind, thoughts, dream, relationships and the tender body as well. Wiesel couldn't help to suffer physical tortures and even had to face the reality that his father was burned alive in the furnace. For Lost boys losing their parents was inevitable. Death, Blood, nonhealing wounds, lust, physical hard works, hunger, thirst and etc. are not supposed to be the matters of children but war brings all these uncertainties into their blooming life. From the Auschwitz concentration camp Wiesel had to witness the horrifying rape scene of a girl from the camp. There is clear evidence in the autobiography to show that he has haunted by that incident throughout his life, at least in the concentration camp days. Face of the frightened girl reminded his mother and sisters. The lost boys also narrate the stories of sexual assault and lust. People among the refugees take the advantage of children to fulfill their instincts. Regardless of gender they have

been tortured by the adults and sometimes even children imitated adults and made fun of girls among them. Benson tells an event that how he was misled by his friends to lift a girl's skirt and show her buttocks to others.

Terror is another thing which have shattered the child in the children of wartime. In Night Wiesel writes, "Near the kitchen of concentration camp, two cauldrons of steaming hot soup, with no one guarding them! Hundreds of eyes looked at them, sparking with desire. But who would dare? Terror was stronger than hunger." (91) Taking alive people into the furnace, hanging prisoners in public for silly reasons lead the people to taste the soup the corpses. Lost boys were also in the terror of death and attack. In each step when they walked through the desert they were haunted by the clutch of death. The boys explain a scene which is very similar to the photograph of Kevin Carter named "Starving Child and Vulture", a child who seems like a skeleton, toddles on the dry land, a flock of vultures were following him and sometimes they even try to catch him. The terrifying feeling of the arrival of death make the boys sleepless.

Both writers share the idea of being insensible to the emotions because of the continues hardships they have faced. When Wiesel sees a boy with sick father, he thought "that boy had wanted to get rid of his father! He had felt that his father was growing weak, he had believed that the end was near and had sought this separation in order to get rid of the burden, to free himself from so encumbrance which could lessen his own chances of survival. Wiesel brings another picture of the frozen human mind that "when the march began through the snow at the time of shifting of the camp, the dead stayed in the yard under the snow, like faithful guards assassinated, without burial. No one had said the prayer for the dead over them. sons abandoned their father's remains without a tear." Wiesel was also not free from the numbness of mind and emotions. When his dad was so sick and couldn't work, he thought. "Don't let me find him! If only I could get rid of this dead weight, so that I could use all my strength to struggle for my own survival, and only worry about myself." This selfishness is not because their mind is like that but it is brought by the recurring experiences of pain, torture, assaults and the sight of blood and murders.

The texts manifest the moments when they lost their faith in religion and humanity. Alepho writes "I couldn't remember a single prayer to save my life" (171). Wiesel has went through several skeptical incidents like this. "I was no longer capable of lamentation. On the contrary, I felt very strong. I was the accuser, God the accused. My eyes were open and I was alone-terribly alone in a world without God and without man. Without love or mercy. I had ceased to be anything but ashes, yet I felt myself to be stronger than the almighty, to whom my life had been tied for so long" (101).

As a consequence of conflict Wiesel, lost boys and other children among their group lost their confidence, their trust in others and their trust in the future. Wiesel tells about his nights, "Night. no one prayed, so that the night would pass quickly. The stars were only sparks of the fire, which devoured us. Should the fire die out one day, there would be nothing left in the sky but dead stars, dead eyes" (44). They stole each other's food, clothing and even strength and energy to survive and stand stable. Lost boys had

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gone through several heart breaks and hopeless moment. Once Benson forced him to fall asleep even if he knows falling asleep in the midst of hot desert means death. They often become anxious, depressed and withdrawn, or rebellious and aggressive.

Protective environment is lacked in the after scene of war. Elie Wiesel and the lost boys have faced insecurities, even if growing up in a protective environment is essential for children and young people to develop to their full potential. The children were often threatened by unhealthy premises and the diseases it brought because of the packed and minimal living of people. Yellow fever, infected wounds, and other disease were a continues followers throughout in their journey. The children's' minds were extremely conscious about the death which can end everything they suffer and losing their loved ones who remain with them. The Night manifests Elie Wiesel's efforts to protect and keep his father alive and Lost boys explain their care to keep their cousins and brothers healthy and good condition for the long walk.

Malnutrition and food shortage has seen in the battle field. Wiesel remember his body as a skeleton during the concentration camp days. The lost boys never got good food or proper food like fully cooked. Most of them they had to depend on the wild underground stems which are not even known edible. Benjamin explains one incident that he got hospitalized because of eating a poisonous plant. Hunger and thirst forced them to drink and eat whatever they see in front of them. Their refugee camp only starts to eat some protein food when UN began to assist them.

Children were denied to get education and primary care which they are supposed to get. They were never taught the behavioral qualities and the moral and cultural values. If there is any parent left with their children they would be busy with surviving. During conflict, children and young people's rights are violated on a massive scale; their rights to be protected from violence, abuse and neglect, to live in dignity and be supported to develop to their full potential.

War disrupts the supply of necessities to children and their families like food, water, shelter, health services, and education. Since their parents are busy with the surviving most of them lack care, love, happiness and childhood pleasures. Lack of access to these basic needs may deprive children of their physical, social-emotional, and psychological development. In case of South Sudan, constant violent conflicts along with climate shocks greatly damaged the agriculture-based economy. As a result, more than 1.1 million children are suffering from severe food shortages. In countries across Africa and the Middle East, over 2.5 million children are suffering from severe acute malnutrition. Economic sanctions such as trade restrictions from international community and organizations may play a role in serious economic hardship and deterioration of infrastructure in armed conflict zones.

The consequences of war are visible in children's life. From these two text, we can have a common assumption that effects of war on children such as terror, insensible to the emotions, lack of confidence, protective environment, loss of trust, malnutrition are similar regardless of their geography and time. The experiences in concentration camp and refugee camp, and psychological level of children's minds are almost similar. Direct explosion of

violence like bombing, and combats children mentally became frozen and emotional to the pain and laments. The United Nations define the term "conflict-related sexual violence" as "rape, sexual slavery, forced prostitution, forced pregnancy, forced abortion, enforced sterilization, forced marriage, and any other form of sexual violence of comparable gravity perpetrated against women, men, girls or boys that is directly or indirectly linked to a conflict" (Guterres A 2017).

The two texts manifest the consequences of war on children regardless of their gender, age, and geographical area. The analysis of their experiences shows that the impact of war is similar on children even if they are from different time period and victims of different wars.

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13.

When Childhood Adventures are Only Meant for Boys in Children's Literature: Analysing Gender Construction in Mark Twain's The Adventures of Tom Sawyer

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"Everything we read constructs us, makes us who we are, by presenting our image of ourselves as girls and women, as boys and men" – M. Fox

We are what we read. Besides the enjoyment and pleasure, children grasp ideas of social construction, morality, ethics, gender, and social rules by reading a book. Hence, children's literature is a potential medium which could considerably impact the mental development and personality formation of a child. However, does the influence always turn out to be positive? Adults are adamant that everything related with children should be acquitted and harmless including children's literature. How far could these texts be free from the negative traits that a society processes like false gender constructions, manipulated gender roles, misogyny and racism? Well, it is obvious that a literary work is significantly influenced by the socio-cultural background of the author and the time and place it has been introduced to. However, children perceive a profound impression of gender and fixed gender roles from children's literature and it is going to take a part in labeling their own gender. This paper is trying to critically analyse the gender constructions in Mark Twain's "Adventures of Tom Sawyer" which is considered as one of the world's best book under the category of children's literature and the bestselling book of Twain.

The concept of gender is an important aspect of deciding one's identity worldwide. Children identify their gender at a very young age. According to Psychologist Carole Martin and Diane Ruble, "by the age of five, children develop an impressive constellation of stereotypes about gender (often amusing and incorrect) that they apply to themselves and others (Wade and Myra; Pappas). Every social institution, from home to school, is gender segregated and it directs them to be either boy or girl. They identify themselves male or female and grows into masculinity or femininity by putting these two genders as extremes and opposites while they are biologically not. Being non-binary is still hardly acceptableand coming out of the closet is still a challenge. In every aspect of life, a child is told to conform to the gender role which his biological sex refers to, penis for men and vagina for women, and they affirm a distinction is necessary and evocative. Here they receive their first pair of gender binary glasses, by which they are going to be gender policing themselves and others for the rest of their life.

Children's literature, which ranges from fiction, non-fiction, drama, and poems literally anything which intended for and read by youngsters, plays a significant role in informing children what is appropriate for each gender. From fairy tales to modern books, children's literature set standards for gender roles. They teach our children how to do girls and boys perfectly by setting various characters as role models. This discourse performs the task of molding little ones into homogenous individuals who left with no option but conform to the social norms pre-assigned by the society in the finest way of telling stories, showing images and giving ideal examples. Most of the stories still carry tons of gender stereotypes such as boys are adventurous, and girls should be pretty, doubtlessly it affects the way children perceive their gender and perform the gender. children tend to imitate or adapt the characteristics of their favorite heroes who often portraited with extreme masculinity or femininity. Hence It also shows how being less masculine and less feminine make people loser or villain. There is no wonder when a boy act too arrogant for his age and a girl possesses caregiving nature at a very young age nowadays, it is emerging from a deep-down passion to be a perfect male and female, the idea they observed from their various social resources including children's literature.

Children's literature is highly gendered. Most of them are male-dominated. Researchers say Kids' stories over the past 100 years have featured male characters in the title nearly twice as often as female characters, and male main characters subdue female main characters by 1.6 to 1 (Pappas). Boys characters get portraited as smart, enthusiastic, arrogant, independent and adventurous who explore the world. They are seemingly powerful and capable enough to solve their problems with life. He mostly deals with the outer world and bears less of the household chores and chaos. Hence it is easy for him to attain a universality as men who are assigned with the daring mission. Considering some of the canonical classics; Gilliver's travels, Robinson Crusoe ,Adventures of Tom Sawyer, Adventures of Pinocchio ,Adventures of Huckleberry Finn and The Merry Adventures of Robinhood , Treasure Iceland , The jungle book and so on; the male heroes , regardless of age ,class and ethnicity , are meant to be travelling, having some steadfast drives, fighting with a bunch of enemies and leading a venturesome life. They are considered as the active participants in social institutions and tools of social change. Even some works which feature a girl as the main character give immense prominence to the male counterpart as there is no worth for a woman without the presence of man. Whereas in the above-mentioned male-centered classic plots will freely flow even if we cut the female characters out of it, as their existence is easily negligible. Girls character gets limited space in a book and very few make it to the main character. However, most of the girls in children's literature get objectified than boys do. There must be detail accounts of the way she looks and her costumes as her appearance what matters to the most. There are stories named "Sleeping Beauty", Beauty and Beast", and Anna Sewell's novel Black Beauty barely we could see a title with the word hansom. Girls are painted as innocent, naive and homely babies who can nothing really do with the outer world. Hence her story often revolves around the households, a granny or an adorable pet as Mary's lamb. In male-centered

stories, they often get the characters of caregivers or somebody who seeks the help of the hero as there is no room for a mighty girl who got some purposeful goal than earning a prince. From the fairy tales till modern stories our "princesses" are taught to conform to the social norms. They are known for kindness and forgiveness. They seek help to resolve their personal issues as dependency make them more appealing to others. They have been literally sleeping for ages in castle, jungle, oceans and wherever they can reside and passivity and inability in taking charge of life are what they taught us. there are several stories which possess a defenseless girl who needs a rescuer, who can be a man or god or any supernatural powers, to escape from her bad fate. Princesses like Cinderella, Snow-white, and Aurora are lucky enough to get their prince and in E. T. A. Hoffmann's The Nutcracker and the Mouse King young Marie Stahlbaum is saved by her Christmas toy "Nutcracker", whereas Ellen Montgomery from Wide, Wide World by Susan Warner finds comfort in Jesus and a young man called John Humphreys. We can see girl characters as kindhearted who would sacrifice anything for their beloved as it is naturally inherited behavior specifically for a girl. The little girl Charlotte is fully committed to saving her pig Wilbur in E.B White's Charlotte's Web. Annie Sherly, the protagonist of Green Gable's household by Lucy Maud Montgomery, doesn't need of second thinking when it comes to leaving her scholarship to stay at home and help Marilla Out of gratitude for hosting her when she was young. Femininity always comes with the burden of exaggerated commitment and loyalty towards their family and loved ones, whereas men go freely to explore territories and no responsibilities hold him back. There are only two options left for women in literature. She could be either extremely virtuous one or unacceptably crocked one. It is kind of extraordinary to see an ordinary female character who possess both negatives and positives as normal human beings do. On the other hand, flaws of male heroes are seemingly beneficial to add value to his masculinity. These double standards for doing girls and boys leave a higher degree gender disparity in the mind of young readers.

