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Babita Labh Kayastha

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An Overview

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Chapter - 1

The Calcutta Chromosomes a Medical Thriller: An Overview

Dr. Sachin S. Matode

Abstract

Amitav Ghosh has emerged as a literary icon in the Contemporary Indian Writing in English.

Calcutta Chromosomes is a fictional work which combines various themes and techniques unveiling the most complex nature of human mind. Ghosh has created a tapestry of various shades by weaving it into two major threads of story line. It is in disguise of science fiction with multiple characters and rapid turns I n the plot provides a deep peep into the human interactions. He ingeniously utilizes arguments that weaken the rational view of science and universe. It interrogates certain evident historical fixture and blurring of borders in the fiction. It is a charismatic amalgamation of literature, science, philosophy and flight of the imagination by approaching human exchanges from exceptional point of view it is an inquiry of a colonial truth Ronald Ross discovery of the cure of malaria. It is a breakneck romp through medical discoveries. Rituals. Murder hallucinations and transmitting of souls and frightful machines owned by futuristic people. The paper aims at critically examining the various shades of novel from a perspectives of medical thriller

Keywords: gosh, chromosomes, western ideology, malaria, science, Ross, post colonialism

Introduction

Amitav Ghosh the Calcutta Chromosomes 1996 is a pastiche having literature, science philosophy and fantasy. It is a novel not only of" fervor' and 'delirium' but also of discoveries primarily the novel appears as a history of malaria research. It is a novel of mingled timelines. Novel begins with unkindly discoveries of 'Ronald Ross" who was an army doctor in India. He inspire of ignorance of microbiology and erroneous ideas about how malaria is transmitted to win Nobel Prize for helping to understand the

disaster. Brinda Bose in her introduction in Amitav Ghosh A Critical Perspective observes.

"The Calcutta Chromosomes (1996) took a leap in completely new creative direction when Ghosh wrote what was subsequently been called the first science fiction in Indian English subtitled. A novel of fervor Delirium and discovery. The Calcutta Chromosome grapple with colonist nation of science (discovery) and the native cast counter scientific, fervor and delirium without reducing them to essntialised binary oppositions that the post-colonial writer must reserve, It considers Eurocentric dualisms sets up between science /magic/mysticism in which the colonies supposed embody the latter and replays the man machine war on native territory with surprising turns of discovery" [1].

Ghosh has made an attempt to highest western idea and conceptions of research. He also challenges western idea and conception of research. He also challenges western idea of superiority of knowledge. Ghosh here tries to weave story of disappearance of Murgan and Ross discovery to highlight Indian supremacy in knowledge The novel is divided into two parts first is August 20 "The Mosquito Day' and second is "The Day after". It relates L Murugan's search of Calcutta Chromosomes" which is rare and not commonly found in every cell. It is found in non-generating tissues of brain. It can be transmitted through malaria. It is this stray DNA carrier that Murrugan calls The Calcutta Chromosomes "as a unique biological expression of human tract that is neither in born from immediate gene pool nor transmitted into it. The novel put before us three searches. The first an Egyptian Clerk Antar working alone in New York apartment in the early years of twenty first century to trace the adventure of L Murugan who shockingly disappeared in1995. Second quest is of Murugan's passion with missing link of malaria research & the third quest is of Urmila Roy, a journalist researching on work of "Phulboni" a writer who produced a strange cycle of "Lakhan Stories that he wrote in1930s. Novel is awarded with a best science fiction award & won prestigious Arthur Clark award.

Madhumalti Adhikari in her essays comments on the thematic patterns inherited in the novel.

"It would be too facile to contemplate that Amitav Ghosh in "The Calcutta Chromosomes has attempted to inscribe a simple scientific thriller on fervor, delirium and discovery of malaria parasite. Initially the thematic originality and complexity boulders the readers but a close scrutiny disclose that like his earlier novels The Circle of Reason. The Shadow Lines and In

An Antique Land. Ghosh in The Calcutta Chromosomes has universalized the specific through the concept of quest and journey. The notion of delirium fervor and discovery superficiality associated with malaria is extended to the meaning of life having identical symbols and symptomic significance "[2].

Novel is Ghosh's effort to diminish the barrier between the privileged and subaltaltarn class, the colonizing powers and colonized people. Ghosh has adorn special powers to subaltern. He has made an extensive use of genre of science fiction represent subaltern voice "Tabish khair acclaims his contribution.

"Amitav Ghosh the Calcutta Chromosomes has been widely acclaimed in the popular media but significantly not in the term of its main concern the question of subaltern agency vise a visualization. This confront us first of all with the problems accounting for and registering the agency of coolies and non Babus 9 and never from collies in an ordinary situation) the babu. So they say has a monopoly on medium through which knowledge of coolie and his /her agency (or the lack of it) is exchanged and created. How then can this agency be expressed. How can this agency be expressed. How can the coolies be constituted in another language and one that shares a different socio economic and discursive setting without depriving him/her of voice and agony" [3].

The novel comprises of most complex themes incorporated in the scheme of the novel. Being a post-colonial fictional writer Ghosh breaks the western ideology behind science, knowledge and death. Hence he brings an optimistic view, by advocating supremacy of Eastern knowledge and philosophy. He porter's simple human relations from unorthodox point of view through his firsthand knowledge of anthropology medical science, psychology, history and sociaology. R.K Dhawan examines it as.

"The Calcutta Chromosomes Ghosh looks in the direction of magic, conspiracy and silence to overturn the logic of Europe's conquest of East essentially a novel ideas, it works like a brain teaser undermining conceptual certainties and reads the world as a mighty countdown where quests and problems are given conjectural answers" [4].

In the novel Ghosh has used character of Antar to begin the thriller story. Antar locates on ID card on Ava's Screen with the help of Ava he finds out that Murugan is his former colleague at life Watch Company. He is solid man but his working conditions stops him to do so he works alone with his super computer Ava. His profession does not allows him personal freedom. He faces double alienation the professional and emotional. He lives

with his only companion his own personal computer. A conversation between Murgan and Antar compels us to think over the world of science.

"Let me put it like this Murugan said you know all about matter and antimatter, right? And rooms and anterooms, and Christ and antichrist So on? Owlets say there was something like science and counter science? Thinking of it in the abstract wouldn't you say that the first principle of a functioning counter science would have to be secrecy? The way I see i.e. it wouldn't just have to secretive about what did it (it couldn't hope to beat the scientist at the game anyway) It would also have to be secretive in what it did. It would in principle have to refuse all direct communicate, to put ideas into language would be to established a claim to know which is the first thing that counter science would dispute" [5].

Ghosh put forth the idea of science and counter science by stating that any claimed to knowledge whether it be historical, scientific or aesthetic is an grouping knowledge which off shoots from culture. Superimacy of eastern knowledge is advocated by Ghosh in this novel. He approaches simple human affairs from unorthodox point of view through his firsthand knowledge of anthropology medical science and his anthropologist point of view. Urbashi Bharat's Comment in this regard is really remarkable

"When Amitav Ghosh turns to thriller for the first time in Calcutta Chromosomes then he is not merely trying his hand at something new, he is making a social and philosophical statements through his choice of form itself, which points danger and destabilization of existing modes of thoughts and belief as the essence of living. The thriller captures swiftly and accurately the chaos and violence of everyday life than any other form of fiction and relates them more clearly to the inner realities of human existence through its ubiquitous pursuit motif, its archetypical and symbolic " I home tranquil its mysteries and brutalities that lie beyond explanation and categorization" [6].

Ghosh's prime concern has always been people from social structure. He delineate characters trapped in particular situation. Human responses who are caught in adverse situations weather is an incident or a portion from history forms his fictional world. Though novel deals with scientific issues it doesn't loose its touch from post-colonial sentiments. Colonist not only suppressed local talent but also exploited the local recourses and cultural heritage. Sections of novel shows how secret society members have incredible powers to control technological development of western world... Character of Mangala is attributed with special powers. She had developed a

particular kind of malaria that could be transmitted to Pigeons. She injects blood of malaria infected Pigions to Syphilitic patients which echoes the advance plasma therapy. Her experiments at Cunningham Laboratory mark her a paranormal character possessing immense scientific potential. These treatments results in strange transformation into the personalities of individuals which has been given the name of Calcutta Chromosome.

It would be clear in the words of murgan.

"When your body fails you leave it,

You migrate you or at least; a

Matching symptomologyof you.

You begin all over again another

Beginning, a technology that lets

You improve in your next incarnation" [7]

Overall activities of Mangala and her colleague reminds the Tantra practice which supports silence The Calcutta Chromosomes reveals a philosophy tradition the value of science in attaining unexploded regions of knowledge. The Calcutta Chromosomes delineated mystery associated with the secret group of Mangala and their mysterious activities. Even the nomenclatures of characters in the novels are associated with theology. Murugan is named after six faced Hindu God. Mangla and Tara are renowned Hindu Goddess. Mangala is associated with the planet Marse. Indian mythology is an ocean of philosophy. There had been a solid connection between silence and secreacy.

"Tantric discipline is in its nature a synthesis. It has seized on the large universal truth that there are two poles of being whose unity is the secret of existence... Nature is power of the spirit or rather is spirit as power. To raise nature into manifest powers of spirit is its method and it is the whole nature that it is whole nature that it gather up for spiritual conversation" [8].

Ghosh has subverted the medical history associated with malaria reacrch. He challenge the western notion of superiority of knowledge. He put fort how secret powers attributed to subaltern enables them to reach to an extent of knowledge which surpasses the western knowledge.

Shubha Tiwari comments

"Ghosh digs into one event one pinpointed happening of past. He keeps probing it till he finds patterns and parallels. It is wonderful to watch this artist work. He selects an event that he feels is relevant to present times. He establishes connections. He says what he wants to say using symbols of past only as torts for communications of overall messages or messages" [9].

Another aspect of the novel is the suppression of colonized people by colonizers. They exploited every avenue of the area they ruled. Vikrant Sehgal comments in his blog "Literature in English A perspective "Amitav Ghosh "The Calcutta Chromosomes".

"Ghosh does an excellent job of critiquing and even making fun of 19th century British science. Although science did advance in 19th century the enthusiasm for it created a lot of false hypothesis and even branches of knowledge that today appears completely unscientific. It is also important to note that scientific activities in 19th century was inexorably related to colonial enterprise most of the discoveries that confirmed or generated various scientific theories were made in colonies Africa, India and weather was left uncolonized of America. It was probably the encounter with these unknown territories these totally new and different spaces that stimulated the desire to know more to turn towards secrets of nature as well as secrets of history" [10].

Another episode mentioned in the novel is of mention of Phulboni writer. We come across two journalist working for The Calcutta. That arrive to Calcutta for a literary event the celebration of Phulboni's eighty-fifth birthday.

"The Calcutta Chromosomes presents us with a template for understanding this complex textual mode operative in Ghosh's work, one which explains his literature of haunting. The DNA analogy of grafting allegories the archival search that constitutes detection in the novel. Murugan suspicion that Ross, analysis of the Anopheles mosquito was rigged, leads him to the real architects of the discovery-a group of folk medicine practioners with immortality on their minds and no interest in the cure for malaria. But this new knowledge comes about through coetaneous fragmenting and grafting of haunted by the probability of another truth that confounds its credibility. Then there is the further allegory of cutting, splicing, and recombine literary genera and traditions: this is a medical thriller, ghost story, murder mystery, philosophical rumination and historical graphic project [11]"".

