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संशोधन, शिक्षण, तंत्रज्ञान, लोकशाही व मानवतावाद यांना वाहिलेले नियताकालिक

संपादक
डॉ. प्रकाश नागदेवते

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Myth and Archetypal Criticism

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Introduction

Archetypal Criticism, which is also known as Myth And Archetypal Criticism or ritualistic Criticism or Totemic Criticism, has become popular in recent time. In fact, it is branch of psychological criticism which deals with unconscious not of the author or characters but of human race. Archetypal criticism derived its theory from two sources : (I) the school of comparative anthropology at Cambridge University of which the basic work is J.G. Frazer's The golden Bough (ii) The depth psychology of C.G. Jung who created the idea of Collective unconscious for example, Coleridge poem The Rhyme of Ancient Mariner in the poem himself becomes archetype of the man who obtains God.

The word archetype is formed out of two Greek words Archie meaning a beginning or first instance and Typos meaning a stamp or impression. Thus means symbolic pattern and motif, which spans cultural and historical boundaries.

Its Natures :

Archetypal Criticism is based on Freud's theory of collective consciousness. According to this theory the civilized man, through unconsciously preserves prehistorically areas of knowledge. The Archetypal critic tries to examine literature with the hope of discovering existence of underlying mythological (or original) patterns. Critics like James Frazer and Jessie Weston have made painstaking research in myths. They have shown that human behavior and cultural follow the same pattern in all ages and at all places. So poets like T.S. Eliot make mythical parallels and contrasts between the past and present. Thus Archetypal Criticism critics examine literary works with the hope of discovering underlying mythical patterns. Jung declared that the materials of myth lie in the collective unconscious of the race. He opines that the widespread similarity between myths results from 'common inheritance.'

Practitioners of Archetypal Criticism:

There are several notable practitioners of Archetypal Criticism.

1. Maud Bodkin :

Archetypal literary criticism was given great impetus by Maud Bodkin's work *Archetypal patterns in poetry*. The book added much to the body of archetypal criticism.

2. C. G. Jung :

Jung's concept of the collective unconscious denotes the store house of mankind's primordial experience. It is the 'psychic residue' of repeated patterns of experience in the lives of our very ancient ancestors, which survive in the collective unconscious of the human race. In criticism the word Archetype means recurrent narrative designs, patterns of actions and character types. Jung uses the word 'myth' for the 'story' and the word Archetype for the single, constantly repeated episode or motif. Jung believed that an artist himself a member of human race draws unconsciously on the inherited memory (from past ancestors) as a pattern for his material to form a work.

3. Northrop Frye (Toronto University):

Northrop Frye is famous for his essay 'The Archetypes Of Literature' lays down for radical mythoi or plot forms corresponding four seasons in the cycle of natural world. These four forms are:

- * Romance denoting the spring season.
- * Comedy, for summer season.
- * Tragedy denoting for autumn and satire.
- * Satire for winter season.

Under the first pattern of Romance relating to spring season we have myths of the birth of hero revival and resurrection. Under the second pattern of the comedy relating to summer we have myths or stories of marriage in the third pattern of tragedy and elegy relation to an autumn we have the themes/myths of the fall of the hero, his death, sacrifice or isolation. In fourth pattern of relation satire relating to

winter we have the themes of darkness of dissolution, flood situation, defect of the hero and so on .

Frye sets a second table in his essay in which he lays down the pattern of comic and tragic visions. In the comic vision , we have the human world depicted as a community , the animal world depicted as a community of domesticated animals, the vegetable world represented as garden , a park the mineral world as city, a building, a temple and the unformed world fins depicted as a river respectively.

In the Tragic Vision the human bond is depicted as tyranny anarchy, the animal world is inhabited by beast and birds of prey, wolves etc. the vegetable world is a sinister forest as in Comus, the mineral world is a desert, rocks and the unformed world is a dangerous sea respectively.

4: Wilson Knight Robert Graves and Joseph Campbell: These critics tends to emphasize the occurrence of mythical patterns in literature. Images and characters which have been traced in literature are as follow:

- Journey underground used in epics Odyssey, Iliad etc. In literature it is rendered symbolic or allegorical as fall from morality to the hell of sexuality or actual visit to hell by Ulysses for temporary love . Entanglement was sin as he brakes Jupiter's commands the story of Scarlet letter of the American Hawthorne is such a story. This story has also the archetypal Greek myths of a scar on Ulysses' body. Variation of this archetype Trojan War relating to the Helen possessing the same distinguishing mark.
- The Rebel Hero:- This Archetype of a hero downtrodden by virtue of his ability to lead people standup to tyranny , suffers and finally established truth and peace in the world. The Bringer of Light bound and unbound is a variation of such an archetype.
- Fatal Women: Greek and several literature plays on this theme of a ' bad woman ' who brings about the downfall or destruction of the nation or culture. Delilah and Helen such a fatal women.