The Adventures of Tom Sawyer, bestselling of any of Twain's works during his lifetime, is published in 1876, which revolves around the youthful adventures of the novel's schoolboy protagonist, Thomas Sawyer, whose reputation precedes him for causing mischief and strife. Tom lives with his Aunt Polly, half-brother Sid, and cousin Mary in the quaint town of St. Petersburg, just off the shore of the Mississippi River. St. Petersburg is described as a typical small-town atmosphere where the Christian faith is predominant, the social network is close-knit, and familiarity resides. The story mainly goes through Tom's adventures, mischiefs, infatuations towards Becky and strive to find the treasures, in totality it portrays the celebration of boyhood.

However, this celebrated text has lots of gender stereotypes like portraying boyhood as hypermasculine and ghettoizing female characters from the mainstream by attributing hyper-femininity. Although, in author's preface Twain states that this book is intended mainly for the entertainment of boys and girls, a girl child reader could never relate these childhood adventures since it's only the privilege of boyhood and she may find her as a

sub character, pretty like a doll only to be adored by the boys. The entire story is about boys celebrating their childhood by seeking new adventures and knowing the outer world and longing for finding treasure. This is part of a growing phase in life embedded with tremendous fun, pleasure, and wisdom that should happen for all children to have remarkable adulthood. Sadly, the girls in "Adventures of Tom Sawyer", though the book is based on childhood, tend to lack the tenderness as they are never having the juvenility as their peer boys do. They are forced to act like grown up and never take part in fun activities. The text reinforces the gender hierarchy and constructs gender performances for both male and female, which also reflects the social system where the story happens.

The Adventures of Tom Sawyer falls in the category of the picaresque novel, which tells the story of adventures series of an appealing hero from low-class society. The plot is constructed upon Tom's growth from childhood to adolescence through exploring his adventurous series in Mississippi. The characters are portrayed in a stereotypical way which clearly depicts the patriarchal social settings of Mississippi at that time. Men are the breadwinners and active social participants while the role of women revolves around the household and she is passive. There is no doubt in that this book is a real classic of all time by Mark Twain, but that cannot excuse it from the accusation of constructing false gender standards by manipulating masculinity and degrading femininity and giving children fabricated notions of what is appropriate for their gender.

Manliness in Adventures of Tom Sawyer is celebrated. All the major characters are men; hence, the story revolves around them to depict the evolution of cherished boyhood to the glorious manhood. Tom Sawyer the central character, his partner in crime Huckleberry Finn, another friend of Tom Joe Harper, Tom's brother Sid, Injun Joe the villain, Muff Potter, Dr. Robinson, Judge Thatcher Beck's father, Mr. Dobbins, and John are the major male characters in this children's literature. Though varied in age, class, employment and economic status, they all enjoy the privilege of being a man. Each of the male characters got a significant role in proceeding the plot further as their part can directly influence the nature of the story, unlike the women characters who are there to make their male counterparts' life easier.

Tom is the portrayal of a typical male hero. He goes through a series of adventurous journeys and enjoys the stardom gained from it. The outspoken and very cunning boy has the ambition of setting his own pirate gang and becoming rich. As usual in the heroic story, he has got some serious feelings towards the rich and beautiful girl in the village. And the so typical circle of the heroic life gets completed when he defeats his enemies, rescues his girl from danger and achieves what he has dreamt. Despite featuring children as main characters, this book tells how a "successful" man's life should be.

Tom and his friends possess a very social life. They could easily explore every corner of their land ranging from Mississippi riverbank, streets, Iceland, caves, and graveyard, where no girl can be seen, and nobody would question them for being there as

boys have got a sense of independence inborn. There is no issue for him to get dirty and quarrel with his peers whereas girls are forced to lead a doll's life. Breaking social rules and disobeying elders seem fun and enjoyable when boys do it. Tom is sinful, mischief and competitive but far from evil. He uses his cunningness to escape from punishment and avoid doing works such as painting the fence, he misbehaves with his brother Sid and Alfred Temple, who has got a crush on Becky and tells lies to his Sunday schoolmaster. However, these deeds are portrayed as an integral part of his boyhood, as misbehaving is acceptable for a boy and that only adds shine to his masculinity.

There is a constant quest in Tom and his friends for being identified as grownup man and getting acceptance from others. Whatever they are doing like, going for adventure, wishing to be pirates, searching for money and seeking the love of girl are ways to attain the so-called manliness which comes with privileges. Society often attributes aggressiveness as a sign of bravery which a man must hold. We see Tom in situations where he challenges his peers to fight with him and constantly warns them "I'll lick you" and that is one of his attempts to elevate himself into a position of grownup men to enjoy the power and dominance it offers. This tendency of getting into a fight is very common among young boys. Tom obviously loves to be adored. His efforts get paid off when he receives instant attention and stardom and he finds pleasure by letting others listen to his adventurous stories. In the court scene, besides his sympathy towards Muff Potter, what leads him to stand against the Villain Injun Joe is an unconscious desire to be congratulated by people and perceived as a virtuous hero for saving an innocent man's life. Otherwise, it must be hard for a child to bear the unpleasant atmosphere of the court and the threatening presence of Injun Joe (Twain 127). The boy thinks glory is enough for him and he would live for it (Twain 103) as social acceptance is such a crucial thing for men to be comfortable with his gender identity. Throughout the story, there is a constant need for Tom to prove himself, which comes from the historical burden of a man to identify himself "manly enough" to live and take a part in governing the society. This deliberate need of proving identity is mandatory to male as there is no need of proving anything for a female to take care the household and giving birth to the children who later going to be identified by father's namesake.

Tom has a very biased opinion about women and it represents how society perceives the womanhood. When tom finds out Becky tearing Mr. Dobbins book, he is curious that how a girl is going to stand the brutal punishment. Tom thinks that a girl is curious kind of fool, thin-skinned and chicken-hearted who cannot hide anything and got no backbone (Twain 111). At this age, Tom has a strong notion that female gender is somewhat inferior to his own, and his friends have got no better vision than this. When Tom talks about marriage Huck rapidly advises him that marriage is the worst thing he could do to his life because the couple always gets into a fight. Tom replies that my girl wouldn't fight as if it is normal for him to fight. Here, a girl who doesn't fight, who don't express her rage is always preferred as wife material. Society demands a woman to keep the peace of a family

by restricting her emotional outflow because rage of a man is normalized as a part of his masculinity and the only way to keep a fight away is to ask the woman to be calm. Aggressive women are evil for us while aggressive men are treated as a hero. Then Huck extends his advice by generalizing all women as equally wicked. He says "Tom, I reckon they are all alike. They will all comb a body" (Twain 132) by meaning that they all could torture men. This generalization is not as simple it appears but depicts how anti-women is our social consciousness. Even today this marriage joke saying all women are equal and they are troublesome is accepted. The portrayal of sexist treatment towards women is more revealed in this novel when Tom explains how to expert in the robbery to Huck. He says they must keep the people they wanted to rob for a while and if the money isn't raised, they have got to kill them, then he specifies one shouldn't kill a woman because they are beautiful, rich and awfully scared. world widely constructed stereotypical feminine features. Then he continues explaining that after few weeks of imprisonment women will stop crying and start loving the robbers, hence it gets difficult to get rid of them and even when we drove them out, they would turn around and come right back to us. He assures that he understood all these things from books (Twain 178). This angel loving the beast concept has attributed to women for so long since the fairytales, and there are many novels and movies based on how she falls in love with the monsters who robbed, imprisoned and humiliated her. This is a popular fallacy that women often get attracted to men who are dangerous and aggressive because that makes them more masculine. Also, Tom is having this discussion with Huck after his cave experiences with Becky. She was so fragile and highly dependent on Tom when they faced a crisis. This might have influenced him to make a general statement like this. However, women in their talk are delicate and naïve creatures who have no existence without men. These are nothing but pieces of anti-women stereotypes which they absorbed from their patriarchal social surroundings and it clearly points out the gendered conscious of the writer and his attitude towards women. These kind of conversation between Huck and Tom are giving the children who read the book a wrong idea on what makes one "real men" and "real women", which is mostly exaggerated and manipulated. Political correctness is mandatory when the statement or deeds are from celebrated heroic main characters because it brings some credibility which could easily affect most of the audience. Also, these seemingly funny conversations are mainly intended to entertain the old men nostalgia which once again assures that Twain's focused readers are men.

Women portrayal in *The Adventures of Tom Sawyer* perfectly fits in the stereotypical feminine images of softness and sweetness. All of them carry, despite the age difference, one life purpose that is to fulfill their male counterparts need and subordinate them in their endeavors in life. There is no smart and mischievous girl similar to Tom, there are no crocked and wicked women as Injun Joe, but only women with affection and kindness. Whether it is Aunt Paul or The Widow Douglas or Becky Thatcher they are homogeneous and have got no story of their own but simply being part of the male journeys.

When boys in this novel are having great adventures in different forms and ways, girls' characters like Becky, the beautiful daughter of Judge Thatcher, and Amy Lawrence, Tom's former lover are restricted their adventures in finding the love of a man. Their life is like dolls in a showcase that are denied of an outer exposure and social life, this makes them highly dependent on others and unable to deal with their problems by themselves. Most of their part in the novel revolves around home and school until Becky got into the Cave. Unlike the boys in the story they are not mischievous and troublesome, they cannot fight in the street or roam around in the graveyard and they are socially passive. Girls are identified with their body and often get objectified as there is a detailed description of Becky's beauty and how it attracted Tom. This teaches our young girls that the only countable quality a woman should possess in order to be identified by the popular conscious, whether in a story or society, is an attractive physical feature. Her brilliants and attitude would never get attention. As it is less likely to see a girl character as intelligent and funny in children's literature.

Apart from beauty, what qualifies a woman to be in a story is her "natural" compassion arises from motherhood and inherent traits of kindness. This is what makes Aunt Polly and Widow Douglas eligible to be part of Tom's Adventures. They are caregivers and sources of unrestricted love. The over glorification of motherhood and depicting it as a completely natural trait is depriviileging women from holding strong individualities apart from being just "mothers". Widow Douglas is known by her marital status and there is no major identity for her than this. We can easily trace this type of characters in literature and real life who are habituated with caregiving as a natural occurrence while it is a choice of morality which is deep-rooted in the fear of gender policing. So, girls have got two option to be the main characters in a story, either be beautiful or kind. Otherwise be wicked enough to get portrayed in a negative role. Girls being mischievous, enthusiastic and annoying would never be entertained in literature.