Novel has its own charm in the characterization. Besides the principal protagonist readers are much attracted by the characters of Mangala. His woman characters have some kind of power of attraction which spellbound the readers. This kind of magical and mystical atmosphere makes his fiction to look into undiscovered realms of human concerns. Overall reading of the novel implies on basic principal that is knowledge is meant for betterment of life. The knowledge is just realization of internal capacities. The novel rejects the monopoly and superiority of western medical science. Ghosh's novels reflected debates which are essentially postcolonial in nature with a keen insight he upholds themes related to impression and multiculturalism. His fiction gave a voice to subaltern in his hold embraces of new genre and style. Ghosh attempts to proceed towards the topic from a new perspective that does not privileged the colonizer by following historical definition of East & West. He weaves individual lives from traditional history to which history has ignored into web connections.

Conclusion

As a postcolonial writer he depicts that the idea of knowledge that we have is not only kind of knowledge that is possible. Primitive peoples of colonized countries posses their own wisdom and knowledge.

"In short, through this is science fiction and situated somewhere not too far in the future, it is in fact, an implied rewriting of history, suggesting, ass he has in so many of his other works, that there may well have been a lot going on throughout the centuries that the history –book writers just decided to overlook, That is the very realm that draws Ghosh to its doorsteps, again and again".

Ghosh emphasis on the realization individually. Inner self and inner life; separate from life of others. Thus Calcutta chromosomes delineates human interaction in lieu of historical event occurred in medical history by fixing it into colonial frame to study subtle human nature and also advocates superiority of subaltern knowledge over western scientific knowledge.

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Chapter - 2
Recent Trends in Economics and Commerce

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Chapter - 2

Recent Trends in Economics and Commerce

Babita Labh Kayastha Principal and Dr. Arvinder Kour

Abstract

In this chapter recent trends in economics and commerce provided with special emphasis on the determinants of economic development and how it get affected by pandemic situation like (Covid -19) and nature of human capital. All steps were taken to ensure that readers can get the comprehensive idea about the concept and beside discussing at length about the concept and determinants of economic growth, measures were also suggested to overcome the negative impact of pandemic situation and fetch more dividend from the population of the country.

Keywords: economic growth, demographic dividend, Covid-19 impact on economy

Introduction

Before we delve into the question of economic condition of any country, it is cohesive to understand the determinants of economic development.

Determinants of economic development of a country

Basically there are two types of determinants which contribute in the economic development of a country

1. **Economic factors**

    i) Capital formation

    ii) Natural Resources

    iii) Surplus of Agriculture

    iv) Foreign Trade

    v) Economic System

2. **Non-economic factors**

    i) Human Resource

    ii) Technical Know How and Education

    iii) Political freedom

Now we are going to discuss each point separately

1. **Capital formation**

    The role of production has been given importance in economics as it is proved that country who want to accelerate the pace of growth has to have high income ratio and strive to raise the level of investment. We cannot just reply on foreign aid and it is necessary to accumulate minimum rate of capital

2. **Natural resources**

    In determining the quality of natural resources the land area, quality of soil, forest, river system, minerals, oil resource and good climatic conditions are included. A country who does have this or they have deficit of natural resources may not develop in the fast pace

3. **Agriculture surplus**

    We not only require surplus of agricultural product but it should be marketable surplus which denotes excess of output in the agricultural sector over and above what is required to allow the rural population to subsist.

    It is necessary that demand of the growing population for food grains must be met otherwise it will slow down the growth.

4. **Foreign trade**

    The classical theory of trade have advised that the less developed countries should specialize in production of primary products as they have comparative cost advantage in their product and developed countries, on the contrary, have a comparative cost advantage in manufactures including machines and equipment and should accordingly specialize in them. Foreign trade can be proved to be beneficial to countries which have been able to set up industries in a relatively short period as they can sooner or later captured international markets for their industrial products. Therefore a developing country should not only try to become self-reliant in capital equipment as well as other industrial products as early as possible but it should also attempt to push the development of its industries to such a high level that in course of time manufactured goods replace the primary products as principal exports of the country.

5. **Economic system**

    The historical setting and development prospects also plays a important role in determining the progress of the country. There was a time when a country was following laissez faire economy and yet faced no difficulty in economic progress. However, in today's world a country would find it

difficult to grow along the England's path of development. Now third world countries cannot adopt a laissez faire economy as these countries cannot raise necessary resources through colonial exploitation or by foreign trade and they have only two choices

i) They can follow a capitalist path of development which will require an efficient market system supported by a rational interventionist role of the State.

ii) The other course open to them is that of economic planning.

Non-economic factors

From the facts it is evident that non-economic factor are also important along with the economic factor. Now we attempt to explain how it influence on the economic development

1. Human resource

Human resource is the most important force or driving factor as if it is skilled and efficient they can contribute to growth and on the other hand illiterate, unskilled drag the progress. It is also imperative to note that in case if human resource remain either remain unutilized or defective prove to be burden

2. Technical know-how and general education

Technical know-how has direct connection with the pace of the development as man can discover more sophisticated techniques of product and scientific and technological advances which improves the production

3. Political freedom

Referring World history gives us the evidence that process of development are interlinked with development as we all know that India, Pakistan, Bangladesh, Sri Lanka, Malaysia, Kenya and a few other countries, which were in the past British Colonies was linked with the development of England and England recklessly exploited them and appropriated a large portion of their economic surplus. Even Dadabhai Naoroji was also candid explained in his classic work "Poverty and Un British Rule in India" that the drain of wealth from India was the major cause of the increase in poverty in India during that period which in turn diminish the economic development of the country.

4. Social organisation

Participation of people in large scale is a precondition for accelerating the process. However, people will show interest in the development activity only when they feel that the fruits of growth will be distributed fairly

5. Corruption

Corruption is the main leakages of any economy. Unless and until some major steps are not taken to root out this menace from the administrative system, the capitalist, traders and other powerful economic classes will continue to exploit national resources for their personal interest and it will proved to be detrimental to the interest of general public.

6. Desire to develop

Economic development is not a mechanical process and the pace of economic growth in any country is dependent on the people's desire to develop. If the mass of people will accept poverty as their fate then there will be little hope for development and ultimately it is human enterprise whose output is dependent on the skill, quality, competency, caliber and attitude of the people who undertakes.

Effect of corona pandemic in the economic development

The corona virus has affected people all over the world and its spreading in a fast pace and business is in a devastated condition

Global scenario

1. Stock Market where shares of the companies are bought and sold has affected a lot has dropped in the first three months of the year 2020 since 1987 and in lieu of this Central Bank of many countries has slashed interest rates and which in turn has made borrowing cheaper and encouraging spending to boost the economy

2. It has made people out of work and has hit 10.4% according to the finding of the International Monetary fund (IMF). Million of workers have been relying on government

3. The growth of the economy backed by more wealth and new jobs and it is measured by change in percentage of gross domestic product or the value of goods and services produced but according to the IMF global economy is shrinking by 3% this year and this decline is described as the worst since the great depression reported in the year 1930

4. The travel industry has affected most due to airlines cutting flights and clients cancelling business trips and holiday. Furthermore, many countries have introduced travel restriction within and outside their country to curb this virus menace.

5. The demand for oil price has also dropped as lockdown across the world has kept people inside their home. The crude oil prices has also been affected.

6. Retail footfall has decreased was in unprecedented low as except essential commodities all other shoppers were at home to stop the spread of corona virus and research finding has suggested that people will now shop less often over next one or two years

Indian scenario

1. Indian daily increase in Covid-19 cases is rising day by day with no sign of decline. While the world is witnessing the second wave of infections, India is not in a condition to flatten the first wave curve except the case fatality rate is on declining in India the rest of the indicators is rousing alarm and even otherwise this was pointed out it's not a true level of transmission due to the low testing rate and age and beside this deaths are going unreported in rural areas

2. The abrupt nationwide lockdown which has been imposed is the biggest in the world which has forced 1.3 billion population to stay indoor and $2.9 trillion economy remained shuttered during the lock down period and economic activities have come to halt as shops, eateries, factories, transport, services and business establishments were shuttered

3. As per the finding reported by the Ministry of Statistics and Programme Implementation, the Indian economy has contracted 23.9% during first second quarter of the fiscal year and this is the worst recorded decline since India started compiling GDP statistically on quarterly basis from since 1996. It should be notice here that India do not fully include economic activity of the informal sector which accounts more than 50% of gross valued as informal sectors of the economy have been worst hit by the pandemic and the contraction of economy could be more than 35% if informal sectors are also considered

4. Indian economy being run on engines which includes Private Consumption and investment. During the 1st quarter 2020, private consumption which accounts for 59% of India's GDP declined by 27%, while investments by private business fell by 47% which is huge in number. During this quarter, government spending increased by 16% but it is not sufficient to fill the vacuum aroused due to decline suffered by other engines of growth.

5. Barring Agriculture, all other sectors were hit very bad and labour intensive sectors like retail, transport, real estate, hospitality, and manufacturing were contracted.

6. In this scenario, Banking sector has also been exposed specifically banks and non-bank finance companies (NBFCs). This NBFCs were hit by a liquidity crisis in 2018 when Infrastructure Leasing and financial Services (IL&FS) collapsed and other banks particularly public sector banks, continue to suffer from high non-performing loans.

7. Not only this even credit growth of the banks has also slowed down and asset quality ratio has also deteriorated sharply and consequently non-performing loans pertaining to retail and MSME are rising. In the financial Stability Report (July 2020), The RBI has estimated that under a very severe stressed scenario, the gross non-performing assets of the banking sector could rise to 14.7% by March 2021 from 8.5% in March 2020. The acceleration of the non-performing assets would impact the loss absorbing buffer and profitability

8. Since April 2020, not only has credit growth of banks slowed down, but more importantly, their asset quality has also deteriorated sharply. Consequently, nonperforming loans pertaining to retail and MSME segments are on the rise. In its Financial Stability Report (July 2020), the Reserve Bank of India has estimated that under a very severe stressed scenario, the gross non-performing assets of the banking sector could rise to 14.7% by March 2021 from 8.5% in March 2020. The rise in non-performing assets would result in higher credit costs, which in turn would adversely impact banks' loss-absorbing buffers and profitability.

9. Financial stress not only this banking sector are facing but private bank, cooperative and other financial institute are also facing capital shortfall and some cooperative banks are not in a condition to meet the regulatory and statutory requirement.

10. The Scissor Effect of decreasing tax revenue even India is facing due to higher demand for health and other social protection due to Covid-19 pandemic and tax revenue have fallen. Both direct and indirect tax collection is not as per the market and much behind target and the same applies to non-tax revenue.

Measures to be taken to combat this evil

1. To fight against the Covid-19 we need finance and resource and one option is get loans from bilateral development agencies and multilateral financial institution to meet the necessary expenses on medical and social. In the month of May, the World Bank has approved a fast tract $1 Billion support to provide social assistance to poor household. India can also seek concessional loan from banks and IFIs

2. Government can also issue government bonds as Central and State government relies on this instrument to meet operational and other developmental expenditure it can be in the form of Covid bonds in offshore market and use the proceeds to finance health sector

3. Wealth tax can be imposed on the super-rich so that substantial revenue can be generated to meet the necessary expenses

4. Indian Revenue Service Association has already proposed to introduce an additional one time COVID-19 relief cess of 4% on taxable income of over Rs.1 Million can be considered to mobile additional revenue on this.