Conclusion :

Archetypal Criticism has certainly contributed to the enhancement of literary appreciation and understanding. Unlike the new critical approach to literature Archetypal Criticism takes us far behind historical and aesthetics realms of literacy study ,back to the beginning of human kinds oldest rituals and beliefs and deep into our own individuals hearts. Archetypal studies are said to follow the paths- One is that of relating elements of literary work to basic impulses or images in all men with the thought that the work gains power through appealing to or playing upon the deep rooted force or desires . Two is that of relating a work to all other works in which similar situation such as parent child antagonism , characters such as a woman scorned and or an image such as the lily standing for purity occurs as a pervasive symbol . such Archetypes are held to reflect a set of universal , primitive and elemental mental forms or patterns whose effective presentation in a literary work evokes profound response from readers.

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Enhancing the Teaching of English In Rural Colleges

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Introduction

The initial of teacher is teaching practice, and operate various factors to develop skills of students the innovations are very rare in teaching in rural colleges at the teachers own level. Actually it is clear that teachings should demand some required changes to bring out the desired results from the students in rural colleges If the teachers teaching implements some innovations it may help to improve the quality of teacher but making contribution in functioning the institution. In this regard, an example of two developed nation UK and USA have introduced new technique for entering into teaching profession. They permit the school teacher without any university based educational training for school teaching. In our India there are some state, there is a crop of English medium schools but the quality is maintained by school is under question mark. In rural area, most of the students are from vernacular medium. They are the products of Marathi medium; they have different kind of fear about English subject/language in these circumstances, how to teach, how to improve their English language /subject is very difficult job. If every teacher his/her, action based plan with the help of some effective, methods and innovations. They will definitely success in their teaching of English in rural colleges encouragement of students in English a will prove blessing for the students who are preparing for the competitive exam like UPSC MPSC, other professional examinations.

As the language is a mode communication the language becomes a part and parcel of communicative life. This paper is a critical study about the effective & innovative practices in English teaching in rural colleges. There are some practices which can be implemented for the effective & innovative teaching of English in rural colleges.

Use of curriculum for the development of Students English:

The curriculum selected for the under graduate has some relevance to develop students. if the student studying the major forms of grammar tenses etc. teacher should encourage them for the creation of proper sentence and use for proper article and prepositions etc. traditional methods to teach with chalk and board is not effective. Teacher should use some other innovative methods for the enrichment of grammatical items For example teacher should use the worksheets with small sentence which are very helpful to student to remember their school day study. They can create their own interest of grammatical items will remain for couple of years in their minds. The objectives behind the selection of English language are nothing but to make students enable for spoken and reading, writing skills.

Secondly the prose and poetry section is utmost important if teacher suggest the student to point out some important events incidents from selected prose and poems they will read and get extra information about the prose and poems. It will bring a different kind of confidence within the student it will automatically helpful to the final examination also from the above methods they can develop their own sense to learn understand write their own language definitely it takes time but student will encourage from this activity to develop their own language which is very crucial for them.

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To make students active learners

It is commonly observed that among the learners there is a researcher teacher should motivate the student for the research also in this regard if teacher said to the student read any paragraph how curriculum book and find out difficult work which they student found difficult to understand learn pronounce teacher again told them to write set of new sentences as they particular matter from own mind taking the support of other additional material, as a result it is found that student wrote their own ideas concept etc the research capacity of the student grows and they will make a habit to learn more from this method.

Handling student with remedial solution

It is also seen that the student in the class/group is not belong to equal intellectual or understanding power some student are very active in learning more effectively but some fails to learn in two or three times it is the job of teacher to make a group of student. In teacher should select some good student and some poor student make a group of such student are good and five are at average level teacher suggests them to take poor student and give some exercises if they commits mistakes, it is the duty of first group to make it correct. It is a good method to learn from friends because teacher is somewhat passive here. The concept of friendly education can automatically grow and poor students get remedial solution on their problems and they become confident about their English language/subject.