Though sexual dimorphism is very less among human we always tend to consider femininity and masculinity as extremes and opposite. Less masculine is considered feminine. Becky and Tom are depicted as opposites in several terms. Becky is emotionally week and outbursts in a number of situations like when she is avoided by Tom and get trapped in the cave. Mark Twain writes about it like this "she got away as soon as she could and hid herself and had what her sex call "a good cry" (106) as "crying" is permanently associated with femininity. Whereas Tom is effectively controlling his emotions for his age and it tells the reader that being emotional makes boys less masculine or feminine. Becky is portrayed as immature with her feelings as it is not possible to expect more from a girl. She decided to not to inform Tom about Alfred pouring ink on his spelling book because she was upset with him of flirting with Amy. Still, Tom takes her punishment and rescues her from being beaten up for tearing Mr. Dobbin's book. That chapter ends with Becky's grateful praising of him that how he could be so noble (Twain 113). While Becky seems very pessimistic when they are trapped inside the cave and prepares her mind to

receive her death, Tom navigates ways to escape and finally succeeds. These portrayals of Becky being naïve, immature and weak highlights the masculine quality of Tom which is identified with his bravery, present-mindedness and optimistic attitude towards issues.

Most of the quality boys possess in this novel is unrealistic for their age. Whatever less than this is considered as feminine that no boys ever want to be. Considering situations like Tom facing Injun Joe in the court, Huck rescuing Widow Douglas from Injun Jose's attack and Tom escaping himself and Becky from danger in the Cave sets an unrealistic standard for being a boy. Tom's greatest fear is being less masculine. His quest for adventures is there for a reason that the stardom and heroic label he receives from it would grant him social acceptance as a man. The girls in this novel using girly girl strategies to fit themselves in the perfect feminine column. This novel depicts the insecurity and vulnerability of young boys and girls in fixing and doing their gender roles. They go extreme of their gender identity and make sure that they are distinctly different from each other. It strongly advocates in favor of gender binary and set unhealthy standards for young readers.

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14.

How Artificial Intelligence Can Bring About Paradigm Shifts in Future Education

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Abstract

Skyrocketing technological innovations are in at its full swing. But our educational systems are still following the outdated methods and syllabi in pedagogy, which is creating a massive creaty gap in students. In the age of digital revolution applying the artificial Intelligence in education (AIEd) can be a panacea for many of the unsolved equations of our educational industry. Using technology in classrooms doesn't mean eliminating the teachers, but up skilling them to guide the students for better outcomes. The paper focus on the application of Artificial Intelligence in education (AIEd) and the paradigm shifts it can bring about education.

Keywords :- AI, AIEd, Intelligent Personal Tutor, Collaborative learning, Intelligent virtual reality.

Introduction

Artificial Intelligence can be defined as "computer systems that have been designed to interact with the world through capabilities (for example, virtual perceptions and speech recognition) and intelligent behavior (for example, assessing the available information and taking the most sensible action to achieve a stated goal) that we would think of as essentially human". When the role of teacher continue to evolve and transform with the facilities of AIEd , their time can be more effectively and efficiently used, and their expertise can be better deployed, leveraged and augmented for the benefits of teaching and learning process.

AIEd makes the learning process more personalized, flexible, inclusive and engaging. By providing targeted support at just the right time and forming right group AIEd is enabling teachers to facilitate collaborative learning. By drawing on the power of both human and Artificial Intelligence, we can lessen the achieved gaps, address teacher

retention and development and equip parents to better support their children with a well understanding on their progress. The thousands of AIEd components developed in collaboration with educators and shared with researchers and developers world wide for uniforming international Data standards shows the wide analysis in the field of learning process and the discourses on how to improve it.

Application of Artificial Intelligence in education (AIEd)

The term Artificial Intelligence was coined by John McCarthy in 1956 and he defined the key mission of AI as a subfield of computer science. In simple we can say Artificial Intelligence (AI) is the ability of a machine or a computer program to think and learn. The idea put forth by AI as a broad concept in which machines are able to deal with tasks in a way we would call intelligent or smart. Today we can trace Artificial Intelligence In different sciences including, medicine, air and space sciences discoveries, military weaponry, weather forcasting , planning, topography and sound recognition, hand writing recognition ,games and soft wares. The technology deals with the identification, measurement and analysis of physical aspects of the body's structure and form and human behavior.

For considering a machine\ computer program as AI, it should be able to mimic human thought process and behavior. And it should act in a intelligent, rational and ethical way like human. So Artificial Intelligence is a bunch of technologies that includes machine learning and some other technologies like natural language processing, inference algorithm, neural networks etc.

The application of Artificial Intelligence to education (AIEd) has become a serious subject for academic researchers for decades. For supporting formal education and life long learning they investigated all areas where learning occurs. That brought together AI and the learning sciences - education , psychology, neuroscience , linguistics, sociology and anthropology to promote the development of adaptive learning environments and other AIEd tools that are flexible, inclusive, personalized, engaged and effective.

AIEd is the powerful 'black box of learning' capable of giving us deeper and more fine- grained understandings of how learning actually happens. AI depends on knowledge about the world and algorithms to intelligently process that knowledge. The knowledge about the world is well represented in the so called models of pedagogical, domain and learning model .

The pedagogical model represents the knowledge and expertise of teaching. It allows the students to explore a concept and make mistakes before showing the right answer. Domain Model represents the knowledge of the subject being learned and to follow how to add, subtract or multiply two fractions and so on. Learner Model points the knowledge of the learner by focusing on the student's previous achievements and difficulties, his emotional state , engagement in the learning through time-on-tasks. The

interactions represented in the learner model can be used by the domain and pedagogy components of an AIEdprogramme to infer the success of the learner. the learner activities are then continually fed back in to the Learner Model. Beyond the three models, AIEd researchers have also developed models that represent the social, emotional an d meta – cognitive aspects of learning, that can accommodate the full range of factors that influence learning. Meta –cognitive can be defined as 'knowing about one's thinking, it has two elements; being aware of thinking and being able to control or regulate it.

We can classify the AIEd software applications to three categories; personal tutors for every learner, intelligent support for Collaborative Learning, and Intelligent Virtual Reality

1) Intelligent personal tutor for every learner

As we saw from the tutoring of Aristotle to Alexander the Great, one–on- one human tutoring is thought to be the most effective approach in teaching and learning. But it is untenable for all the students. But, by this we can provide individualize attention to all our children, they can learn at their own pace, lessons can be tailored by tutors to suit the learning style of the child. And it gives a comfortable environment where they can ask questions without feeling embarrassed or afraid of being judged by other peers.

Here comes the Intelligent Systems (ITS). It stimulates one- to -one human tutoring , delivering learning activities best matched to a learner's cognitive needs and the presence of a individual teacher. It helps the student in developing self regulations skills. By 1970s AI systems brought its first system to offer individualized and adaptive instruction.

Model based adaptive tutors are providing arrange of AIEd tools that model learners' cognitive and effective states, give the learnig experiences that involve enquiry and discussion, questioning and answering, include open learner models to promote reflection and self- awareness, providing dynamic help or using a narrative framework to increase learner motivation and engagement and enabling the language learning students to engage more successfully with speakers of their target language by understanding cultural and social norms. The *italk2Learn* system developed to help young students to learn fractions andother mathematical knowledge with proper feedbacks and responses is one of best example of intelligent personal tutor. *Duolingo* is a chatbot for learning foreign languages. *Edtech* is another chatbot acts as a teaching assistant. *Thinkster Math* is a math tutoring platform and *BYJU'S The Learning App* is one of best preferred tutoring app.

2) Intelligent support for Collaborative Learning

Researchers have suggested that the Collaborative learning can foster higher learning outcomes than learning alone. It is effective because it encourages the learners to articulate and judge their thinking, to reflect on their explanation, to resolve differences through constructive dialogue and to build shared knowledge and meaning. Once the students got engaged in the task and care about the group we can predict better learning

outcomes. More over collaborative learning helps to form Adaptive group, provide Expert Facilitation, Intelligent Virtual Agents and Intelligent moderation.

The aim of the Adaptive group formation is to design a group of students all at a similar cognitive level and of similar interests and in that the participants can bring different but complementing knowledge and skills. Expert facilitation is used to train systems to recognize when students are having trouble understanding the concepts that they are sharing with each other or to provide targeted support of the right form at right time.

AI agents will be mediating the online student interaction or contribute to the dialogue by acting as a expert participant, a virtual peer capable of introducing novel ideas. Intelligent moderation by using AI technique like machine learning and shallow text processing to analyze and summarise the discussions to enable human tutor to guide the students towards fruitful collaboration. And it will provide inference or support when it shows alerts to human tutors to inform them of significant events.

3) Intelligent Virtual reality to support learning on authentic environments.

Virtual reality for learning provides authentic immersive experiences and subjective impression that simulate some aspects of the real world which may be dangerous environments or some where geographically or historically inaccessible. This enable the student to transfer what they learnt to the real world.

When virtual reality is augmented with Artificial Intelligence it will become intelligent .virtual pedagogical agents include acting as teachers, learning facilitators or student peers in collaborative learning quests .and on the basis of properly specified pedagogical model these agents will ask questions and give feedback. And the immersion in intelligent virtual reality can enhance educational outcomes, enabling students to construct their own individual understanding of the a world being explored. It can also help those learners with special education needs, motivate learners who can't attend school and support disadvantaged populations. Now AIEd developers are working better at recognizing how to blend human and machine intelligence effectively to make avail of its features in a number of areas.

Conclusion

As the normal education, AI has got a high level of feasibility in diagnosis, assessment and treatment methods in the field of Special Education Need (SEN). Siri or Alexa , the personal assistance can recognize our speech . Sportify , Pandora and Apple Music are some of the touching points between AI and us. They are capable of recommending musics based on our interests. These apps monitor the choices you make, insert them into a learning algorithm and suggest musics are most likely to enjoy. The most

remarkable is they are continuously Learning about their users until the points at which they are able to anticipate the need of the user.

According to experts within the next decade in relatively simple tasks and complicated tasks like best seller book or working as a surgeon. Now through AI we can see robots writing sport recaps and financial summaries.

The next phase of AIEd is it will help learners gain the 21st century skills, renaissance in assessment, provide new insights into how learning is progressing and help us move beyond stop and test and it will embody new insights from learning sciences. Moreover it will avail us a lifelong learning partners. so far ,one thing is remains perfectly clear: creating AI is one of the most remarkable events for human kind in the future eduation.

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15.
Research Consultancy and Extension Processes
For Quality Teachers

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Abstract

For teachers to be more effective and quality professionals, teacher education institution must be brought into the mainstream of the academic life of our institutions at all levels. Planning and implementation of futuristic, exhaustive and farsighted reforms and recommendations can make a real breakthrough and vitalize Teacher education. Every Teacher education institutions places its emphasis on research differentially on a continuum of need based problem solving to formal rigorous exploration of educational phenomena. In this particular paper the researcher tries to analyse the Research consultancy and Extension activities of Teacher education institutions.

Key Words:*Research consultancy and Extension, Teacher Education, Quality Teachers.*

Introduction

All over the country, the demand for quality of higher education is rapidly increasing. Unprecedently, at the higher education level, the students are being trained to demand high quality education in colleges and Universities. Even though the Kerala is giving more importance to higher education, the quality of higher education has been questioned.To meet the demand for quality education, a large number of students are studying under foreign Universities. The quality of education depends upon the efficiency of the teachers. Hence it is often said that the teacher is the pivot of the whole educational system. The quality of the teacher is directly linked with the quality of teacher education.

This study deals with the information on the policies, practices and outcomes of the institution with reference to Research consultancy and extension. This criterion deals with the facilities provided and efforts made by the institution to promote a research culture. Serving the community through research and extension are the social responsibility and the core value to be demonstrated by institutions in the modern world.

NEED AND SIGNIFICANCE OF THE STUDY

For teachers to be more effective and quality professionals, teacher education institution must be brought into the mainstream of the educational planning of the nation. Planning and implementation of futuristic, exhaustive and farsighted reforms and recommendations can make a real breakthrough and vitalise teacher education institution. Teacher education institution can be developed or improved in quality only if it gives priority for research practices. Research is the third pillar of higher education. U.G.C has being spending 12% of the total resource for social science research programmes. In research publication India ranks 13th position.In the current scenario, resources for education are becoming scarce. There will be pressure from policy makers for increasing the quality of education. Research Consultancy and Extension can be a powerful aid in such a context. The importance of Research Consultancy and Extension in education need no over emphasis, as it can serve a variety of purposes in educational planning. Sothe researcher tries to compare the quality of teacher education institution on the basis of different types of management of institution and suggest ways of improving the quality of teacher education.The study aims to compare the *'Research Consultancy and Extension process'* of Graduate Teacher Education programme in Government colleges, Private Aided colleges, University Self Financing Colleges and Private Un-Aided colleges in Kerala.