5. Further, Government can reconsider and reintroduce the enhanced surcharge on super rich individual which was withdrawn under pressure from foreign investors in Aug-2019

6. Another unconventional avenue which is available is that RBI can buy bonds from the government as many countries are considering this option. The fiscal responsibility and Budget Management Act allows the RBI to directly buy government bonds from the primary market in case of emergencies. Hence, government can adopt debt monetization under the exceptional circumstances. It is important that it must be used strictly for health and social purpose and carried out in a transparent manner.

7. Strong database needs to be prepared for working population specially internal migrants and government should support their financially who have returned to their native place and cash transfer or subsidized food will help them to deal with this Covid shock

8. It's a need of an hour to strengthen the rural employment scheme i.e. The Mahatma Gandhi National Rural Employment Generation Scheme (MGNREGS) by increasing its funding and workday guaranteed under the scheme.

9. It is necessary to accelerate fiscal stimulus to curb domestic demand to sustain investment without bothering about the fiscal deficit and primarily it should be focused on informal sectors such as micro, small and medium enterprises (MSME).

10. Though we are facing tough situation but it is in the interest of economic recovery strategy to raise wages of those who are at the bottom of the pyramid of economic to mitigate the fall out economically and socially.

11. Policy makers should have expansionary vision that will boost the aggregate demand for goods and services and that will in turn would restore output and create employment.

Role of human capital in the economic growth

Human capital is a driver of economic growth and it is imperative to make the human being skillful so that dividend of it can accrued in the long run and for this it is necessary to shift attentions from degree to quality of education as without this quality, it is difficult for any country to improve performance in the long run.

The term demographic dividend has also connected with an economy growth related to population of a country as a country with low birth rate does not have enough manpower to take up the charge of working population when they get retire.

However, there is another aspect of the population as society with high fertility and mortality rate has more mouth of feed and the young women often engaged in the nurturing kids and looking after home with less contribution in the economy and on the other hand society with low fertility and mortality rate can concentrate more the economic growth and resources can be utilized for economic growth and developing skill of the people and if other things being equal, per capita income grows manifold.

Due to rapid urbanization population moves from rural areas to urban industrial society with low fertility and mortality rate and this transition last five decades or more and this condition is referred as first dividend, but eventually due to lower fertility reduces the labour force growth and if other things remain equal, per capital income grows more slowly and first dividend turns negative.

The Second dividend can be accrued if there is an extension in the retirement age due to change in the mortality speed due to medical and technological advancement.

In brief, we can state that first dividend yields a bonus and the second dividend transform that bonus into greater assets and economic development and the dividend period is a window of opportunity rate than a guarantee of improved living standards

Recommended actions to fetch demographic dividend

The demographic dividend is possible with giving priority to lowering fertility and child mortality through

- Proper Planning and investment in health program
- Voluntary Family planning
- Investment in the health needs of person approaching retirement age
- Planning for proper education and skill development among youth
- Prioritizing education for girls and further helping them to come in the main stream of economy along with men

Conclusion

It can be concluded that if we want to progress and take a country to economic growth part, it is imperative to consider the determinants of economic growth which can further be worked upon to bring cohesive result and beside this considering the global pandemic covid-19 some stringent steps needs to be taken at economic front to bring on track the economy which has affected badly all over the world and while working on the economic development we have work on the capitalizing on demographic dividend.

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Chapter - 3
Literary Genre Twitter New Media Outlet of the Future

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Chapter - 3

Literary Genre Twitter New Media Outlet of the Future

Mohd Tahir Amin Khan

Abstract

Four researchers from the Korea Advanced Institute of Science and Technology's Department of Computer Science have performed a multi-part analysis of Twitter and how it works. The group wanted to find out whether Twitter is just a social network or a news media outlet by itself? Haewoon Kwak and his associates Changhyun Lee, Hosung Park, and Sue Moon built an array of twenty personal computers to trawl the entire contents of Twitter for a period of one month, July 2009.

This author interviewed Haewoon Kwak and he said based on their empirical findings, Twitter redefines and to some extent enlarges the definition of news media.

According to Kwak and his team, the role of traditional news media is played by traditional newsaccounts in Twitter. Moreover, based on their findings, these news accounts are more powerful than traditional news media and the reasons are two-fold

One is motivation. Some studies report that different motives lead to different levels of attention and show that motivation to gain information for personal or social use leads to greater cognitive involvement.

A Twitter user actively follows others and subscribes to their tweets. Also, they can stop subscribing to tweets whenever they want to do so. In other words, Twitter users themselves actively choose and subscribe to their favourite news sources and the motivation to read tweets such as gaining information or entertainment is stronger than just passing time.

The other is the form of news. The study argues that for politically inattentive citizens, soft news is more effective than traditional news. Both a short message (tweet) and social interaction (retweet) among users puts Twitter ahead of other sources of news. Thus, Twitter can be an effective medium to disseminate political messages.

From these two observations, Kwak *et al* think that news accounts in Twitter can have more power than traditional news media.

Kwak adds, by retweeting, the voice of the common people can become loud in Twitter; about a few hundred thousand people can listen.

The Twitter Effect is defined as the rapid spread of information through the micro blogging service Twitter. The tweets can spread out like the branches of a tree and reach a very large number of Twitter users.

Pingdom, a company that tracks site availability suggested this formula.

The Twitter Effect = (Original tweet x followers) + (retweets x followers of retweeters) + (retweets of retweets x followers of those) and so on.

In the four years since its inception, Twitter has quickly become an important tool for journalists.When breaking news occurs in any part of the world, Twitterers quickly agree on a tag that organizes the material comprising a hash mark and a short word. Once you have the "hashtag", you can then use Twitter's search engine to filter out everything but those tweets that are intending to comment on or report on a news event.

One such event was when a plane crashed in New York's Hudson River. When dozens of New York-based Twitter users started sending 'tweets' about a possible plane crash in the city, the news spread like wildfire across the Twitter. Indeed, Twitter users broke the news of the incident around fifteen minutes before the mainstream media alerted viewers and readers to the crash. The first recorded tweet about the crash came from Jim Hanrahan, aka Manolantern, four minutes after the plane went down, who wrote: "I just watched a plane crash into the hudson riv [sic] in manhattan."

Twitter is a micro blogging service. Text messages known as "tweets" are capped at 140 characters. Since its launch in 2006, it has been gaining popularity worldwide and media companies have been quick to explore its possibilities. Figures presented by ComScore showed 73.5 million unique individuals registered in Twitter in January 2010, up 8 percent from December 2009 when it peaked with 65.2 million visitors. Twitter's annual growth rate makes up a phenomenal 1,105 percent.

In a 2009 Huffington post interview, Twitter co-founder Biz Stone commented on how surprised he was at how quickly and expertly news organizations like the New York Times, CNN and others --began to use Twitter. "They just jumped in and impressed us with how they engaged, and their hybrid approach. Reuters, for example, began watching Twitter for trends, and found it worked. We gave help, support, and even our API

(application programming interface) to the Reuters Lab people. Then CNN began using us to access information, and to find and create stories. Rick Sanchez at CNN, for example, is using both Facebook and Twitter and getting real time feedback and the Los Angeles Times took the Twitter feed about the wildfires and put it on their home page."

Traditional news media exist for "authoritative" news sources, those that provide a deeper view to news. According to Kwak, those who have a good social position still read newspapers and watch TV news, therefore the frame of traditional news media remains important. However, for many people, traditional news media is considered an "additional" means to get information. They prefer Facebook and Twitter to the traditional means. To solve this problem, the Korean group recommends that traditional news media need to strongly integrate with social media such as Facebook or Twitter; the new medium is obviously Internet rather than paper or TV.

These days, it is very hard to find a Web 2.0 technology (social media networks, blogs, microblogs, podcasts) that news companies have not embraced. If the essence of Web 2.0 is about sharing and organizing, the essence of journalism is about being the voice of the community so isn't it the journalist's role to adapt and bring journalistic values to these social media environments to better serve the public interest? Geneva Overholser, director of the University of Southern California's Annenberg School of Journalism thinks it is so. "Those of us who ground ourselves in what we know to be an ethically sound and civically essential mode of information gathering and information dissemination has to find a way to be in these conversations-whatever we call the conversations or ourselves. Our job is to keep an eye on the public interest."

Keywords: microblog, twitter, social media, internet, conversation, comment

Journalists survey on social media

Since this paper is also about how journalists are using social media in their work, the survey questionnaire was sent to a journalist group in LinkedIn, a social network for professionals.

The population was defined as working journalists. The survey was also disseminated to 20 journalist contacts via Facebook and 5 journalist contacts via email. The population size of "Journalist and Journalism" group on LinkedIn is 1,946 (as of 8 June 2010). This study will take that population and add the other 25 journalist contacts to make the population size as 1,971.

135 responded to the survey, making it the sample size. The sample is nearly 7 percent of thepopulation size. The marketing industry standard for acceptable percentage of survey respondent's is4 percent of the population size. Four percent of the population is 78.56, so our survey was well above the minimum.

Upon consultation with experienced marketing professionals who craft surveys, a tight survey design was deemed necessary with a limited number of questions. It was strongly advised to structure questions that will make it easy for working journalists to complete the survey in less than 5 minutes. Consequently, the author only included questions that are geared toward describing the participants and assessing their sentiments on how they use social media in their work.

The study period was designated for one month beginning 26 May 2010. Reminders were sent during the time the survey was live. Reminders are a standard part of online surveys.

Significant themes from the study: Social media has affected

- The nature of the journalist
- The nature of the newsgathering process
- The way information is disseminated

1. Social media has affected the nature of the journalists

Traditional roles (reporter, editor, soundman, cameraman, photographer, photo editor, etc.) are morphing together.

"I tweet/blog/podcast/broadcast as part of my full time role with our national public broadcaster and do some freelance MCing [sic] and event hosting on the side. It's all part of a hybrid identity now ofbeing a radio presenter/producer/docu maker and journalist! It's fun - but busy." -Journalist from Australia

"I think it adds a new fabric in how we do our jobs. It puts the small publications and radio stations on a level playing floor. "

- Reporter from West Virginia, USA

"Journos [sic] have to embrace social media outlets because these are a rich source of potential stories."

- Freelance journalist in Singapore, a journalist for over a decade

"I 'grew up' as a straight print media journalist - learned my trade on the job (no formal training) on UK national newspapers and magazines. Over the

last five years I am seeing that market dwindle, rates drop and opportunities shrink. I do think that the whole industry is having to adapt and adopt online media as part of one's repertoire. I personally do not have any training in multimedia skills and do not use them in my work. Maybe I'm missing a trick!"

- Freelance journalist in the UK, a journalist for twenty-five years, is on LinkedIn and Twitter over 100 respondents admitted to learning digital skills because it's a must now in the industry. Here is one of the views expressed

"I think it adds a new fabric in how we do our jobs. It puts the small publications and radio stations on a level playing floor." - Reporter from West Virginia, USA

2. **Social media has affected the nature of the news gathering process**

- Getting tips or leads and the changing concept of what scoop or breaking news is
- Beat monitoring
- Getting interviewees for a story
- Journalists as a "filter" for information coming their way
- Journalists must sift through the rubble of cyber noise and verify facts

Social media has affected the way information disseminated

What does this tell us?