Use of ICT for Innovative teaching

The objective of English language/ subject teaching is to empower the students in the subject & language. We are living in the globalization. It is the duty of Institution/ teacher to make the students capable for the global market. English is becoming an integral part of international market. In this regard to create students interest and to attract towards English language/subject learning face to face lecture method is the common practice where the learners are passive, teacher is giving vast lectures well's to prepare the learners for written examinations chalk & talk are teaching tools mostly used. There is nothing new and rare. To discard the student's lethargy and disinterestedness towards English teacher should use effective ICT tools for enhancement of teaching learning process. The students can get good knowledge as compare to other traditional methods. They can perform actively in communicative English from ICT.

The Evaluative technique for effective teaching and learning

It is observed that some advanced teacher provide the printed notes to students some students take it readymade from market. The danger is that the students can kill their writing skills as they get printed notes etc. From this they lack the critical thinking with their own views. If the teacher change these traditional methods of evaluation; he will definitely get desired results from students. For ex. Teacher should check the writing skill/listening skill by allotting paragraphs in the class after some time he should supervise the writing /listening of the students. In this evaluative system students will improve themselves in English language/subject.

Use of Language Lab.

If we think about the pronunciation of rural students of difficult words/phrases words, which are prove to be difficult for pronunciation It very hard task to correct the pronunciation of students. Sometimes teachers are not aware about right pronunciation, language lab is a good service provider in such circumstances. Find the difficult words/phrases go to language lab just listen appropriate pronunciation of the words. From this method students can find themselves more confident in reading. Students can read the English newspapers like Indian

Express, The Times of India etc. To empower the linguistic competency the language lab is most effective tool to create interest in spoken and reading of English subject/language.

Conclusion

English in India is treated as the language of corporate sectors or language of elites. Now a day status of English language has been changing as a link language, library language. The demand of globalization and commercial significance of English language is also growing. It is the duty of institution/teacher to make the students capable for market or at least make the students able to speak English properly. Innovative and effective practices can strengthen the teaching learning process. Generally teachers are facing the difficulties in handling the ICT other modern teaching aids while teaching. If they overcome such problems & devote some extra efforts definitely teacher, students, learners can get inspiration from it. Rural Institutions are not assembled with facilities of ICT, in such circumstances teacher can use tape-recorder, mobile very effectively. The feedback is most essential mechanism & it should be given in the presence of students.

After all the objective of English language learning is to prepare students for the global needs and they must stand in global market. Systematic efforts should require from teacher, society, institution etc

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TEACHING ENGLISH IN RURAL COLLEGES IN MULTICULTURAL CONTEXT

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Introduction

The English language has already become a global language which is considered as means for inter cultural communication. It also became an integral part of education in our India. Teaching English in rural colleges, we have to face many challenges to make its teaching learning more effective. The challenges include developing the understanding level of students in the classroom. Secondly teaching of English in multicultural context, how it can be made appropriate and convenient. Generally speaking about the multicultural context and teaching of English is different form of education that incorporates the various subjects, experiences, examples values texts beliefs and perspectives in teaching. It is also assumed that the ways in which students or learners think more, deeply influenced by the own cultural heritage, identity and some applicable traditions and use them in their learning English. To teach the culturally diverse students is a difficult task and requires a good educational approaches and relevant knowledge of values, and reorganization of their cultural backgrounds. If we want to improve the learning of English to gain more success, we should know the multicultural backgrounds and references etc. If we are teaching colonialism the teacher should have a good knowledge about colonialism in India, other historical linkages etc.

This paper is an attempt to display how using the multicultural context in teaching of English, we can make the teaching of English more effective, relevant and convenient etc. The students are not fully trained and not fluent in English language as they are from Marathi medium, they can adjust/ learn bilingual

settings and they can adopt the instructional support than their English speaker/ teachers and they do not fail and automatically the control on dropout rate is created which occurred due to language limitations etc.

The students in rural area came from various linguistic and cultural backgrounds. They did not get a chance to use their experiences or their own cultural and linguistic backgrounds or knowledge in school/colleges while learning English. It is observed that the use of socio-cultural backgrounds can sharps the teaching learning process of English .If the teacher use the prior knowledge of students and himself in teaching ; it helps in learning easily . It also helps to maintain the identity of cultural domain and heritage.

The teacher should bring into the focus and capitalize the multicultural experiences which students accompanied with it in the classroom. The teacher should put emphasis on such experiences, knowledge while teaching of English and it should be contextual. Teacher should know the classroom is socially established, so teacher should provide opportunities to students to use/ implement their prior knowledge and it will prove helpful for social change.