METHOLOGY OF THE STUDY

1. **Tool:**Schedule on Quality management in Teacher education institution(Radhakrishan and Remmiya, 2011)
2. **STATISTICAL TECHNIQUES EMPLOYED**
    1. Mean
    2. Standard Deviation
    3. Critical Ratio
3. **SAMPLES**
    1. B.Ed. Students
    2. B.Ed. Teachers

ANALYSIS OF THE STUDY

Data collected from different Institution such as Government, Aided, Un-Aided, and University Self finance Colleges of Teacher Education in Kerala. Statistical procedure followed is given below.

a. Summary of Analysis of Mean and Standard Deviation

b. Summary of Variance (ANOVA)

(a) Analysis of Mean and Standard Deviation Scores.

The Mean and standard deviation scores help to compare the superiority of four institution coming under Teacher education institution i.e., higher Mean scores shows the superiority of institution based on components. The details of analysis follow. This sub section makes a comparison of Government, Aided, Un-Aided, and University Self finance Colleges of Graduate Teacher Education in Kerala and the data and results of the test of significance of difference in the Mean scores are presented in Table 1.1

<div align="center">

Table 1.1
Data and Results of Mean and Standard deviation of the
Research consultancy and Extensionin Graduate Teacher Education

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|	Management	Sample (N)	Mean score	SD
STUDENTS	Government	80	11.16	1.69
	Aided	80	12.27	1.65
	University S.F.	100	6.04	1.35
	Un-Aided	142	8.89	1.79
	Total	402	9.31	2.80
TEACHERS	Management	Sample (N)	Mean score	SD
	Government	24	18.00	1.41
	Aided	24	20.21	1.14
	University S.F.	24	15.96	1.46
	Un-Aided	30	16.23	1.52
	Total	102	17.52	2.18

Source: Field Survey Data

From the above table we can see, based on students perception regarding the Research and Extension activities, the Mean scores of Government, Aided, University Self Finance and Un-Aided are 11.16, 12.27, 6.04, and 8.89 and standard deviation are 1.69, 1.65, 1.35, and 1.79 respectively. Based on teacher's perception the Mean scores of

Government, Aided, University Self Finance, and Un-Aided are 18.00, 20.21, 15.96 and 16.23 and standard deviations are 1.41, 1.14, 1.46 and 1.52 respectively.

It reveals that the Mean scores of Aided Colleges is higher than Government and Government is higher than Un-aided; and University Self Finance Colleges showing the least scores with regard to the Research and Extension work in the opinion of both the students and teachers. It can be seen in the graph representing the Mean test scores, which is presented as Figure 1.1.

Figure 1.1
Mean Test scores of Research and Extension in Colleges of Education
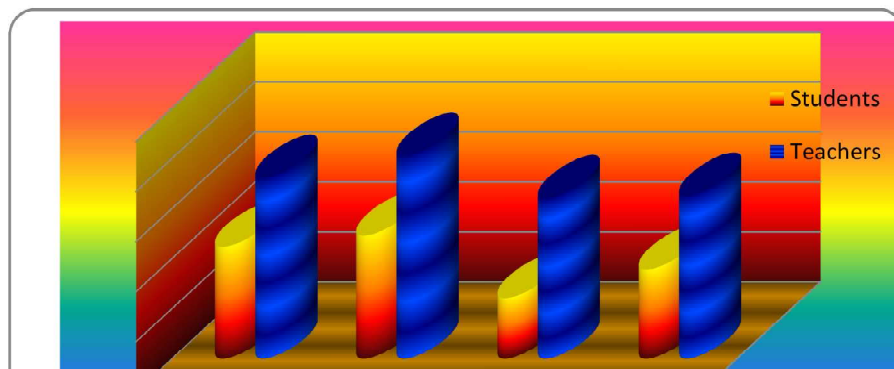
(b)Summary of Analysis of Variance (ANOVA)

To find out the genuineness with regard to Research consultancy and Extensionthe F-ratio were find out and it shows the significant difference with regard to four institutions based on components. The Total sum of Squares, Mean Square Variance of Students and teachers based on the Research consultancy and Extension of different institutions are given in Table 1.2.

Table 1.2
Summary of Analysis of Variance (ANOVA) of
Research Consultancy and Extension activities in different institutions

	Source of variation	Sum of squares	df	Mean square	F-value	p-value
STUDENTS	AmongMeans	2071.66	3	690.55	255.41	0.00
	WithinGroups	1076.09	398	2.70		
	Total	3147.75	401			
TEACHERS	Source of variation	Sum of squares	df	Mean square	F-value	p-value
	AmongMeans	287.18	3	95.73	48.79	0.0000
	WithinGroups	192.28	98	1.96		
	Total	479.46	101			

Source: Field Survey Data

Perusal of data given in Table 4.2.6 shows that the obtained F-value, for df 3, 398, F at 0.01 level = 3.88 and F at 0.05 level = 2.65 for Students. The F- values for the score were tested for significance. The F-value is 255.41, which is greater than the Table value for df 3,398 and hence it is significant at 0.01 level.

Similarly, there is significant difference between four institutions from the point of view of teacher's perception. The Figures in the above Table show F-value, for df 3, 98, F at 0.01 level = 5.22 and F at 0.05 level = 3.93. The F-value for the score was tested for significance. The F- value 48.79 which is greater than the Table value for df 3, 98 and it is significant at 0.01 level. This significant F- value of both teachers and students indicates that there is a significant difference between the four types Institutions such as Government, Aided, Un-Aided, and University Self finance Colleges. From these Aided Colleges is better performance than all other three categories, Government colleges also showing good performance. But Un-aided and University Self Finance Colleges showing performance in satisfactory level only with regard to the Research and Extension work in the opinion of both the students and teachers.

SUMMARY AND CONCLUSION OF THE STUDY

CONCLUSION 1: *Analysis of Research and Extension Activities of the Teacher Education Institution reveals thatPrivate Aided and Government colleges are more effective than University Self Financing Colleges and Un-Aided colleges*

This conclusion is arrived at based on the following findings.

For Students

❖ The Mean score of the Government College is 11.16, Aided College is 12.27, University Self financingcollege is 6.04, and Un-Aided College is 8.89.

❖ The Analysis of Variance of the Government College, Aided College, University Self finance College, and Un-Aided College is F_x = 255.41, $p < 0.01$. This shows that there is significant difference exist between the four categories of institutions.

For Teachers

❖ The Mean score of the Government College is 18.00, Aided College is 20.21, University Self financing college is 15.96, and Un-Aided College is 16.23.

❖ The Analysis of Variance of the Government College, Aided College, University Self finance College, and Un-Aided College is F_x = 48.79, $p < 0.01$. This shows that there is significant difference exist between the four categories of institutions.

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16.
Trends of Social Media Among Students

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Abstract

Social media has become an indispensable reality among the students who want to explore knowledge in the field of education. Today it is trendy and as such it even defines ideals for students in society. Students learn and share new insights, ideas and knowledge with each other with the help of social media and learning is possible in area of study and research. Social media has become sources of understanding oneself and others. In a short time we make others think deeper and attain knowledge just by sharing the views in social media. The ability to access social media sites through cell phones, iPods and other mobile internet devices has increased the amount of time among students and spend to gain information on these sites. Social media connects students with a lot of information connected to their lives and studies. In this emerging scenario, this study is conducted among 150 PG students of the Calicut University, Kerala to understand the nature, extend and effects of academic usage of social media.

Introduction

Social media is being used by all the people all over the world. It has become part and parcel of day to day living. Even the ordinary people use it in theirlives.it makes changes in the society. The prevalence of internet and its usage in higher education has revamped the world scenario. Presently, the advancement in its capabilities has opened up new place of interactions for sharing of knowledge and experiences. the innovative usage has generated new opportunities of sharing academic experiences and research practices of the genius scholars of the world. Internet has promoted virtual interactions for sharing research findings. Such internet enhanced interactions for communication are termed as social media. People use social medias for different purposes.

Palen, Vieweg, Liu &Hughes (2007) stated that media particularly social media is used as a tool for publicizing information and enhancing access of masses to it at the right

time. The example of wikileaks can be understood which publicized the critical and secret information to common people that otherwise seemed impossible to access. Social media such as Facebook, Twitter and Instagram have become integral part of life for the generation of students who undertake research project. Previous study suggests that digital technologies like discussion boards can benefits students participation and performance in large projects (wright and lawson2005). Smith, Sherman, Goodwin, Crothers, Billot& et al (2009) worked on second world internet project Newzland survey. This survey revealed that 83% of citizens used internet .out of which 80%used it for communication, 33% instant messaging and 50% reported to the members of social networking sites. McAfee 2014 report states that in terms of social media, Facebook is the most popular one (93%), followed by YouTube (87%).two thirds (66%)of youth in India are finding social acceptance from these websites as they feel more accepted on social media than they do in real life.72% feel popular when they receive a lot of 'likes 'on the photos posted of themselves on social media.

Meyers and jones (1993) opined that social media have become the most important means of communication and medium of learning for students in the modern world. Social media has become very trendy during the past few years as it can be used by anyone at any part of the world. Social media makes the transfer of text, photos, audio, video and information with one person to another person in a easy way. Platforms like Twitter, Facebook, Google+ and LinkedIn have created online communities where people can share as little personal information and education insights as they desire with other members. Social medias also provide to increase the knowledge of people.

Participation in social media

Jenkins (2006) pointed that the situation of the youth being connected to these global online communities, is both a frightening prospect for parents and educators and an intriguing area for social science research. Many scholars suggest that students learn new ways using social media and those educators should embrace these new platforms. Josh Bern off (2010) brought seven categories who constantly participated in social media. These categories are not mutually restricted and exclusive as they may partake in more than one category at any given time. The seven categories include creators, joiners, spectators, conversationalist, critics, collectors and inactives.Creators are the people who create blogs develop images create video content and so on. Joiners are the people who join larger social networking sites like Facebook and LinkedIn and create profiles. Spectators are the people who are more passive, but enjoy reading, watching and listening to social media that has been developed by creators, conversationalist and critics. Conversationalists are the people who provide status updates in sites like twitter. Critics are the people who focus on their reviews and comments on blogs and forums. Collectors

are the people who vote on and tag articles and other content on sites like delicious.com.and the last category is the inactives, in which people do not participate in any form of social media.

Social media for academic purpose

Youth are the most prolific users of social media. Emerging studies found that youth spend considerable portion of their daily life interacting through social media. The use of social media by students in an interesting area of research for educationists and social scientists. Hamid, Chang and Kurnia (2009) were of the view that the available literature contains beneficial designs and styles of using it at university level. It describes the creation of contents and less focus on how to share, interact and collaborate and socialize by its use. There seem different reasons to justify the usage of social media in higher education. The usage was affirmed by upholding the stance that it is used to enhance study experiences of students by provision of e-support services to them (Dabner,2011).

Social media can be said to be the communication facilitator and students wish their institutions to use social networking sites for strengthening classroom (Roblyer, McDaniel, Webb, Herman and Witty, 2010).So the social media has become a significant means in forming public opinion on the events of human life.

Methodology

The study was conducted for understanding the trend and use of social media among students in different departments of Calicut University. A structured questionnaire was developed and circulated among 150 post graduate students. The questions were based on variables such as sex, course, source and duration of the use. More specifically, the researcher examined the usage of social media and analyzed the contribution of the social media in the academic performance of the students.