A social media network account is now an accepted extension of a person but …

"I think it is acceptable to quote directly from a posting in Facebook/Twitter if it is a personal comment or opinion." - Newspaper journalist blogger based in Taiwan

"Part of the journalist' role is to filter information coming their way. It's key to delivering accurate reporting. No true journalist would run with an un-checked story."- Singapore journalist

"I do wonder how it impacts our ability to dig deeper into stories as we might have better in the past without all the demands and distraction of social media." - Australian journalist

To have a guarantee that only journalists are participating in the survey, we just concentrated onLinkedIn, the social network for professionals. Each person who has an account on LinkedIn also has a work background profile. Members of a particular group have to apply for entry and can be accepted or

rejected by the group creator, after checking the applicant's profile. While this may limit the study's sample population, it gives authenticity to the actual participants of the survey who in this case are journalists.

It was noted too, that the survey was somewhat restricted by the fact that it is only available in English. It is therefore a possibility that there could have been more respondents to the survey if it was made available in various languages.

It is therefore suggested that future surveys on this topic should take into consideration language options and the inclusion of other more general social network sites such as Facebook but with precise rules as to the verification of actual participants. This author also suggests that age-stratification be included in future studies so as to identify whether journalists learning digital skills are above or below a certain age bracket.

Despite its limitations, the survey made in past highlighted important features of social media usage-participatory culture and audience engagement.

The author has concluded that in a Web 2.0 world, one can't afford to be a spectator or a mere onlooker. In the social media sphere, one must participate and put oneself out there. Introduceyourself or get introduced, a very social aspect. One must also be ready to answer questions and be willing to face praise or criticism from members of the group. One must also set aside time to check the replies, comments, continue the thread of discussion or "the conversation" and send reminders.

Journalist trend: The one-man band

Recent surveys reveal that journalists are beginning to leverage on social media to receive, gather and distribute news. Some freelancers commented that it is still difficult to get jobs or promote their work through social media, and most still rely on professional and personal contacts. There are also comments from some journalists that classifying journalists as print, broadcast or online will soon be a thing of the past. These days, especially for journalists working in media conglomerates-they write and produce news stories for the paper, the TV arm, the website or even the radio unit. The digital journalist, a one-man band who carries a video camera that also allows for still photos, a voice recorder for audio clips, notebook for taking notes and sometimes even portable lights just in case the setting is a bit too dark for the cameras.

In Asia, television journalists in Bloomberg carry digital cameras, microphones and lights as they film, write and edit their stories on their laptops. Singapore's Channel News Asia trained its television and radio

journalists for desktop video and audio editing as part of its convergence efforts. News presenter's blog and the station's programs have Facebook pages. When asked about the main challenges faced by news companies in the age of social media and the changing tastes and habits of audiences, managing director Debra Soon maintains that the priority is still to come up with quality journalism and to go where the audience is. "Like any enterprise, operating a news channel and producing content need as much entrepreneurial management as solid journalism and production expertise. The main focus is to ensure that we stay commercially viable in the current era, as we continue to enhance the customer experience by improving content and improving and providingmore avenues and platforms for viewers, readers, watchers. In short, we have to make sure we have a presence in both traditional and non-traditional media".

In Europe, Italian newspaper Corriere Della Serra's website added Corriere TV as part of its efforts to make its website more multimedia. The company also launched its iPad app in May 2010. According to an editor the author spoke with, the company may soon be looking at training its newspaper journalists for multimedia skills. "The digital Corriere della Sera experience will be enhanced with multimedia content in the form of videos, photo galleries and audio clips to complement the articles by the paper's journalists. By the end of June, the Corriere app will be in its definitive form and the traditional newspaper will be flanked by a specially designed, iPad-friendly Corriere della Sera".

Media companies are changing with the times. The survey has shown that journalists do realize there is a need for journalists and journalism to transform and evolve along with the changes happening in the technological and cultural scenes. Most of the respondents say they are not worried about making the transition and many of them are already preparing themselves for the digital shift by learning multimedia skills.

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Chapter - 4
English Grammar

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Chapter - 4

English Grammar

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Abstract

English grammar is defined as the body of rules that describe the structure of Parts of speech, sentences, narration, report writing, paragraph writing, clauses etc in English language. Whether or have just started learning English or are a native speaker, you need to know the basic rules of language. Developing a solid foundation in basis English grammar helps you construct sentences correctly and makes it easier to improve both your spoken and written communication skills. Language clarifies relationship, regulates interactions, increases an individual's persuasive power, reveals discrepancies and manage impressions. There are historical, social, cultural and regional varieties of English. In this chapter author has tried to discuss about parts of speech, narration, report writing, paragraph writing, transformation of simple, compound and complex sentences. There are eight parts of speech in the English language: noun, pronoun, verb, adjective, adverb, preposition, conjunction and interjection. Narration is the act of telling a story, usually in some kind of chronological order. Making up a scary ghost story and relating it around a camp fire is an act of narration. Narration generally means any kind of explaining or telling of something. It is usually used in reference to storytelling. Report writing means to give a spoken or written account of something that one has observed, heard, done, seen or investigated. A paragraph is a series of sentences that are organized and coherent and are all related to a single topic. Almost every piece of writing you do that is longer than a few sentences should be organized into paragraphs, regardless of the kinda of information they contain, all paragraphs share certain characteristics.

Keywords: Report, paragraph, sentence, noun, verb, direct and indirect speech.

1. Parts of speech

Parts of speech are the classification of words categories by their role and function within the structure of the language. In English there are eight Parts of Speech. These are as under:

1) **Noun**

Noun means naming words, name of the place, person, thing. It has five kinds namely Proper noun, Common noun, Collective noun, Materiel noun, Abstract noun.

Proper noun: Names of anything personal, proper, individual, for example Car (Red Car), Dog (Tony dog), School (k. B. Public School)

Common noun: It is shared by all, for example girl, boy, teacher, dog, Pen, marker.

Collective noun: A name given to a particular group, for example 30 students (class), soldiers (Army), Animal (Herd), Bird (Nest), Jury.

Materiel noun: Things from which other things can be made, for example gold, silver etc.

Abstract noun: That cannot be seen, touched, heard, felt, tasted. That cannot be perceived by senses, but can think of it, for example honesty, bravery, theft, subject etc.

Cases of Noun: It has five cases, subject, object, possessive, vocative, dative, noun in apposition.

Subjective case: Ram plays football, it speaks about what and who that is Ram hence Ram is subject in this sentence.

Objective case it means that feel effect, Ram gave a book to Sham. Object is Sham is object in this sentence as it feels effect.

Possessive case: It shows apostrophe or of in a sentence. Example Colour of this Pen is black.

Shaws' house is very small. (Boys' pen, boys' hostel etc.

Vocative case: That is to be addressed. Example Tania come here.

Come here Tania etc.

Dative case: Where a sentence has two objects. For example, he gave Tania a book.

Apposition case: where a sentence has two commas. For example, Tabasam, the Advocate, is my brother.

Compliment case: Mahroof is my teacher.

2) **Pronoun**

Pronoun: That replaces noun, for example he is a boy. (He) is a pronoun. It is of seven types a) Subjective, he, she, you, they, we.

A) Objective pronouns are him, her, me, you, them, us

B) Possessive pronouns are his, her, my, your, their, mine, ours, yours, theirs

C) Reflexive pronouns are himself, herself, myself, yourself, themselves, ourselves

D) Indefinite pronouns are all, both, each, few

E) Demonstrative pronouns are this, that, these, those

F) Interrogative pronouns are what, which, Who and when

3) Adjective

Adjective: It add something to noun and pronoun, for example he is a smart boy.

A word that describes noun or pronoun. It is third part of speech which describes, identified, quantified, noun or pronoun.

Types of adjectives are as under

A) Adjective of quality, for example, I have nice study

B) Quantity adjective, for example, I have enough money

C) Number adjective, for example, I have four apples

D) Demonstrative, that points out things or animals, that, these, those for example, this book is mine

E) Possessive, for example, he left his bat at home, my, our, her, that

F) Interrogative that have wh questions, for example Who, whom, where, which, what, when etc. which book is yours

4) Adverb

Adverb: It used with parts of speech except noun and pronoun. For example, he is a very smart boy. It has following types

A) Adverb of manner, it's about how? He speaks slowly.

B) Adverb of place, it's about where? Two cars were parked outside.

C) Adverb of time, it speaks about when? He came yesterday.

D) Adverb of frequency: it's about how often? How often do we watch movie?

E) Adverb of degree: it talks about to what content? She entirely agree with me

5) Verb

Verb: that shows action or act of being it is a Latin word derived from verbum that means used to tell something about person or things. It has two types 1) lexical verb and 2) Auxiliary verb.

1) Lexical verb is also called as main verb or ordinary verb, these are first, second and third Form, for example: see, saw, seen.

2) Auxiliary verb: It is also called as helping verb, used as to help main verb.

It is of two types 1) Primary and 2) Modal

Primary verb includes is, am, are, was, were, be, being, have, has, had, having, do, does, did.

Modal includes can, May, shall, will, could, might, should, would, must, ought to, dare, used to etc.

Transitive verb means a verb that denotes an action which passes over from the doer or subject to an object. For example, I speak english.

Intransitive verb an verb that denotes an action which does not pass over to object. Example, I gave him rice.

6) Preposition

Preposition is a word that comes before a noun and tells relation with other sentence. For example I am writing on the board. (In, on, at, into, etc.)

7) Conjunction

Conjunction are words that used to join the words, phrase, sentence. It connects main clause or equal rank of clause, adverb to adverb and adjective to adjective. For example he is smart and honest man.

These are and, but, so, or, because, since, as, after, before, when.

And it shows similar ideas. For example, Rahim and Tahir came to my party.

But it has contrasting ideas. For example, he is strict but kind.

So it shows purpose. For example, write down the address so that we do not forget.

Or it shows choices. For example, do you want past or rice.

Because/since/as they shows reason. For example, I sit down because/since/as I was tired.

Conjunction has three types:

1) Co-ordinate Conjunction
2) Sub-ordinate Conjunction
3) Co-relative Conjunction.

8) Interjection

Interjection: words which express strong feeling, these are small words without any real grammatical values and express emotion and strong feeling. For example, hurah! We won the match.

Damn! I missed train.

Shh! Please do not talk during lesson.

Brr! Its cold today.

2. Narration

Narration has two types of speech, (1) Direct speech and (2) Indirect speech. Direct speech means wordings/dialogue of a person in his original words. In direct speech there is reporting verb and reporting speech. Reporting speech is always in inverted commas. for example: Alyas said. "Honesty is the best policy". In this sentence Alyas said is a reporting verb and honesty is the best policy is reporting speech. When we speak the same in own words it's become direct speech, for example Alyas said that honesty is the best policy.

Narration
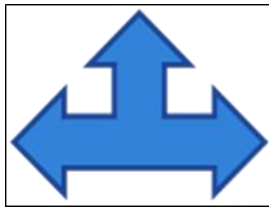
Indirect speech

Direct speech
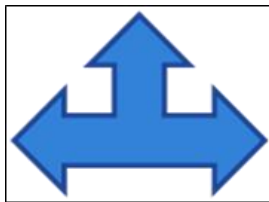
Direct speech

Reporting verb reporting speech

Narration is also called as back biting. One's words have to be spoken whether in Direct or indirect speech. When we spoke the wordings of other in their own words that is a direct speech but when we speak the wordings of other in our own words that is indirect speech.