Critical thinking

The critical thinking of students should be preferential in the classroom, to foster the democracy. In the classroom students feel very free to use their own ideas values, assumptions etc. which they gain from their local, socio-cultural settings and experiences. In this regard, If the teacher arranges essay competition, elocution, debate competition on various topics, students can share their experiences, some practiced



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Teaching English in

Rural Colleges in Multicultural Context

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The novel focuses some important issues like feelings of love and how she/he are associated with the same who have childhood experiences etc. The novel 'The God Of Small Things' highlights the position of women of women folk in India. It also throws light on the protest of women society, against existed social system which was not in favors to live women as human being. Exploitation, torture observed from dominated conservative society. The novel 'The God Of Small Things' three generations of women is shown under different struggles and circumstances. Mammachi is from older generation, Ammu is from middle generation and younger generation is of Rahel. These generation of women presented status/ place of women in Hinduism. Divorced women have no opportunity to live like a normal married/ unmarried / single woman. No respectable eyes are present in society to see such divorced women.

The first character Mammachi lived under the controllable power of male society. Mammachi got married in her appropriate age of marriage with seventeen years older to her and wanted to regulate every step of her. Some of her qualities are shown to us. She was promising woman, Because of her husband Papachi. She leaved her career and lived as a obedient/ordinary wife cum servant. This example shows domination of male as husband on woman. Domestic violence's are also occurred in the martial life of Mammachi. Papachi often used a brass flower vase to beat the Mammachi on negleliable reasons. The Papachi did not respect the Mammachi as a life partner and he insulted her whenever he got the opportunity.

Chacko was the other man who represented domination of men unnecessary power on Mammachi established pickle factory after breakage in marriage. Chacko took ownership just like original owner of factory. Being frustrate woman Mammachi took it passively. Chacko returned home. The divorce was took place between him and Margaret. The society have different spectacle to see Chacko and Mammachi. If we compared Mammachi with Chacko, the status of Mammachi was very worse which was already approved by society. No restrictions are made by society to divorced men but woman should follow restrictions/ rules given by society. There was not a single consideration of feelings and mental disturbances, needs etc.

The representative of second generation is Ammu. Ammu an innocent child deprived from facilities which are available for both son and girl child. The parents have more care, love, affection to Ammu's brother as compare to Ammu. Her place was not good as she was single parent of two children. Though she lived with her parent, she has only to live but controlled by men which are her own family. When she married with her second husband who is not well wage earner. One day he sold Ammu to his manager, she refused for such illegal relationship and second divorce took place, her position becomes automatically worse in society. According to the society's beliefs, taboos, a good woman should live with her husband and accept her without conditions. A divorced woman is badly reputed woman, nobody allows her in auspicious/ good programmes etc. rather she is equal to un-virtuous woman. From the character of Ammu we observed there are women like Ammu who tries to rebel against beliefs patriarchy system, values which are different to male and female in society. Ammu did not follow her mother and she

Plight of Women in Arundhati Roy's Novel "The God OF Small Things"

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Introduction:

The novel 'The God OF Small Things' has been studied for different social problems existed in society. It presented the problems like exploitation, oppression, torture of the people from lower strata etc. In these conditions women are not allowed to take free breath with own independence. The women from society suffered from caste discrimination, social caste based machinery. The novel can be seen on feminine writing, it also depicts the position of women associated with sadness, unhappiness. The women were not enjoyed democratic rules. The problem of untouchables can be presented by the character "Velutha"

The novel 'The God OF Small Things' introduced various social issues which were rendered in the society of Kerala. Kerala is always considered as socially aware state. It has well known literacy rate and tradition of Marxist politics dominating. In the novel the struggle / revolt is also observed by victims from women society and they wanted to make space for them as well as they looked towards their own existence and willing to live as human being. They discarded their image as playthings for men. J.S. Mill quoted in his 'Rights of Women' The women is not part of subjection & she needs a respect as women, a powerful place in society.

About The Author

Arundhati Roy was born on November 24, 1961 and brought up in Kerala. Later she left home at 16 and lived in a squatter's camp in a small hut within walls of Delhi's Ferozshah Kotla selling empty beer bottles. Her mother Mary Roy well known as social-activist from Kerala. Her father was tea planter from Hindu religion. She did her schooling from Lawrence school, Lovedale, Tamil Nadu. She Spent her childhood in small village Ayamanam. She then met her first husband Gerard da Cunha at Planning and Architecture school Delhi. She did the role of tribal bimbo in a film Massey Saab by Pradeep Krishen. Pradeep and Arundhati got married lived with her second husband. After that she prepared for T.V. serials to Doordarshan and got ITV also. Arundhati is cousin of prominent media personality Prannoy Roy, Head of NDTV. More than that She made a great contribution in English literary World And won a reputable Booker Prize award for literature.

Presentation of Women Characters in The God Of Small Things