Results And Discussion

In this study, the respondents are 63 male and 87 female students. All are belonged to the post-graduation degree. Majority of the male respondents are (92.35%) use social media for sharing their views, ideas and opinion about anything among public. At the same time majority of the female respondents (91%) use social media for academic purpose. Students using this as a learning and expressing tools which have increasing their skills in different languages. For example, most of the respondents using YouTube and Facebook as a tool and they getting more and more information about their queries or topics.

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Trends of Social Media Among Students.. *Muhsina. M.K*

Table No:1

Social media among students

Sex Response	Male (n=63)	Female (n=87)
Cafemom *Yes* *No*	8 (12.69%) 55 (87.31%)	5 (5.74%) 82 (94.26%)
Facebook *Yes* *No*	63 (100%) 0	65 (74.71%) 22 (25.29%)
Google+ *Yes* *No*	63 (100%) 0	87 (100%) 0
LinkedIn *Yes* *No*	28 (44.44%) 35 (55.56%)	9 (10.34%) 78 (89.66%)
Livejornal *Yes* *No*	24 (38.09%) 39 (61.91%)	21 (24.13%) 66 (75.87%)
Twitter *Yes* *No*	40 (63.49%) 23 (36.51%)	55 (63.21%) 32 (36.79%)
YouTube *Yes* *No*	59 (93.66%) 4 (6.34%)	47 (54.02%) 40 (45.98%)

Table clearly shows that all the male and female respondents (100%) are using Google+.it is the most used social media site among the students. They are getting more information about the needed matters and they applying this in to their seminar papers, assignments, projects and so on. Facebook is the second most used social media among students they have lots of friends in their account and all are supporting in a large extent with positive comments. Only (25.29%) female students do not use this. Because they are not interested in this media.

YouTube is the another social media and majority of the male and female respondents using this for their academic purpose. All respondents are very interested in this one. Twitter is one of the popular site in the world. The students do not find it attractive here. Only 63.21% of students are using it which puts it in the 4th place. The study also revealed that the use of other social media sites like cafemom, LinkedIn, live journal etc. are very low use among students.

Conclusion

The study revealed that students preferred Google+ and Facebook as it is the most popular social media. The trend indicated that they used social media for academic purpose and they sharing views, ideas among public. Their academic works are done by downloading and uploading educational materials. Each site brings out its unique content for the use of students. They used according to their interest in the field of education. It has tremendous positive results and has impact on their education.

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17.

Climate Change Issues in Environmental Magazines: A Study on Media Framing in 'Down To Earth' Climate Change News Reports

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Abstract

Environmental magazines play a significant role in the public perception and understanding of climate change issues. Media Communication about Climate Change has been emerged as a major academic cum research domain especially since last decade. This research paper tried to explore the media framing of climate change reports in the environmental magazine 'Down To Earth'. The study took random selection of climate change news reports from Down To Earth magazine during the period July – September 2018. The study has set core objectives including; identifying the frames adopted by the magazine in their news stories relating to climate change issues, what frames were most/least prominent in the coverage of climate change news stories & also investigate the news source pattern to climate change coverage. For this, study has adopted using *the prevalence of the five ge-neric frames developed by Semetko and Valkenburg (cited in their research article titled Framing European politics: A content analysis of press and television news, Journal of Communication: 2000).A content analysis was conducted (three units of analysis including; climate change indicators/causes, adaptation & mitigation and Consequences of climate change) and the results were examined and compared towards various framing aspects of climate change issues, like attribution of responsibili-ties, human interest, conflict, morality and economic consequence. Study found that Down To Earth increased to give attention to climate change issues, but they were not giving emphasize to its remedial/problem solving aspect of climate change. According to framing data, magazine reports were largely emphasized the 'consequences frame', which representing the economic consequences/ financial losses/ degree of expense of climate change issues.* Study also found that *most of the news stories dealt with climate change issue reflected anthropogenic (human induced) reasons behind the phenomenon.*

Key Words: **Media Communication, Climate Change, Media Framing, Ockhi Cyclone, Online Newspapers**

Introduction

It is quite evident from scientific facts; climate change is one of the most vital environmental issues of 21st century. So climate change communication has been transformed into one of the widely debated and broadest inter-disciplined academic topic of the hour. In this scenario, media communication plays a crucial role in determining, shaping and formulating public opinion and understanding of climate change. Climate change is an unobtrusive and multi layered topic, involving science, politics, economics, culture, geo politics and many other disciplines. So media discourses which pertaining to climate changes are happening as its representations, portrayals, framing and coverage aspects. These aspects of discussions are mediating larger part of information for the public to get to know about the threats and challenges of global climate change. Indian media completely agrees with the scientific consensus of human induced phenomenon of climate change. They also mediate the content as in the way of climate change is an 'underway' scientific reality.

Media Framing

Media coverage and framing of climate change has been an area of research in the subset of environment communication, especially in the developed and developing countries since last decade. The framing research is derived from the study of Goffman (1974) wherein he examined how individuals understand their environment and interpersonal interactions. He described frames as schemata of interpretation that allow individuals to locate, perceive, identify and label issues, events and topics. Also, he states that words are triggers that help people to negotiate meaning through the lens of existing cultural beliefs and worldviews. Framing communicates how and why an issue should be seen as a problem, how it should be handled, and who is responsible for it. Likewise, media framing is a process through which an issue or phenomenon is portrayed by the news.

Review of Literature

The study titled *The framing of climate change in New Zealand newspapers from June 2009 to June 2010" (2015)* carried out by K Chetty*, V Devadas** & JS Fleming* (Centre for Science Communication, University of Otago*, Dunedin, New Zealand; Department of Film, Media and Communication**). The study analyzed articles on climate change published in three leading New Zealand newspapers including; The New Zealand Herald, The Dominion Post and The Press over a 12-month period between 1 June 2009 and 31 May 2010 . The study sample of 540 articles was collected through the electronic news database Factiva, using the search terms 'climate change' or 'global warming'. Frames were analyzed deductively according to an experimental frame typology designed by Nisbet (Nisbet &Scheufele 2009). The results suggested that New Zealand newspapers have presented climate change in accordance with the scientific consensus position since 2009, focusing on discussion of political, social and economic responses and challenges.

The research scholars ChinenyeNwabueze and Stella Egbra of Department of Mass Communication, Anambra State University, Igbariam, Nigeria did a study titled *"Newspaper framing of climate change in Nigeria and Ghana" (2016).*This study was a content analysis of two newspapers from Nigeria and Ghana to determine the coverage and framing of climate change issues for a period of 7 months. Content Analysis was used in carrying out the study. This study is limited to Nigerian and Ghanaian newspapers. The environment of this study is two newspapers each fromNigeria and Ghana. The *Vanguard* and *Punch* newspapers of Nigeria as well as the *Daily Graphic* and *The Ghanaian Times* were specifically selected for the study. . The main objective of this study was to find out how climate change stories are framed in Nigerian and Ghanaian national dailies. Frames were analyzed deductively according to an experimental frame typology designed by Nisbet (Nisbet &Scheufele 2009). Dominant frame was environment and action frame which focused on the predicted effect of climate change on the landscape and relief in Nigeria and Ghana and on several other regions. Study also found that the media in Nigeria and Ghana source their reports mainly from international fora. It is recommended that the Nigerian and Ghanaian press should use more of the information and awareness frame in writing their reports.

The research paper titled *"News media framing on Doha climate change conference" (2013) was to explore articles on Doha Climate Change Conference from three online news media appeared between November 1st 2012 to December 9th 2012, in The Hindu, The Times of India, and New Delhi Television (NDTV).The study carried out by G. C.* Prem Nivas* *and Dr. I. Arul* Aram (Research scholar*, Department of Media Sciences, Anna University, Chennai and Associate Professor** and Head Department of Media Sciences, Anna University, Chennai*). A content analysis was conducted and the results were examined and compared for various framing aspects of climate change issues, like attribution of responsibili-ties, human interest, conflict, morality and economic consequence (according to the media theoretical frame work of Semetko and Valkenburg, 2000).*The study *found that Doha Climate Change had a least coverage compared to the previous years. The Hindu and The NDTV had majority of the articles captured from the attribution of responsibility frame. The Hindu and The Times of India had equal frequency of ar-ticles in the human interest and conflict frame. Mortality frame did not occur in any of the articles*

The research paper titled "Framing of climate change issues in Indian television news channels" (2016) of G. C. Prem Nivas, C. Arul and A. Aram (CEG Campus, Anna University, Chennai, India). This research paper analyzed six years of coverage of climate change issues in two Indian national television news channels, Cable News Network-Indian Broadcasting Network(*CNN-IBN*) and New Delhi Television Limited (*NDTV24X7*). Study adopted Robert M Entman's (1993) theoretical media frame work. The results of the study revealed that policy makers and NGOs were strongly associated with the

'judgment' frame; while the news bureaus and scientists were strongly associated with the 'problem' frame. TV channels could adopt the model of *NDTV24X7* in collaborating with an institution working on climate change to offer quality coverage.

The study titled *"Framing Global Warming: An International Comparison of the Influence of Climate Contrarians on News Media Coverage" (2014)* ofAndrew R. Jones California State University, Fresno.This study is to examine the extent of their influence in creating a news frame of global climate change, using a combination of content analysis, frame analysis and ordinal regression. The study has adopted Shanto Iyengar's operationalization of media frames (1987). Data from English-language print media from news sources from nine countries were analyzed. The study finds that inclusion of climate contrarians in news stories about global warming has a significant impact on the framing of the issue, and that scientist promoting the consensus view on climate change need to employ linguistic devices such as metaphors to counter the climate contrarian frame.

The scholars Renée Moernaut ,Jelle Mast and Luc Pauwels were completed a research work titled *"Climate change journalist and news frames in mainstream and alternative media" (2017).* The study has examined visual frame-building and as part of it has conducted interviews with 26 climate journalists, photo editors, chiefs and opinion-makers, working for three mainstream and two progressive alternative outlets in northern Belgium. The research work has followed the findings combined with the outcome of a deductive framing analysis of 114 climate articles. The results show a strong overlap among journalist frames and news frames. Anthropocentric Subframes prevail in the mainstream news articles and among the reporters.

Objectives

1. How did Down To Earth environmental magazine frame climate change issues.

2. What frames were most/least prominent in the representation of climate change issues.

3. To analyse, investigate and interpret news reports of Down To Earth pertaining to climate change issues.

4. To study the role and prospects of environmental magazines as prime source of information to address the scientific phenomenon of climate change.

Theoretical Frame Work

How does the media portrayal of a particular issue influence the public and policy makers understanding and their engagement with it? Work in this area has used the concept of 'framing' to examine the content of news coverage, framing thus communicates how and why an issue should be seen as a problem, how it should be handled, and who is responsible for it (Asplund et al.,2013), and is an inherent part of human cognition for organizing and contextualizing events. Goffman (1974) explained how the media provides frames of interpretation by which people locate, perceive, identify, and label events, give meaning to them, organizing experiences and guiding actions.

Study has taken the content analysis of news reports of Down To Earth environmental magazine during the period July – September 2018. Study has adopted the content analysis measure for frames according to H.A. Semetko and P.M. Valkenburg (cited in their research article titled *Framing European politics: A content analysis of press and television news*, *Journal of Communication* 2000). According to this theoretical frame work, media frames have been classified into following five categories including;

1. Attribution of Responsibility Frame

- Does the story suggest that some level of government has the ability to alleviate the problem?

- Does the story suggest that some level of the government is responsible for the issue/ problem?

- Does the story suggest solution(s) to the issue/problem?

- Does the story suggest that an individual (or group of people in society) is responsible for the issue/problem?

- Does the story suggest the problem requires urgent action?

2. Human Interest Frame

- Does the story provide a human example or "human face" on the issue?

- Does the story employ adjectives or personal vignettes that generate feelings of outrage, empathy-caring, sympathy or compassion?

- Does the story emphasise how individuals and groups are affected by the issue/problem?

- Does the story go into the private or personal lives of the actors?

- Does the story contain visual information that might generate feelings of outrage, empathy-caring, sympathy or compassion?