Reporting verb, if it is in present or future tense there will be no change in tense except pronouns and while removing inverted commas that will be use in place of inverted commas. For example, He says, "I am going to Jammu". Indirect speech of the same will be: He says that he is going to Jammu.

If it is in past tense then the reporting speech's tense will be change accordingly

Present indefinite will be change into Past indefinite.

Present continue will be change into Past Continuous.

Present perfect will be change into Past Perfect.

Present perfect continue will be change into Past Perfect continuous.

Past indefinite will be change into Past Perfect.

Past indefinite will be change into Past Perfect.

Past continuous will be change into Past Perfect continuous.

Past Perfect, no change.

Past Perfect continuous, no change.

Future sentence will/shall = would

Can = Could

May = Might

Could, should, would, might = No change

This = That

These = Those

Here = There

Hence = Thence

Hither = Thither

Now = Then

Ago = Before

Today = That day

Tomorrow = The next day

Yesterday = Previous day

The last fort night = The previous fort night

The day before yesterday = The day before previous day

Say to = Tell

Says to = Tells

Said to = Told

Present indefinite sentence

He said to me, "I eat sweets".

He told me that he ate sweets.

Present continuous sentence

He said to me, "I am eating sweets".

He told me that he was eating sweets.

Present Perfect sentence

She said, "I have already eaten sweets".

She said that she had already eaten sweets.

Present Perfect Continuous sentence

She Said, "I have been eating for an hour".

She said that she had been eating for an hour.

If the reporting speech has Universal truth, Mathematical facts, Historical facts, Habitual facts or morality then there will be no change in the sentence except inverted commas will be remove and that is to be use in place of inverted commas.

For example

He said, "Taj Mahal was built by Mughal Emperor Shah Jahan".

He said that Taj Mahal was built by Mughal Emperor Shah Jahan.

Interrogative sentences

Where the sentence is in yes or no questions, the rule for the same is that in place of say, says, said we use ask, asks, asked or inquire of.

Similarly in place of inverted commas whether or If is to be use.

For example: She said to me, are you going to College?

She asked me whether I was going to College.

Where the sentence is in wh-questions there is no use of whether or If. For example: He said to him, "What do you want?"

He asked him what he wanted.

Imperative sentences

In Imperative sentences there is use of order, command, advice, suggest, request, warn etc.

In place of conjunction that (to) will use, Let = Suggest, Purpose, Wish.

For example: He said, "Please bring a glass of water for me".

He requested to bring a glass of water for him.

Optative sentences

Optative sentences show good wishes, while converting the same into indirect sentence, we change Reporting verb into wished or prayed and use that and finally make assertive sentence.

For example: He said to the teacher, "Good morning."

He wished the teacher good morning.

Exclamatory sentences

In exclamatory sentences, sentences will change using.

Exclaimed with joy, sorrow, surprise, applause, anger, contempt. And in place of Alas, bravo, oh, bow, wah, hurrah: There will use of conjunction that.

For example: He said, Alas! My only son is dead.

He exclaimed with sorrow that his only son was dead.

Ayaz said, alas! I have been ruined.

Ayaz exclaimed with sorrow that he had been ruined.

3. Report writing

Report means to give a spoken or written account of something that one has observed, heard, done, seen or investigated. It can be oral or written. A report is a written presentation of factual information based on an investigation or research. Reports form the basis for solving problems or making decisions, often in the subjects of business and the sciences. The length of reports varies; there are short memorandum (memo) reports and long reports. A good report must have the following qualities:

Precision, in a good report, the report writer is very clear about the exact and definite purpose of writing the report.

Accuracy of facts

Relevancy

Reader orientation

Simple language

Conciseness, Grammatical accuracy, unbiased recommendation

A report may also contain

- Cover letter
- Bibliography
- Glossary
- Appendices

The table below summarises the main headings used in reports and outlines the purpose of each section. Please note: Further headings or subheadings may be used depending on the report's content, and are specific to the individual report.

Section	Purpose
Title Page (Not part of the word count)	Gives the title of the report, the student name/number, the name of the person the report is being submitted to, and the completion date.
Table of Contents (Not part of the word count)	Shows the sections of the report. Gives the headings, subheadings and page numbers.
Abstract or Executive Summary	Gives a summary of the whole report. Outlines the report's purpose, methodology, findings, main conclusions and recommendations. Mainly written in past tense, and prepared last.
Terms of Reference	Briefly states the purpose and scope of the report. This includes who requested the report, the main issues or problems to be identified, the reason for undertaking the report and the due date of the report.
Procedure	Outlines the methods used to collect information e.g. interviews, questionnaires, observations and/or

	Research
Introduction (May be used instead of the Terms of Reference and Procedure)	Outlines the context, background and purpose of the report. Defines terms and sets limits of the investigation. The reader/audience can easily identify what the report is about, how information was gathered, and why the report is needed. Mainly uses past tense and can be written last-but is presented first.
Findings and/or Discussion For this section, avoid using	**Findings:** What was found during the research or investigation. Gives the facts only-no interpretation by

the headings "Findings" or "Discussion". Instead, create headings and sub-headings that identify the main issues or problems.	the writer of the report. Tables, graphs or diagrams can be used. Must be relevant to the issues and problems identified in the Terms of Reference. Arranged in a logical order with headings and sub-headings. Discussion: You may also be required to analyse, interpret and evaluate the findings. The discussion draws together different parts of the findings and may refer to findings of other studies and/or theories.
Conclusions	Brief statements of the key findings of the report (full explanation is given in the Findings and/or Discussion). Arranged so the major conclusions come first. Should relate directly to the objectives set out in the Terms of Reference or Introduction.
	Follow logically from the facts in the Findings and/or Discussion. Must be complete enough for recommendations to be made from them.
Recommendations (note: not all reports give recommendations)	The opinions of the writer of the report about possible changes, or solutions to the problems, including who should take action, what should be done, when and how it should be done.
References (Not part of the word count)	A list of the sources that are used in and referred to in the report. Use APA referencing style.
Bibliography (Not always required)	Lists any sources that were read for the research but were not cited in the report. (Bibliography is not included in the word count).
Appendices (Not always required)	Additional relevant information. May include interview questions, surveys, glossary etc. (Appendices are not included in the word count).

The major part of the report will consist of the Introduction, Findings and/or Discussion, Conclusions, and Recommendations.

4. Paragraph writing

A Paragraph is a collection of related sentence dealing with a single topic or we can say that a Paragraph is a unit of thoughts with one idea developed adequately. A Paragraph should contain each of the following; Unity, Coherence, A topic of sentence and adequate development. All of these traits overlap so using and adapting them to our specific purpose will help us to construct effective paragraphs.

1) Unity

The entire paragraph should concern itself with a single focus. If it begins with one focus or major point of discussion, it should not end with another or wander with different ideas.

2) Coherence

Coherence is the trait that makes the paragraph easily understandable to a reader. Coherence can be created or maintained in your paragraphs by carrying over the same idea from sentence to sentence. These sentences are related to the main idea and give more idea and information about the main idea. These sentences include, facts, details explanations reasons, examples, including, illustrations.

3) A topic of sentence

A topic sentence is a sentence that indicates in a general way that idea or theme the paragraph is going to deal with. Although not all paragraphs have clear cut topic or main idea sentences, and despite the fact that topic sentences can occur anywhere in the paragraph as the first sentence, the last sentence, or somewhere in the middle, an easy way to make sure your reader understands the topic of the paragraph is to put your topic sentence near the beginning of the paragraph.

A main idea sentence answer the following questions

What is the paragraph about?

What is the main point I want to make?

What do I want to say?

4) Adequate development

The topic should be discussed fully and adequately. Again, this varies from paragraph to paragraph, but it solely depends on the purpose of writing and demand of the examination.

Examples

1) Attack is the best form of defence

Defence is necessary for a happy life. The imperialistic persons try to grab the neighbour's territory and so attack him. Under such circumstances it is better to make first attack instead of waiting for attack and then defined. All the planning be made in advance considering the imminent attack by the enemy. It also does not mean that one should not resort to the peaceful means to avoid war, but after exhausting all the solutions of maintaining peace, if the war seems definite then it is always better to attack then to Waite for attack and defend. Attack is the best defence in such circumstances.

2) Man is a social animal

The functions of the man and other animals are to a great extent similar. Man has a developed brain while other animals do not have such a developed

brain. So man is also an animal. The natural impulses like hunger, thirst, sex and pugnacity are found in all animals alike. Because of the gift of brain possessed by the man. He is superior and created a world of its own, developed families, societies, towns, cities, countries. Man act and live for the welfare of his family and society. All the actions of man are oriented for the good causes and for the welfare of the human being, while other animals live only for themselves. Therefore man is called a social animal.

3) Virtue a reward

Every things in this world will die soon. These things are the beautiful days, spring seasons, flowers also wither, every human being has to die. The only thing that will survives is the virtuous soul. It is only the virtuous act that live even after the death of every things in this world. Hence virtue is awarded.

5. Transformation of simple, compound and complex sentences

1) Simple sentence

Rule of simple sentence: With or without phrase, Subject + Verb, With or without phrase, object, agreement or compliment.

For example

(¡) Hearing the news we felt sad.

In this sentence, Hearing the news is a phrase and we is working as subject and felt is a verb, sad is a compliment. So it is a simple sentence, It is also called as Independent sentence or principal clause or sentence.

2) Compound sentence

Rule of compound sentence: Compound sentence has two simple sentence or clause joined by a coordinate conjunction. Coordinate Conjunctions are, for and, not, but or yet, so, etc. (Fanboys).

For example

(¡) We heard the news and we felt sad. In this sentence, We heard the news is a simple or main sentence or clause, similarly we felt sad is also a simple or main sentence, hence in this sentence there is two main clauses, and is a Coordinate conjunction that is joining two simple or main sentences, hence it is a Compound sentence.

3) Complex sentence

Rule of complex sentence: A complex sentence has one main or simple sentence or clause with a subordinate clause or sentence.

For example

(¡) When we heard the news we felt sad. In this sentence when we heard the news is a subordinate clause or sentence and we felt sad is a main or simple sentence or clause. Hence it is a complex sentence. Subordinate clause or sentence can be used either in beginning or ending of sentence.

Conclusion

As discussed above it is well cleared about simple, compound and complex sentences or clauses. Rule of the each is well explained with examples.

It is well evident that how a simple or compound or complex can be changed. As I took the explained with examples:

Hearing the news we felt sad. It is a simple sentence and while converting the same into compound sentence, rule of compound sentence was followed and hence the same sentence changed into compound sentence: Example, We heard the news and we felt sad.

Similarly applying the rule of complex sentence, simple or compound sentence was changed into complex sentence. For example, Hearing the news we felt sad or We heard the news and we felt sad, This simple and compound sentence was changed by applying the rule of complex sentence and hence the complex sentence is as under;

When we heard the news we felt sad

It is very easy to recognize simple, compound and complex sentences moreover it is also very easy to transform these sentences while applying the rules of the same as mentioned above.

For example

We saw him laughing. It is a simple sentence, in this sentence, we is a subject, saw is a verb, him is an object and laughing is a compliment.

Now it is to be changed into compound sentence as under

We saw him and he was laughing.

In this sentence there are two simple sentence joined by a coordinate conjunction.

Changing the same into complex sentence. When we transform the same into complex sentence It will become: When we saw him, he was laughing.

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Chapter - 5
Grammaticality of Indonesian-Speaking Children with Autism in Classroom Interactions

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Grammaticality of Indonesian-Speaking Children with Autism in Classroom Interactions

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Abstract

This study seeks to examine the grammaticality of Indonesian-speaker children with autism in learning interactions. This study was conducted on seven autistic students. The data of this study is the elicitation of verbal data in the form of grammatical lingual units and lingual units of oral speech interactions of autistic students in the form of words and sentences accompanied by speech context. The results of the study show that the word formation and sentence form produced by autism students are already grammatically and some are not grammatical. The words produced by autistic students are the words of affixation and reduplication products. The word affixation product name on the autistic student's speech is grammatical and there is no grammatical, while the word reduplication product is all grammatical. Formations created by autistic students also exist grammatically and some are not grammatical. Grammatically shaped sentences are sentences with complete core structure (containing S and P), while sentences that are not grammatical are sentences containing S alone, P only, or both are missing. Autism children experience problems in producing transitive sentences and passive sentences, but do not experience problems in producing negative sentences.

Keywords: speech, autism, words, sentences, grammaticality, classroom interactions

Introduction

Research on autism and its relation to language or communication with autism has been done a lot. The research that has been carried out includes Frith (1989). In his research, Frith said that there were residences and late responses in the communication of autistic children. In addition, autistic children also fail to respond and take the initiative in communication. In fact,

sometimes they don't respond when their names are called. Frith's research results also show that autistic children tend to repeat the speech he listens to.

Frith's findings are in line with the findings of the National Institute on Deafness and Other Communication Disorders (2016) which details the communication characteristics of autistic children as follows. First, autistic children often produce utterances that are not meaningful and not related to the topic of conversation. Second, autistic children tend to repeat heard words (this condition is called echolalia). Third, autistic children tend not to have good tone control and often speak or sing in a robotic tone. Fourth, autistic children tend not to be interested in the topic of conversation that is happening and more fun with their own world. Fifth, autistic children have difficulty using gestures that support speech.

Other studies have also been carried out by Vicker (2018). In his research, Vicker mentioned the communication characteristics of autistic children as follows. First, autistic children have the ability to remember vocabulary well and sometimes amaze it, but they cannot use it in meaningful conversations. Second, autistic children have difficulty using figurative language. Third, autistic children have difficulty recognizing topics, both conversation and writing. Fourth, autistic children have difficulty recognizing WH-questions. Fifth, autistic children can understand simple sentences, but have difficulty understanding complex sentences that contain more than one clause. Sixth, autistic children have difficulty understanding and applying grammar.

The results of the research that has been carried out regarding the language and communication of autistic patients show similarities. The similarity of the results of the study is in the form of findings about (1) the difficulties of autistic patients in producing meaningful speeches, (2) the difficulties of autistic patients in responding to the stimulus given, (3) the difficulty of autistic patients in producing initiation speeches, (4) inability to produce tone, pressure, and intonation that supports speech, and (5) autistic communication methods that are only able to repeat stimulus speech. These findings indicate that in general autistic sufferers experience communication deficits.

The study of communication and language disorders in children with autism is indeed an interesting thing. Autistic children who experience language development disorders have difficulty communicating because autistic children have limitations that are indicated by their inability to express their meanings in speaking. In addition, children with autism have

limitations in capturing the messages conveyed by their opponents and have difficulty responding or answering conversation.

Pangestika (2010) in a study that has been conducted found that autistic children often communicate with languages that are not understood by others, either vocal (verbal) or body cues (nonverbal), such as responding to gestures and praise given by the teacher, rarely using the word- words in conveying the wishes of the child or dislike of the child, more use movements that are not meaningful, and others that are related to the child's response to motion. Therefore, with very limited language skills, autistic children need to get an education, care and special care.

Every normal child has the ability to produce language which includes words, phrases, clauses, and sentences. They produce phrases, clauses, and sentences to express their thoughts because language is also required for emotional expression Fauzi, 2020). These abilities are obtained from small increments from simple to very complex. This fact shows that the grammatical aspect is one of the important aspects of expressing his thoughts because the grammatical aspect influences the understanding of the thoughts conveyed. This is also related to one's reasoning power. That is, good reasoning power will be reflected in a good production of words, phrases, and utterances. The ability to produce good words, phrases, and sentences is also a medium for delivering good ideas or ideas so that other people can understand the utterances that are delivered. Unfortunately, in autistic children, the ability to produce words until the sentence is grammatically not as good as the production of normal children so that the thoughts expressed by autistic children are often not understood by others.

In Indonesian, grammaticality can be seen as one of them from word formation. For example, in Indonesian there are many words. The main word can be used in communication if it has been affixed appropriately for the context of a particular sentence. That is why, speakers of Indonesian must choose the right affix according to the context of the sentence so that the propositions to be delivered can be received correctly by the listener. Applying the right infusion then produces a grammatical word. That is why also, a person's ability to produce grammatical words can reflect the person's language skills. This ability will then be further analyzed in children with autism because according to the findings of Bartolucci, *et al*. (1980) which states that autistic subjects are often functioning and independently of the grammatical complexity of their language.

During this time, studies carried out related to autism and its relationship with language and communication with autistic people focused

more on the pragmatic aspects. The research on the language and communication of autistic people from morphological and syntactic aspects is still rare. This is in line with the opinion of Kover, *et al*. (2014), Hughes (2012), and Roberts, Rice, & Tager-Flusberg (2004) who say that research on the grammaticalities of sentences and sentence comprehension is still rare. Furthermore, Eigsti, Bennetto, & Dadlani (2007) state that during this time language acquisition research in autism has traditionally been focused on high-level pragmatic deficits.

In his research, Eigsti, Bennetto, & Dadlani (2007) identified syntactic deficits in the spontaneous expressive language of young children with ASD. Meanwhile, Cover, *et al*. (2014) states that autistic children have difficulty understanding and producing sentences, but can understand vocabulary. Slightly different from the findings of Cover, *et al*., Roberts, Rice, & Tager-Flusberg (2004) found that autistic children have difficulty understanding and producing vocabulary and sentences.

In other studies, Oakes, Kover, & Abbeduto (2013). Oakes, Kover, & Abbeduto mention that autistic teenagers have difficulty in producing sentences with the structure of the subject-verb-object and flipping through it, but having difficulty producing and flipping through sentences with two objects. This indicates that autistic adolescents have no grammatical difficulties in producing sentences, but have difficulty producing sentences lexically.

Research on the syntactic aspects of the language of autistic patients that have been done so far is research on autistic people in English. As for research on syntactic aspects, including morphological aspects, the language of autistic people who speak Indonesian has not been done. Therefore, this study was conducted to further examine the grammatical aspects (morphological and syntactic aspects) of the language of autistic people, especially children with autism.

Language data on the grammatical aspects of the language of autistic patients have been written language data. The research language data on the grammatical aspects of the language of autistic patients in this study are oral language data. The selection of this type of data is based on natural considerations and the spontaneous production of the language of autistic patients.

Methods

The study was conducted on six autistic students aged 9-12 years. The six students attended an autistic school that occupied classes I to VI. Each

class consists of one student, except class V which consists of two students. The first overall language of these autistic students is Indonesian.

This research data is in the form of elicitation of verbal data in the form of grammatical lingual units and lingual units of media interaction of oral speech of autistic students in the form of words and sentences accompanied by speech context in learning interactions. Verbal data is contained in the oral speech of autistic students when the learning process takes place. In more detail, the form of verbal data in this study is in the form of morphological units and syntactic units contained in student speech.

Research data was obtained in classroom learning activities. During learning, two teachers conduct learning interactions with students. At the learning interaction, there is reciprocal communication between teacher and student. Communication in the learning interaction is then transcribed and analyzed to determine the speech grammaticality of autistic students.

Result

The results of this study include word formation grammaticality and sentence formation grammaticality. The following is the description.

Word formation grammaticality in autistic student speeches

Based on the data analysis on the grammatical constructs of words in the autistic student's speech in learning interaction, it is known that the words used by the students are already grammatically and some are not grammatical. The words, both grammatically and grammatically, include the word affixation product and the word reduplication product.

Word formation affixation product

The formation of grammatical affixation products found in the speech of autistic students includes formative words that go through the process of prefixation, suffixation, confirmation, and supplementation. The word formation of infixation products is not found in students' formation words. The prefix used by students in their formations is the prefix *meN-, di-, per-,* and *ter-* The suffix that students use in their formations is the suffix *-an.* The conflict that the student uses in his formative words is to confirm the question and do it. The combined benefits that students use in their formed words are double affixes *meN- + i.*

The word non-grammatical affixed product found in the speech of autism students include the words that go through the process of prefixation, suffixation, and merging. As the word formation through infixation and convergence is not found in the word formation of the student. The prefix

used by students in non-grammatically constructed words is prefixed *N-*. The suffix used by the students in the non-grammatical words is the suffix; while the combined aggregate used by students in non-grammatically constructed words is suffix *N- + -in*.

The research findings on the formation of the word product affixation are outlined in Table 1.

Table 1: Form the Word of Autistic Student Affixation Products

S. No	Grammaticality	Type of Affixes	Affixes Form	Form of Words
1	Gramatical	Prefix	a) meN-	*Menyapu, menyetrika, mengambil, menyimpan, mengerti, meninggal, menyiram, menggonggong, mengaduk, membaca, menulis, menggambar, menghitung, melompat, membuang,* dan *melihat*
			b) ber-	*Berhitung, bermain, bekerja, berlibur, bertengkar, berputar, bercerita,* dan *berwarna*
			c) di-	*Ditulis, ditaruh, dikasih, diisi,* dan *dicari*
			d) per-	*Pelajar*
			e) ter-	*Tertawa*
		Sufix	-an	*Mainan, kiriman, liburan, kerjaan,* dan *lingkaran*
		Confix	a) meN-kan	*Memasukkan, memasangkan, menyebutkan, menunjukkan,* dan *melahirkan*
			b) di-kan	*Dimasukkan* dan *didoakan*
		Double Affixes	meN- + i	*Menyirami*
2	Not Gramatical	Prefix	N-	*Ngantuk*
		Sufix	-an	*Liburan*
		Double Affixes	N- + -in	*Ngapain*

Word formation of reduplication products

The word formation of reduplication products found in the speech of autistic student is very limited. From all data analyzed, only found three words of reduplication procedure. The word formation of the reduplication product of autistic students includes words that go through the whole reduplication process and partial reduplication. The former word is formed from the process of combining the basic form with the {R}.

The form of the word formation of the whole reduplication product found in the speech of autistic students is *mana-mana* and *teman-teman.* Word *mana-mana is* formed from basic forms *mana + {R}* → *mana-mana,* while the word *teman-teman is* formed from basic forms *teman + {R}* → *teman-teman*.

The form of the word reduplication product partially found in the speech of autistic students is *jalan-jalan. Word jalan-jalan is* formed from basic forms *ber- + jalan + {R}* → *berjalan-jalan.* However, the word berjalan-jalan also have apheresis so the words that appear are not *berjalan-jalan*, but *jalan-jalan*.

Grammatical formation of sentences in the speech of autistic students

The sentence grammaticality of students is seen based on the presence or absence of core elements of the sentence, namely the subject and predicate, whether the core element is done or not. This limitation is based on the consideration that the core elements of the sentence are the subject and, especially, the predicate. Because the language data analyzed is oral language data enclosed by the context of the speech, it is very possible if the core elements of the sentence are set. The core element that is set up can still be considered to exist based on the context of the speech. Therefore, the grammaticality of students' sentences is seen from the presence or absence of core elements of the sentence, whether or not the core elements are omitted.