3. Conflict Frame

- Does the story reflect disagreement between parties-individuals-groups-countries?

- Does one party-individual-group-country reproach another?

- Does the story refer to two sides or to more than two sides of the issue/problem?

- Does the story refer to winners and losers?

4. Morality Frame

- Does the story contain any moral message?

- Does the story make reference to morality, God and other religious tenets?

- Does the story offer specific social prescriptions about how to behave?

5. (Economic) Consequence Frame

- Is there a mention of financial losses or gains now or in the future?

- Is there a mention of the costs/degree of expense involved?

- Is there a reference to economic consequences of pursuing or not pursuing a course of action?

- Does the story contain visual information that might generate feelings of outrage, empathy-caring, sympathy or compassion?

Methodology

Study has randomly selected total of 30 news reports of the environmental magazine titled Down To Earth during the period of study July – September 2018. Selection of news reports were based on their discussion of climate change issues. For the sys-tematic analysis of the news frames in the gathered news stories, study has taken content analysis of news stories published during the period specified. Study has adopted the standard set of content analytic indicators to measure the prevalence of the five ge-neric frames developed by Semetko and Valkenburg (2000).

Discussion and Result

Table: 1

Sl.No	Period of Study	Total Number of News Reports
1.	July 2018	10
2.	August 2018	10
3.	September 2018	10
	TOTAL	**30**

Study conducted on total of 30 Down To Earth news reports which randomly selected during the period July 2018 – September 2018.

Table: 2

Down To Earth News Reports in the month of July 2018:

Sl.No	Headlines	Date of News Report	Key Climate Change Issue Discussed
1.	Here is why researchers working in polar regions are coming together	03 July 2018	Impact of global climate change on polar region
2.	Temperature increase could accelerate rise in antibiotic resistance	03 July 2018	Temperature rise and higher bacterial strains
3.	NilgiriTahr to face drastic habitat loss due to climate change	04 July 2018	Influence of global warming on existing habitats of endangered species
4.	Northern hemisphere gets too hot to handle	05 July 2018	Temperature rise in northern hemisphere
5.	In just six days, Mumbai received 25% more rain than the 40-day average	11 July 2018	Extreme rainfall events all over India

6.	Warnings from the past: Sea levels will rise, 78 Indian cities to see floods	13 July 2018	Flood as a significant climate change indicator
7.	Internet could become a victim of climate change soon: study	18 July 2018	Rising sea level badly affect fibre-optic internet cables
8.	Climate vulnerability could make countries pay $168 billion more in interest on debts	20 July 2018	Influence of extreme weather events on poor and vulnerable countries
9.	Increase in temperature will cause more suicides in US, Mexico: study	25 July 2018	Temperature rise adversely affect mental health
10.	North-eastern states live in fear of drought	31 July 2018	Climate change impacts on north-eastern states of India

Study randomly collected 10 news reports from the month of July 2018 (see table: 2). Identified various major climate change issues including; Impact of global climate change, Extreme rainfall events, Rising sea level and Temperature rise.

Table: 3

Down To Earth News Reports in the month of August 2018:

Sl.No	Headlines	Date of News Report	Key Climate Change Issue Discussed
1.	Extreme weather leaves none of the 5 continents untouched	01 August 2018	Climate change impacts on five continent
2.	Deaths due to heat wave likely to increase by up to 2000%	03 August 2018	Heat wave related deaths
3.	Climate change and wildfires – how do we know if there is a link?	13 August 2018	Climate change leading to an epidemic of major wildfires
4.	Study finds link between melting ice in Arctic and tornadoes in the US	16 August 2018	Melting ice in arctic region
5.	3 reasons Jakarta is the fastest sinking city in the world	17 August 2018	North Jakarta will be submerged by 2050 – A report
6.	Climate models predict the world will be 'anomalously warm' until 2022	21 August 2018	Temperature rise make the next four years anomalously warm

8.	As climate changes, Himalayan farmers return to traditional crops	30 August 2018	Influence of climate change on food production
9.	Climate change to make pests hungrier, cause more crop loss	31 August 2018	climate will increase the metabolic rate of insects
10.	Even a modest rise in sea level would heighten tsunami threat globally: study	21 August 2018	Sea level rise and tsunami threats

Study randomly collected 10 news reports from the month of August 2018 (see table: 3). Identified various major climate change issues including; Heat wave related deaths, melting ice in arctic region, sea level rise and tsunami threats and climate change and food production.

Table: 4

Down To Earth News Reports in the month of September 2018

Sl.No	Headlines	Date of News Report	Key Climate Change Issue Discussed
1.	Bangkok climate intersession: Tough task for Parties ahead	03 September 2018	Bangkok Climate change conference
2.	Linking weather extremes with climate change in real-time	13 September 2018	Extreme weather events as a climate change indicator
3.	African countries aren't doing enough to prepare for rising sea levels	17 September 2018	Climate change and sea level rise
4.	Can developing world adapt to climate change like Germany?	24 September 2018	Impacts of climate change on developing countries
5.	Developed nations turn a blind eye to the need for sustainable climate finance	24 September 2018	Approach of developed nations towards mitigating climate change issues.
6.	Rising temperature to reduce GDP, living standards in Sri Lanka: World Bank	24 September 2018	Climate change indicators can reduce GDP
7.	Arctic sea ice cover hits its worst record for 2018	28 September 2018	Impact of climate change on ice cover in the arctic sea
8.	US, China and India: Top carbon emitters to face the biggest economic losses	29 September 2018	Carbon dioxide emission and economic loss
9.	Why climate change is making it harder to monitor marine pollution	30 September 2018	Climate change leading environmental pollution
10.	Good news: Greenhouse gas emissions have started to decline in these 27 cities	31 September 2018	Green house gas emission reduced in cities

Study randomly collected 10 news reports from the month of September 2018 (see table: 4). Identified various major climate change issues including; Extreme weather events, impacts of climate change on developing countries, Carbon dioxide emission and economic loss and Climate change leading environmental pollution.

Table: 5

Climate change issues according to climate change indicators as its unit of analysis

Categorization	Climate change indicators (Unit of analysis)	Number of news reports		
		July 2018	August 2018	September 2018
	Sea level rise	-	2	1
	Flood	2	1	3
	Temperature rise	5	6	4
	Green House Emission	1	-	1
	Ice/glaciers melting	1	-	-
	Extreme weather events	1	1	1
	Total	10	10	10

Study has kept to analyse the total of 30 news reports pertaining to climate change indicators as its unit of analysis. Out of the total 30 news reports, half of the news reports (15 news reports) were emphasized in representing climate change indicator of temperature rise. Flood as climate change indicator represented in six news reports. Both the indicators of sea level rise and extreme weather events represented in the three news reports each respectively. There were less prominence given to the indicators in the news reports including green house gas and ice/glaciers melting.

Table: 6

Climate change issues according to climate change consequences as its unit of analysis

Categorization	Climate change consequences (Unit of analysis)	Number of news reports		
		July 2018	August 2018	September 2018
	Agriculture	1	4	5
	Epidemics	1	1	2
	Biodiversity	3	2	1
	Pollution	5	3	2
	Total	10	10	10

Study has envisaged the climate change consequences to four major arenas including; agriculture, epidemics, biodiversity and pollution. Out of the 30 news reports studied, both the arenas including agriculture and pollution were largely face the consequences of climate change (see table: 6). It is 10 news reports which were carried in each above areas. It is also evident that climate change also led to make consequences in the areas of epidemics (4 news reports) and biodiversity (6 news reports).

Table: 7

Climate change issues according to climate change adaptation & mitigation as its unit of analysis

Categorization	Climate change adaptation & mitigation (Unit of analysis)	Number of news reports		
		July 2018	August 2018	September 2018
	Agriculture	6	5	4
	Fishery	-	-	1
	Forest	1	2	1
	Livestock	1	1	2
	Transportation	2	2	2
	Total	10	10	10

Study has taken these five major sectors for analysis in respect of climate change adaptation and mitigation (unit of analysis). Out of the 30 news reports analysed, half of the news reports (15 news reports) were dealt with the sector of agriculture where this climate change adaptation & mitigation discussed (see table: 7). Climate change adaptation and mitigation was second largely discussed in the sector of transportation. Six news reports were under this sector during the period of study. It is evident that quite a few new reports were discussed in the sector of fishery, forests and livestock.

Table: 8

Framing of climate change issues in Down To Earth magazine during period July – September 2018

Frames	July 2018	August 2018	September 2018
Attribution of Responsibility Frame	2	3	2
Human Interest Frame	2	1	1
Conflict Frame	-	1	1
Morality Frame	-	-	-
Consequences Frame	6	5	6
Total	10	10	10

Undoubtedly, the major prominences were received to the two frames including; attribution of responsibility frame and consequences frame. Out of the total 30 news reports analysed from Down To Earth, majority news reports (17 new reports) were given prominence to consequences frame (see table: 8). Secondly, the attribution of responsibility frame set with 7 news reports. Morality frame has received hardly any significance in the coverage of climate change issue. Newspapers were made a little interest to portray climate change issue in according to Human Interest Frame and Conflict Frame.

Findings

1. 'Down to Earth' news reports on climate change issues were increased to give attention to core climate change indicators.

2. Environmental magazines are largely given attention to climate change issues.

3. 'Down To Earth' magazine news reports were largely represented temperature rise as a major climate change indicator.

4. 'Down To Earth' magazine news reports were largely given attention to the consequences of climate change in respect of the domains agriculture and pollution.

5. 'Down To Earth' magazine news reports were largely given prominence to the agriculture sector in respect of adaptation and mitigation of climate change issues.

6. Frame sharing proportions suggested that climate change issues need urgent action.

7. The study proved the fact that environmental magazine framing has got pivotal role both in the understanding and public perception of climate change issues.

8. According to framing data, Down To Earth news reports were largely emphasized consequences frame.

9. Most of the news report contents' lack scientific basis in their report writing.

10. It is evident that climate change news reporting lacks professional journalistic practice.

Suggestion and Conclusion

The study was to investigate how climate change had been framed in the Down To Earth environmental magazine. Study used content analysis of coverage between the periods July – September 2018; found that climate change issue was framed largely on attribution of responsibility frame and consequences frame. Climate change was also framed in a manner that reflected a strong alignment with the scientific consensus position: that it is real and very likely to be anthropogenic in cause.

The findings of this research may provoke to do further research work in the coverage of climate change in more environmental magazines and television news, news websites, blogs and social media. It helps to understand the more prospects and challenges of media communication on climate change in the changing dimensions of occurring frames in climate change news stories. Also public impact on the climate change issue through the news stories needs to be specifically studied and explored to understand what effect the news framing can create or produce. More experimental studies can also be done to find the framing impacts of television news channels at specific times to understand how the perception varies time to time.

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18.

A Comparative Analysis of Political Knowledge Level in Politics Permitted and Politics Restricted Campuses

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Abstract

Political knowledge is a much desired quality among the citizenry of any healthy democracy. Such a knowledge helps them to be more involved and informed citizens. Researches in the past have often indicated to a correlation between the level of one's political knowledge and the person's political participation. In the Indian higher education scenario party politics is being practiced in many campuses with one of its projected aims being enhancing the political knowledge and political participation level of students. In the light of Lyngdoh Commission Report, and some ensuing verdicts from the year 2006 many campuses have banned party politics in their campuses. Those wanting politics in campuses have since then among other complaints have alleged that campuses that do not permit party politics will churn out students poor in political knowledge. The current study is a comparison of political knowledge among students between two campuses. One, a campus that permits party politics and the other, a campus that has banned party politics. The study indicates that factors such as family background and gender influence one's political knowledge than the presence or absence of party politics.

Key words: Political knowledge, Party Politics, Political Participation

Introduction

Political knowledge is a much desired quality among citizens in any healthy democracy. Easton and Hess define political knowledge as the knowledge relating to three objects of political system such as the government, the regime and the political community. Political knowledge is defined as a series of actual political information that becomes stored in the long term memory. While there is some politics associated with everything that is societal, this paper deals with party politics in the context of college campuses. The aim of the paper is to examine the scope and merit of campus party politics in providing political education to students resulting in more involved and conscious political participation.

In January 2016, Rohith Vemula, an Ambedkar Students Association leader at Hyderabad Central University, killed himself allegedly upset with the hostile institutional environment. Several student groups in several Universities across the country came forward to express their protest on the incident. On February 12, 2016 Jawharlal Nehru Student Union President Kanhaiya Kumar was arrested on sedition charges. The University campus was on the boil for several months due to this incident. A student strike at Film and Television Institute of India (FTII) lasted several months, throwing the academic works out of gear in the prestigious institute. In 2017 Ambedkar-Periyar Study Circle, a student group was banned in IIT-Madras leading to much commotion in the campus. These are just a handful of the hundreds of incidents related to student party politics in campus. The debate is still on as both sides have enough to show on board to emphasis their position.

Relevance of the topic

The boons and banes of campus party politics continues to be discussed in academic circles and civil society. On the one hand several of the present day politicians have had their schooling and honing in politics in the campuses where they had their University education. On the other hand there is merit in the observation from Courts and judicially appointed bodies that party politics tends to bring down academic seriousness in campuses. They base their arguments on the number of class days and precious academic time lost to strikes by student groups. However those arguing for party politics in campuses feel that academics at University level is not just about scoring marks or securing a degree. They feel that capacity to think critically, to assess and read socio-political situations, to be socially conscious, having global concerns, taking stand on pertinent issues are all part of University education. To facilitate this they feel, party politics is a must in campuses. However the campuses that have banned politics stick to the view that party politics in campuses lead to a situation where students become pawns and mouth pieces in the hands of political parties. Instead of cultivating independent thinking, the student political unions end up as feeder group for main stream political parties. The issue being a very complex one, the present study examines only one aspect of this entire problem. This paper intends to measure the political knowledge of students from a party politics permitted campus and a party politics banned campus. The intention is to test the veracity of the argument that party politics banned campus situation refers to the churning out of apolitical citizens. So a comparative study is made on the political knowledge of the students of two different campuses; one, a campus where party politics is permitted and the other, a campus that has formally banned party politics in campus. The study is very relevant in the present academic context of campus party politics: boon or bane debate.

Research Questions

Is political knowledge higher among students from politics permitted campuses?

Is there a significant difference in the level of political knowledge between male and female students?

Is political background of the family an influencing factor in one's political knowledge?

In the case of a political knowledge difference between students from campus politics permitted campuses and campus politics restricted campuses, which are the sub sectors where the difference in political knowledge is most pronounced?

Hypothesis

Political knowledge is higher among students from politics permitted campuses.

There is a significant difference in the level of political knowledge between male and female students.

The political background of the family is an influencing factor in one's political knowledge.

Methodology

Two colleges, one that permits party politics and the other that has banned party politics were chosen for the study. The colleges chosen for the study were Don Bosco Arts and Science College, Angadikandavu which is a private self-financing college where politics is formally banned and SES College, Sreekandapuram which is a private management aided college where party politics is permitted. 30 students each from both these colleges pursuing graduations or post graduation under Kannur University was selected as the group under study. The male female ratio was 1:1. A questionnaire seeking information on demographic details and a political knowledge measurement scale was administered among the sample population. The scale used is a modified version of the political knowledge scale by Vitak, J., etal. Since the original scale contained questions dealing only with the American political context, the scale was adapted to the Indian situation. The political knowledge scenario was sub divided into 4 sectors such as state politics, national politics, international politics and knowledge of the Indian Constitution. As part of scale modification 14 questions were framed. The first four questions dealt with state politics while the next 4 questions dealt with national politics. Three questions each were asked on international politics and Indian constitution. This questionnaire was administered among 30 students of graduation and post graduation, 15 male and 15 female. Going through the result, those questions that were answered by most number of students and those that were answered by the least number of students were eliminated from every set of questions. Thus a set of questions of average difficulty to test one's political knowledge was reached. This finalized questionnaire was administered among the sample population of 30 students each from 2 colleges, one a college that permits party politics and the other, a college that has banned party politics in its campus.

Scope of the study

This study is very relevant in the current context where there is much debate on the relevance of party politics in campus. On the one hand, political participation is a much desired quality among the citizenry. For good quality political participation, it is important that one possess enough political knowledge and political efficacy. Campus party politics has catapulted many to political leadership. However the precious academic time lost to political activities, violence and strikes is a cause of concern for academicians, parents and even for a large section of students. The present study examines the veracity in the allegation that lack of party politics will make students indifferent to socio-political issues. The result of this study will be of use to students, parents, teachers, academicians and policy makers. On the one hand, instilling political knowledge is a necessity towards the creation of a healthy democracy. But is party politics in its current form helping to instill political knowledge is what is discussed in this paper.

Review of Literature

In April 2016, soon after controversies rocked Jawaharlal Nehru University (JNU) and Hyderabad Central University, the University Grants Commission awarded a research grant to Dr. Akhilesh Chandra Vashishtha, retired assistant professor of Psychology from Meerut University to study the politicization of Central University campuses and the subsequent educational alienation of students. In an interview to The Hindu newspaper the researcher stated that as part of his study he would visit 15 universities to investigate how political ideology was being foisted on student after they enter the campuses at an impressionable age and if it is leading to their disillusionment with education.

TSR Subramanian Committee draft report on New Education Policy recommended curtailing student politics on campus. The report suggested self-imposed restrictions on campuses so that the primary task of academics is carried out without any hindrance. ""Ideally universities ought not to lend themselves as playgrounds for the larger national rivalries, inequalities, inequities, and social/cultural faultlines; these need to be tackled by society as a whole, in other fora such as parliament, courts, elections, etc," says the report. The report goes on to say that it is time to find a balance between free speech and freedom of association guaranteed by the Constitution.

On the other hand, a study undertaken by two Delhi University professors under the aegis of UGC recommended that student politics cannot be separated from the campus. This study titled 'Mapping Exclusion and Inclusion in Student Union Bodies in India', Professor Ravi Ranjan and N Sukumar of Delhi University covered eight central universities such as Delhi University, Jawaharlal Nehru University (JNU), University of Hyderabad (UoH), Aligarh Muslim University (AMU), North Eastern Hill University, Banaras Hindu University, Visva Bharti University and Pondicherry University. These Universities were

picked up for study, keeping in mind the political lineage of these universities and the study was inclusive of tribal populations and minorities. The study observed that 'the Lyngdoh committee report restricts students from raising issues relevant to them and discourages electoral politics on campus.' The study states that the students are 'unhappy' with the observation of Lyngdoh report. "Curbing politics from the campus is dangerous for the survival of democracy. Where else will dialogue take place, if unions are banned on campus? Politics on campus is a reflection of society," says Professor N. Sukumar, the co-author of the UGC report.

Casteltrione (2015), addressing the relationship between the Internet and politics, with focus on the impact of internet on political participation said that research has produced contrasting evidence. Some scholars stressed the positive impact of the Internet on political participation (*i.e.*, optimists), while others minimised its mobilising power, emphasising its tendency to reinforce existing participatory trends (*i.e.*, normalisers) or highlighting its limited or even negative influence on political participation (*i.e.*, pessimists).

Doganay Ahmet (1993) examined the factors that predict political knowledge and attitudes among young children. The role of family, media and school were examined in creating political knowledge and attitude among fifth grade children in Turkey. The study done through survey method found that home related variables contribute most to the political knowledge and political attitudes of students. Media related variables were found to be contributing more to political knowledge than political attitude. The school variable was found to be contributing more to political attitudes than political knowledge.

Mulugetta Yuko Miyo (1986) examined the effects of television news and newspapers on the acquisition of political knowledge by the public and on the attendant knowledge gaps due to education during and after the 1980 Presidential election campaign. The results of the study indicated that newspapers and television news affected contextual knowledge while only newspaper reading explained substantive knowledge level.

Kenname James David(1994) studied the effects of environmental and personal factors on the political knowledge and attitudes of students. The study done in the Korean context indicated no gender difference in political knowledge or attitudes. However it was noticed that students of higher grade levels showed more political knowledge. Interestingly this same group had a lower sense of political trust and efficacy. The research strongly pointed to the complementary nature of environmental factors and personal factors in the process of political education.

Exploring the topic political knowledge and its sources in a democracy Junn Jane Yunhee (1994) defined political knowledge as both socially constructed and multidimensional with various substantive dimensions. The three dimensions of political knowledge that the author suggests are knowledge of national leaders, knowledge of local elected officials, and knowledge of principles of democracy.

Philip Dorrell (1995) looked into political socialization of adolescents in Trinidad and Tobago. Political knowledge, political attitudes and socio-demographic information were explored in the study. The study found that the type of school attended was the strongest predictor of students' level of political knowledge and political attitudes.

Pienaar, Gregory Edward (1999) made a study on critical thinking of adolescents with regard to political issues in the context of South Africa. The study indicated to a significant correlation between political knowledge and critical thinking in a political context, implying that critical thinking is subject-specific. Cultural background also played a significant role in critical thinking in a political context. In terms of political knowledge, boys were found to be at a significantly higher level than girls. There was also a positive correlation between intellectual potential, academic achievement, and political knowledge.

Thomson Tiffany Lynn (2007) examined dimensions of political discussion and political knowledge. Starting on the premise that certain intervening variables can increase the political knowledge of individuals, the study focused on the impact of political discussion on political knowledge. Results indicated that factual knowledge is predicted by both discussion frequency and dissimilarity. The relationship between discussion frequency and factual knowledge was found to be mediated through discussion elaboration.

Karamat Ayesha et al. (2016) examined the emerging role of social media in political activism among university students in the context of Pakistan. A vast majority under study (63.3%) said that their political views are being shaped primarily through political news from newspapers while 11.7% attributed it to new channels. Significantly only 10% owned up to news on internet as their prime political opinion formation source. This should be understood in the context of low penetration rate of social media in the situation under study.

Ahamad Khalil et al. (2013) investigated the role of social media in youth participatory politics in Pakistan, through a survey of university students in March, 2013. The findings of the study indicated that a large number of the respondents participated in political activities through social media. The finding indicated that participation in formal politics by students is less while the same in online politics is more. The study underscored underscored the need to enhance youth participation in institutional politics to cultivate civic minds.

Sae-gu Chung (1973) attempted to find the political knowledge, political trust and political efficacy of elementary and middle school students in Korea and tried to interpret those factors inside and outside the education system that influence the political orientation of Korean students. The study defined political knowledge as the knowledge of the political system, its roles and the incumbents of these roles, its inputs and its outputs.

Hayes A Rebecca (2009) made a study on Political Learning Efficacy and the Examination of Uses of Social Network Sites for Political Engagement and found that SNS had a positive impact on the political engagement level of youngsters under study. This increased political engagement had enhancing effects on their political knowledge and political participation. However the study also indicated that political participation through social media was not as much as it was being hyped in general. Contrary to perception the study found a vast majority of the members of the group under study relying more on newspapers and television as their first source of information.

Schwteder (2000) discussing about political knowledge argues that cognitive skills of individuals also must find a place in understanding citizen competence measured through political knowledge. The study notes that the 'knowledge' difference we see in surveys actually happens due to differences in cognitive and inferential skills as well as from differences in levels of fixed political knowledge and so the relationship between factual political knowledge and citizen competence is overstated. According to the author, political knowledge must be measured not only in an encyclopedic format, but also in terms of the capacity of individuals to apply political knowledge to situations.