Based on data analysis, it can be seen that the sentence formed by the production of autistic students is grammatical and some that are not grammatical. The production sentence of grammatical autistic students includes (1) sentences with complete and not core elements, and (2) sentences with complete core elements, but put into action. The production sentence for autistic students that is not grammatical includes (1) sentences with incomplete and not completed core elements, and (2) sentences with core elements that are incomplete and imprinted.

Grammatical sentences with complete core elements and incomplete produced by autistic students are in the form of sentences with (a) S-V, (b) S-V-O, (c) S-V-Complement, (d) V-S, (e) Adverb-S-V-O, (f) S-V-O-Adverb, and (g) Adverb-S-V-Adverb. As for grammatical sentences with complete core elements, they are produced by autistic students in the form of sentences (a) (S) -V, (b) V- (S), (c) (S-V)-O, (d) (S-V)-Adverb, (e) (S-V)-Complement, and (f) (S-V-O)-Complement.

The sentence is not grammatical with incomplete and non-incomplete core elements produced by autistic students in the form of sentences with the

structure (a) V-V, and (b) S-V-(O transitive). The sentence is not grammatical with incomplete and core elements which are produced by autistic students in the form of sentences with structures (a) (S) -V, (b) Adverb-V-Adverb-V-O-Complement, (c) Adverb-V-Adverb, (d) V-O, (e) Adverb, (f) O, (g) V, and (h) Adverb-V.

The research findings of the sentence formation of autistic students are outlined in Table 2.

Table 2: Form the Sentences of Autistic Students

S. No	Grammaticality	Type of Grammaticality	Sentence Pattern
1.	Grammatical	a) Grammatical sentences with complete core elements and not omitted	• S-V • S-V-O • S-V-Complement • V-S • Adverb-S-V-O • S-V-O-Adverb • Adverb-S-V-Adverb
		b) Grammatical sentences with complete core elements and omitted	(S)–V V-(S) (S-V)-O (S-V)-Adverb (S-V)-Complement (S-V-O)-Complement
2.	Not Grammatical	a) Not-grammatical sentences with incomplete core elements and not omitted	• V-V • S-V-(O transitive)
		b) Not-grammatical sentences with incomplete core elements and omitted	• V • O • Adverb-V-Adverb-V-O-Complement • Adverb-V-Adverb • V-O • Adverb • Adverb-V

Note: Syntactic functions that are placed in parentheses are syntactic functions that are erased, but can be understood based on the context of speech and adjacency pairs.

Discussion

Grammaticality's form word of autistic students

The results showed that autistic children were able to produce words grammatically and not grammatically. This grammatically produced word is

the word for the process of affixation and reduplication. The words that are produced not grammatically are words of affixation processes only. The results also showed that the formations produced by autistic children from the affixation process were limited. In fact, the affixes used by autistic children to produce formative words are also limited. Of the overall data analyzed, affixes produced by autistic children are only nine types, namely *meN-, meN-+ -i, di-, done, ber-ter, ter-* and *-an.*

Words formed by affixation products produced by autistic children are dominated by formative words with affixes forming verbs, namely affixes *meN-, meN-kan, meN– + –i, di-, di-kan, ber-,* dan *ter-*. The noun-forming affixes found were only two, namely *per-* and *-an* affixes. This shows that autistic children have more control over affixes that express activity than affixes that express nouns. This finding is in line with the acquisition characteristics of non-autistic children as stated by Clark & Clark (1977). According to Clark & Clark, children generally master the affix of verb markers of activity (affixing-*ing*) first then the other affixes. This kind of mastery also occurs in autistic children.

The influence of autistic children in the second place is the noun-forming affix, namely the affix *per-*and the affix *-an*. This means that autistic children have more control over the noun-forming affixes than the verb-forming affixes. However, the word that is mostly dominated by autistic children is a noun even though the noun produced is a basic noun (no-noun). This can be seen from the many uses of nouns rather than noun class formations. The use of these nouns is in line with the findings of Bartolucci, *et al*. (1980) which states that autistic subjects are often functioning and independently of the grammatical complexity of their language.

The effects used in the formative words produced by autistic children are mostly prefixes. This finding is in line with the opinion of Dardjowidjojo (2003) which states that in Indonesian-speaking children, prefixes are mastered before suffixes. Unlike the case with English-speaking children who master the suffix before the prefix (Kuczay, 1979). This finding also shows that mastery of prefixes that occur in autistic children is the same as non-autistic children. That is, the results of the study suggest that the production of grammatical morphemes by children with autistic impairments, except for some specific grammatical morphemes (Kim & Hwang, 2011).

In the formation words produced by autistic children, it was also found the word *liburan* 'vacation' which refers to 'vacation activities'. At the word

liburan, autistic children use affixes-*an* to form verbs. In fact, in Indonesian, affix *-an* is not used to form verbs (check Alwi, *et al*., 2003). In fact, class words that are classy verb words should be on *berlibur,* not *liburan*. These findings indicate that autistic children have not been able to produce words correctly because they use the wrong additions in forming verbs.

Information words produced by autistic students, it is also found that the use of affixes that are not standardized, for example in the words *nonton* 'watching', *ngantuk* 'sleepy', and *temenin* 'accompany'. The word *nonton* is formed from the *N-* morpheme and *tonton*, while the word *ngantuk* is formed from the *N-* morpheme and *kantuk*. In Indonesian, the *N-* morpheme is unknown. Morfem *N-* is part of the Javanese language system. Therefore, word formation using the *N*-morpheme will produce a word that is not standardized. However, in the speech of an autistic child, this word produced from the *N-* morpheme is found. This can be understood because the language environment of autistic children is a Javanese language environment so that the influence of the Javanese language in producing words formed by autistic children is very likely to occur. This is in line with the findings of Walenski, *et al*. (2014). In his findings, Walenski, *et al*. (2014) states that autistic children tend to over-regularize errors to irregular verbs (eg in the words *bring-bringed*). In autistic children who are the subjects of this study, over-regularization of the rules of Javanese into Indonesian also occurs.

The results of the study also showed that the formation of the results of the reduplication produced by autistic children was limited. Of all the data analyzed, only three formations of reduplication results were found. At least the word formation of the results of this reduplication shows that autistic children tend not to use complex forms resulting from morphological processes, including the reduplication process. This is in line with the findings of Bartolucci, *et al*. (1980) which states that autistic children tend to use simple forms rather than complex forms in their speech.

Grammaticality form sentences of autistic students

The results of research on sentence form grammaticality of autistic students showed that there were grammatical autistic sentences and some that were not grammatical. Grammatical sentences are sentences with core elements S and V. The core elements of the sentence are present (not imprinted) and some are not present (put in place). The data of this study are oral data so that the actual elements of the sentence exist, but are applied with the context of the sentence and the adjacency pair that supports it, still considered to exist.

The results of data analysis show that the sentence produced by autistic students is a simple sentence with one clause (one S and one V). This finding is in line with the research of Tager-Flusberg (1995) who found that autistic children produced significantly short stories and with short sentences. On the other hand, the findings of this study contradict the findings of Peristeri, Andreou, & Tsimpli (2017) who found that autistic children were able to use sentences with more than one clause, especially sentences with subordinate clauses. In this study, no sentence with subordinate clauses was found. In his longitudinal study of his grandson, Dardjowidjojo (2003) also concluded that Indonesian-speaking children aged 5 years were able to produce complex sentences with subordinate clauses, but had not been able to produce complex sentences with coordinating clauses. However, Dardjowidjojo's findings were not found in research with autistic children although the research subjects were the same age.

The sentences produced by autistic students are also often only a syntactic function, for example S, V, O, Complement, or Adverb only. This happens because the sentences produced by students are oral sentences so that the sentences produced are short sentences for efficient conversation. Short sentences also occur because the sentence produced by autistic students is the answer to the question from the teacher. If associated with the communication characteristics of autistic children, short sentences are in line with the findings of Tager-Flusberg (1995).

In short sentences that only consist of one syntactic function, sometimes the sentence does not bring up the core elements of the sentence, for example sentences that only consist of O, Complement, or Adverb only. In fact, sometimes the sentence that appears only contains aspect, modality, or negation. However, the sentence still has coherence so that it can be understood because (2) the context of speech, and (2) adjacency pair that support the conversation. According to Mey (2001), coherence in conversation fragments is very 'local', and revolves around organizing conversations locally and formally by referring to the things just mentioned in the previous context. With this context, the coherence of conversation becomes awakened even though the sentences are not complete structures. Likewise, close partners also contribute to the conversation's coherence. Adjacency pairs are defined as two consecutive utterances that form conversational exchanges (Mey, 2001). Adjacent pairs can be, for example, 'greetings-greetings', 'orders-obedience (verbal), 'requests (e.g. information)-given things (such as information)', and so on.

In relation to adjacency pairs, there are two parts, namely the first part of the pair and the second part of the pair. The two parts must be related. In fact, according to Schegloff (l972), if the second part of the pair is not found in the context of the conversation, then the first pair is officially considered non-existent, and the speaker can first repeat the first part (for example, repeating the call, perhaps with emphasis. produced by autistic children, there are found sentences that do not match the first part of the partner. For example, autistic children produce a sentence *bangun tidur* (*wake up*) when the teacher asks their autistic child to fast or not. The incompatibility of the first part of the pair and part of the pair does not occur because of the first part wrong partner, but because of the inability of an autistic child to give a stimulus-response, this is in line with the opinion of Sunardi & Sunaryo (2007:197) and Suparno, *et al*. (2018) which states that one of the peculiarities of autistic children is having limited ability to catch cues originating from the environment so that they also have difficulty in m give a response.

In Indonesian, passive sentences are very dominant to use (Dardjowidjojo, 1974). That is why Indonesian-speaker children can use passive sentences at the age of 2 years (Dardjowidjojo, 2003). However, in autistic children who are the subjects of this study, not all children can produce passive sentences with acceptable meanings. Autistic children who are the subjects of this study are indeed able to produce passive sentences correctly structurally, but the passive sentence is not meaningfully acceptable. For example, they produce passive sentences *Dia dicari kerjaan terus* (*He is constantly looking for work*). Structurally, the sentence produced by the autistic child is correct. However, the sentence is not logical.

The not-grammatical sentences produced by autistic students also appear in the production of sentences with predicates in the form of transitive verbs. In the research data, there is a sentence *Dito memasukkan (*Dito is entering). In Indonesian, the sentence is not grammatical because the word *memasukkan* (enter) is a transitive verb that requires the presence of O after V. However, in the sentence produced by autistic students who are the subjects of this study, O is not present. The inability of autistic children to produce transitive sentences correctly is in line with Prior's research, *et al* (1979). Prior, *et al*. (1979) in their study found that in autistic children, they were more difficult to produce transitive sentences than intransitive sentences.

The irregularity of the sentence of an autistic child is also seen from the absence of words *yang* (which) in emphatic sentences-sentences whose

subject is emphasized to focus the meaning of the sentence, this emphatic sentence can be formed by adding the *yang* (which) word to V (Chaer, 2009). In Indonesian, the sentence Emfatik In the research data, found the sentence *Siapa memasukkan mainan ke kardus? (Who put the toy into cardboard?)*. The sentence is not grammatical because it removes the word *yang* (*which*) between *siapa* (*who*) and *memasukkan* (*put...into*). This finding shows that autistic children are unable to produce questionable sentences correctly because they eliminate important elements in forming question sentences.