Data Analysis

There were 6 questions asked to measure the political knowledge of students. To help the memory of the participants, the questions were accompanied by multiple choice answers. Every right answer was marked as 1 and every wrong answer was marked as 0. So the highest score for a participant was 6 while the lowest 0. Accordingly 0-2 score was taken as low level of political knowledge, 2-4 was taken as average level of political knowledge and 5-6 score was taken as high level of political knowledge.
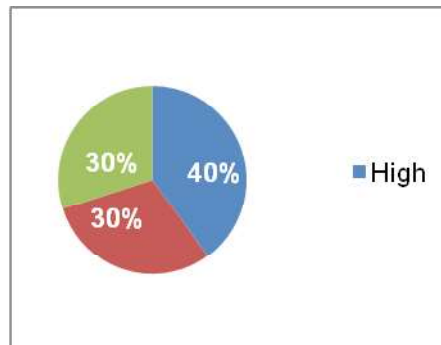
1. **Level of political knowledge of students**
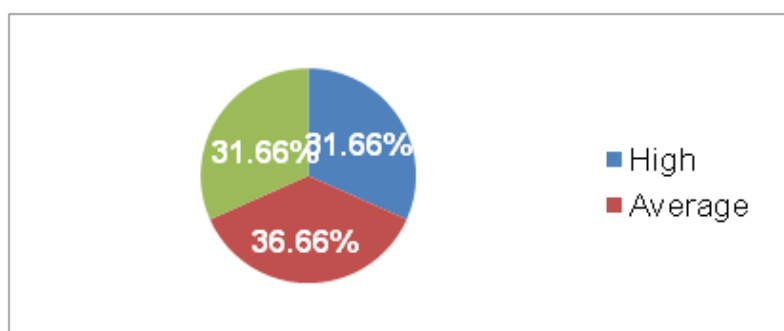
Of the 60 respondents 19 students (31.66%) scored high when political knowledge was measured using the scale while 22 students (36.66%) scored average and 19 students scored low. The result indicates that while some are very good at political knowledge there is an equal number who are very ignorant on politics related information.

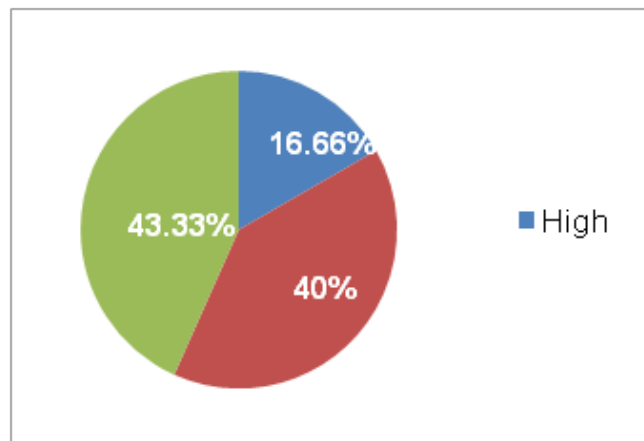## 1. Level of political knowledge of students from party politics restricted campus
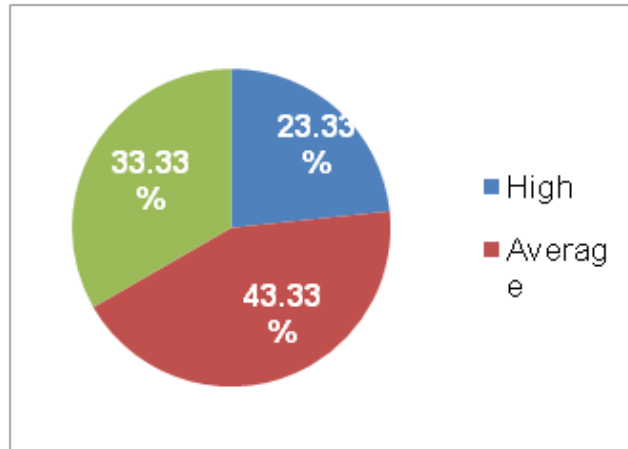
Of the 30 samples from politics restricted campus 7 students showed high political knowledge while 13 of them scored average and one third of them were found to be seriously missing enough political knowledge.

## 1. Level of political knowledge of students from party politics permitted campus (Out of 30)

Of the 30 samples from politics permitted campus 12 students (40%) showed high political knowledge. 9 students (30%) showed average political knowledge while an equal number showed poor political knowledge. So in comparison to politics restricted campus there were more students here with high political knowledge. However when it comes to low political knowledge there was no significant difference.

## 2. Level of political knowledge of girls

Political knowledge of girls alone from both the colleges together was examined and it was seen that only 16.66% (5 students) showed high political knowledge. 12 samples showed average political knowledge (40%) while 13 samples (43.33%) showed low political knowledge indicating poor political knowledge among the girls under study.

1. Level of political knowledge of Boys
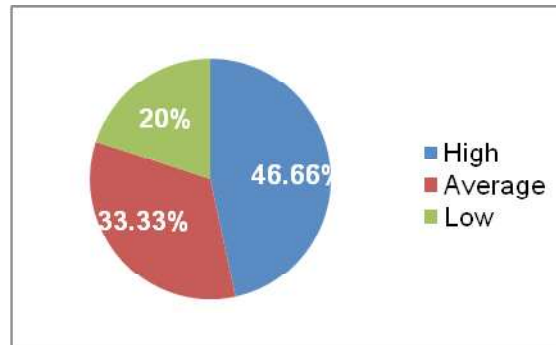
In contrast to the 5 girls who showed high political knowledge there were 14 boys who showed high political knowledge (46.66). Those who scored average political knowledge was 10 (33.33%) and low 6 (20%). So the data clearly indicates to male samples having a clear edge in political knowledge.

## 2. Level of political family background
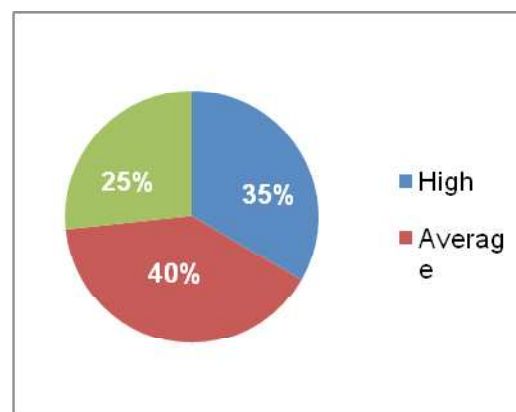
The political background of the individuals under study was explored. Among the sample population 21 students rated the political participation of their family as high while 24 of them admitted to it being average. 15 students said that there is hardly any political involvement by the family in politics.

3. Relationship between political family background and political knowledge
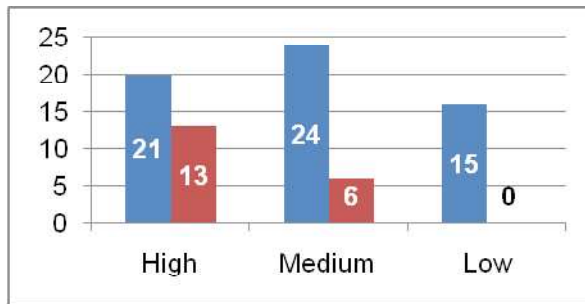

It is significant that of the 19 who showed high political knowledge 13 belonged to the category of families with high political involvement. In the case of the 24 who ranked their families as average in political involvement only 6 showed high political knowledge. Of the 15 whose family background was devoid of politics had no one ranking high in political knowledge. This clearly indicates that political background of the family is a major factor that influences one's political knowledge.

4. Total score on political knowledge
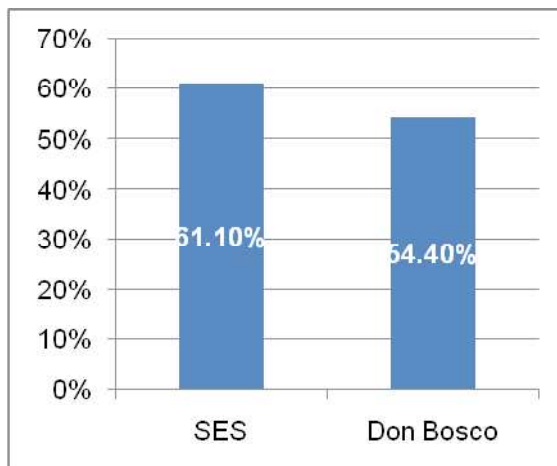
When the score of political knowledge is taken in totality SES College Srikandapuram which is a politics permitted campus scored 110 marks out of a maximum of 180 (61.1%). Don Bosco College which does not permit politics had a total score of 98 out of 180 (54.4%). This indicates that at the level of political knowledge politics permitted campuses have a slight edge over politics banned campuses. However this knowledge gap is not too big or intimidating.

5. Level of political knowledge of Boys and Girls:
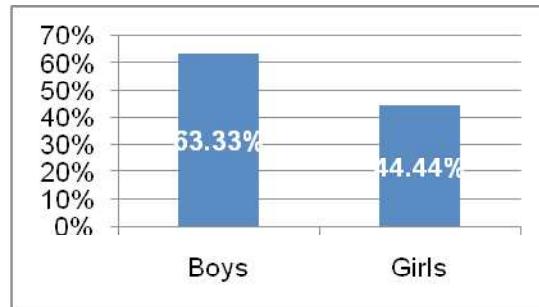
When it comes to the total score of boys in comparison to that of girls, the former have a clear upper hand. Of a maximum of 180 marks boys scored 114 which is 63.33% while the girls scored only 80 which is 44.4%. This indicates to gender being a significant factor in political knowledge with boys clearly showing higher political knowledge than girls.

6. Political Knowledge level difference between male and female students

Regional Politics	Marks scored (60)	percentage
Male	37	61.66
Female	25	41.66

Average level of knowledge: 62/120 (51.66%)

National Politics	Marks scored (60)	percentage
Male	34	56.66
Female	21	35.66

Average level of knowledge: 55/120 (45.83%)

International Politics	Marks scored (30)	percentage
Male	15	50
Female	12	40

Average level of knowledge: 27/60 (45%)

Knowledge of Constitution	Marks scored (30)	percentage
Male	23	76.66
Female	22	73.33

Average level of knowledge: 45/60 (75%)

1. Comparison of political knowledge level between politics permitted campus and politics restricted campus

Level of Knowledge	politics permitted campus	politics restricted campus
Knowledge of State politics	33 out of 60 (55%)	29 out of 60 (48.33%)
Knowledge of national politics	30 out of 60 (50%)	25 out of 60 (41.66%)
Knowledge of International politics	12 out of 30 (40%)	15 out of 30 (50%)
Knowledge of constitution	22 out of 30 (73.33)	23 out of 30. (76.66)

Findings

The study indicates that there is very minor merit in the argument that students from campuses that permit party politics have a deeper knowledge of politics. In terms of knowledge of local and national politics the students from party politics permitted campuses seem to have a slight edge. However the same is not reflected when it comes to knowledge of international politics or knowledge of the Constitution. Secondly, the study indicates that irrespective of the presence or absence of party politics boys seem to have better political knowledge than girls. This male upper hand is very evident in regional, national and international politics. But it is not very evident when it comes to knowledge of the constitution perhaps because study of Indian constitution is part of the academics at graduation level in the area under study. This finding is in tune with several prior researches elsewhere that have indicated to male students being better at political knowledge. Thirdly, the family background of the students is a very important factor in the political knowledge of students. 13 out of 19 students with high political knowledge belonged to families active in politics. In tune with this argument not even one person from families that showed low political interest showed high political knowledge. So perhaps discussion of politics or the absence of it at home is a more crucial factor that builds political knowledge than camps party politics.

Conclusion

This study done among 60 students, 30 each from party politics permitted and banned campuses indicate that those studying in party politics permitted campuses have slight edge of political knowledge. Similarly those coming from families with political background and from a gender perspective, male students seem to have higher political knowledge than their counterparts.

Limitations of the study

The study was done with a small population of 60 students from 2 colleges. Replication of the study is needed to corroborate the findings. The test was administered not during a politically volatile occasion like election time. It needs to be cross checked if the result would vary depending on such external circumstances. Both the colleges under study are from semi urban area. So the study must be administered in urban and pure rural college contexts for more precise conclusions.

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