Regarding the negative sentence, the results of the study show that autistic children are able to produce negative sentences with grammatical. Autistic children are able to produce sentences with *tidak* (*no*) negation. This negation is used to negate verbs because according to the opinion of Alwi, *et al*. (2003) and Chaer (2008), negation is not used to negate verbs. Besides the *tidak* (*no*) negation, the other negations have not been found in the speech of autistic children. This finding rejects the results of the study by Dardjowodjojo (2000) who found that the order of negation that is mastered by children in Indonesian is *bukan, belum, nggak/ndak/tidak,* dan *jangan* (*not, not yet, no*, and *not*). In autistic children who are the subjects of this study, negation *tidak* (*no*) appear first than other negations.

Conclusion

This study seeks to examine the grammaticality of Indonesian-speaker children with autism in learning interactions. The grammaticalities studied include formative word grammaticality and formed sentence grammaticality. The results showed that there were autistic children who were able to produce words and sentences grammatically, but some were not grammatical. The grammatical formulation is in the form of product affixation and reduplication words, while non-grammatical formations are formed words of affixation products. Grammatical formations include complete sentences with core elements (S and V), whether S and V are applied or not, while not-grammatical form sentences include formalized sentences with incomplete core elements or sentences with complete core elements, but logically unacceptable.

The results showed that autistic children tended to produce simple forms so that they used more nouns and basic verbs than nouns and affixed verbs. From the sentencing aspect, autistic children also produce simple sentences with one clause rather than complex sentences with more than one clause. Autistic children have problems producing transitive sentences and passive

sentences. However, autistic children have no problems producing negative sentences even though the negation used is limited.

Acknowledgments

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Chapter - 6
Different Dimensions of Space in Diaspora
Writings with Special Reference to Indian
Diaspora

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Chapter - 6

Different Dimensions of Space in Diaspora Writings with Special Reference to Indian Diaspora

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Abstract

All matters of human instinct are space, and they revolve around our human senses. If we identify them, we give them specific names. They are there, but we cannot see. They remain away from our sensuous perceptions. Diasporic writings reflect such elements of space. It enables critics to explore the different dimensions of space in literature. Diasporic writers extend the domains of their literary space through literary career and works. These writers project the various dimensions of space through their writings. With the help of the characters they show the expatriate sensibilities, which have been generated due to the socio-cultural disparity and dislocation. These characters seem to create socio-cultural space, where they find themselves much comfortable, while practicing the socio-cultural activities of their mother country. Thus, through literature, we come to know about the varied dimensions of space. The diaspora feelings of the writers negotiate the possibilities of new spaces, as they dwell between the two different cultures and two different places. The exploratory and the descriptive research methods are used for deriving the theoretical analysis of the result. Methods for observations are secondary sources.

Keywords: diaspora, space, dimensions of space, India diaspora writings

Introduction

"Home is where your feet are and may your heart be there too!" [1]. It's easy to read such remarks, but uneasy to realize or experience. Why 'uneasy'? Why for? Why? Let's think a bit, or ponder over the statement, or meditate over it. We find that the term 'your' sounds impersonal and gives us an objective experience. Now put the pronoun 'my' instead of 'your', and again give a thought on the remark. What we feel now? Something personal! Yes! As soon as 'my' is used, each one of us, actively participates in the thought process and we realize and experience personally. We always take home to be

where our roots are, or in other words to where we belong. The dislocation of ourselves from our roots, makes us feel in some sense uncomfortable. Similarly, diasporic writings have the very essence of dislocation and have pendulum qualities, dwelling between the two cultures. Jasbir Jain points-out about the exilic experience "Writers who have moved away from one culture to another are caught between two cultures and are very often engaged either in a process of self-recovery through resort to history and memory or in a process of self-preservation through an act of transformation" [2]. Diasporic writers live on the margins of two societies and cultures, transforming their experience about the 'mother' and the 'other' country, in their writings.

The term 'diaspora' is Greek in origin, which means 'a scattering or sowing of seeds'. The ancient Greeks used the term "to refer to citizens of a grand city who migrated to a conquered land with the purpose of colonization to assimilate the territory into the empire" [3]. The Greek meaning was cut-off by another with the Greek translation of the Old Testament. The word "was used to refer specifically to the populations of Jews exiled from Judae in 586 B.C. by the Babylonians, and Jerusalem in A. D. 136 by the Roman Empire" [4]. Now, it has come to mean any human being or sect, of a particular nation or region, residing in other country and sharing the status of being both on ambassador and a refugee. An 'Ambassador' in a sense that one carries abroad the culture of one's 'home' country. One perpetuates to be the representative of the country to which one belongs, fragrancing the food, clothes, language, religion, music, dance, customs, rituals, etc. to the new acquainted land. One is also a 'refugee' as the dispersal or dislocation from the roots, stimulates the 'being' to adopt the customs of the new country. The requirements of both-the ambassador and the refugee-are different. The former requires the projection of his/her culture and the ability to enhance its understanding, the latter seeks refuge or protection and relates more positively to the host culture.

Diaspora is not just a matter of dislocation or de-territorialization, but an experience "made up of collectivities, multiple journeys, still-points and border crossings.... shaped by economic positions, personal skills and political relationships between country of origin and of adoption" [5]. The adopted country's immigration laws also play a prominent role in making the diasporic experience taste bitter, or sweet, or sour, or spicy. The cultural openness of the new acquainted land matters much in the experience. Moving from a more liberated culture to a less liberated one, makes the entity feel more nostalgic for his/her home culture. This concept of 'home' lies deep in diasporic experience. The sense of belonging remains there in the expatriate's mind. It is the sense of locality, where the diasporic is present; the sense of root, where

the origin of diasporic lies and also the sense of universality, when the feeling of belonging to more than one place generates.

The cultural encounter takes place in diasporic experience. The bicultural pulls and the creation of a new culture are the final outputs. The new culture is created through the act of recreating the past. Thus, the diasporic writers become folk historians, mythmakers, and custodians of the two cultures. The expatriate writers' mode of operation is subject to the memory of the past, confrontation with the present and receptivity towards the future. A need for an integrative world results in the formation of the newly traversed path, which leads to the creation of Diaspora Literature. The problem with the diasporic writers is the affirmation and re-affirmation in a new perspective. According to B.R. Nagpal: "The sense of release, freedom experienced in a new environment may present juxtaposed polarities between the indigenous culture and the culture of their adoption but the racial-historical-political equivocations are to be supplanted by the cravings of a new self, new equations that denote adjustment, order harmony and solidarity. The new world presented is not a fantasy that cancels the reality of the past but on the contrary is a readjustment adaptation, participation and fulfilment." [6] The immigrant writers register several tracks in their journey towards self-fulfillment and self-enrichment.

Indian diaspora

Indians also have migrated since the dawn of the human civilization. Except Antarctica, the other six continents have the evidence of Indian migration and the essence of Indian rituals and customs. Jasbir Jain quotes that the diasporic Indian is "like the banyan tree, the traditional symbol of the Indian way of life, he spreads out his roots in several soils, drawing nourishment from one when the rest dry up. Far from being homeless, he has several homes, and that is the only way he has increasingly come to feel at home in the world" [7].

A rapid flow of Indians moving abroad, have been registered as the mass movement, during the last two centuries. This migration has been classified into three 'waves'-

i) The First Wave of Indian Immigrants

ii) The Second Wave of Indian Immigrants

iii) The Third Wave of Indian Immigrants

During the first wave, the immigration took place in the form of labourers (slaves) to the British colonies of East and South Africa, Caribbean islands,

and also the European countries. The second wave registered the migration of skilled workers to the countries like UK, USA, and Canada, in the 1960s. The third wave migration marked the period of brain drain, (from the mid-nineties) to the developed economies. The estimated population of the people of Indian origin living abroad in one hundred and thirty-eight countries is twenty million.

The migrant experience varies in each expatriate being. The age, education, religion, customs, family background, all play a prominent role in order to locate himself/herself in the host culture. Indians too, have the same sense of exclusion and dislocation from the roots. A diasporic Indian always tries to create 'space' for oneself; it doesn't matter to which sex one belongs. "A common identity to all the members of Indian diaspora, is their Indian origin, their consciousness of their cultural heritage and their deep attachment to India" [8]. In recent years the "education and knowledge-based Indian emigration has made Indian Diaspora as one of the most powerful diasporas in the world" [9].

The history of the Indian civilization has the records that India too has received migrants from many parts of the world. The Moghuls, the Turks, the Lodhis, the Persians, the Christians etc. have been absorbed by India into her culture, language, economic and social status. This has helped Indians to easily interact with culture and ethnicities of the foreign land. Indians have carried this unique feature of adaptability with them to their newly acquainted lands. This feature of Indian Diaspora has resulted in its spreading all over the world.

The Indian diasporic experience varies in diasporic dimensions, from a freedom fighter to a nationalist leader, from a scientist to an industrialist, from a writer to a worker, etc. Swami Vivekananda's American experience, Gandhi's South African experience, Savarkar's stay in England, Kalpana Chawla and Sunita William's mission in NASA, Mittal's steel-kingdom in England, etc. can be interpreted as the examples of diasporic experience in the formation of their individual identities.

The Indian immigrants experience the gravitational pull of the past, in terms of time, and of the mother country, in terms of place. Indians abroad live in a world of imagination about their mother country and assume the development or changes to a neutral state. They forget that the place they left has changed, but they are not fully aware of the changes. So, when they return for a short visit, they are surprised. The writers have written a lot about their alienation from their new surroundings (new India) too.

Indian diasporic writings

Writers living abroad can be classified into two generations:

1. First Generation Diasporic Writers
2. Second Generation Diasporic Writers

The feeling of 'Indianness' and 'home' remain very much in first generation diasporic writers, while the second-generation writers concentrate much on 'space' than 'home'. By 'first generation', I mean those who migrate from their roots. By 'second generation' it means the immigrants' children who are born in that alien land and culture, away from their roots. Ashis Gupta, a first-generation diasporic writer, in an interview to Veena Singh, says "I feel alienated as a writer. I haven't severed my links with India. As the connections grow weaker the longing grows stronger. Parents of other exodus, that I know, they are certainly more anxious or more worried that their children are becoming less Indian. They do not even sense the nostalgia. They don't speak the language anymore. They are not interested in Indian classical music. They don't know the Indian legends. They know the western legends and so on and so forth. I think the chances are that there will be more and more people who will, in the west at last, lose touch with their roots" [10].

The phenomenon behind the Indian diaspora or immigration, is the nature of quest. The quest may change in different periods, but they appear or reappear in all ages, and result in the departure of an Indian from his/her land. The diaspora is always forced and each one of us (whether living or not living abroad) is in a state of diaspora. Our birth in this world is a type of diaspora and our death make us migrate to an unknown world.

In case of the Indian diasporic authors the desire to return to the mother country, analogous to the Freudian desire to return to the womb, is fulfilled through their creation of plot and characters, but not in real. The diaspora's journey is motivated by the principle of self-gain of opportunities, provided by the other culture. The urge to survive and succeed is a natural human instinct, found in the Indian diasporic writers.

The economic compulsions of new needs have also forced the India diaspora women writers to come into focus. Formal education of a girl-child and the basic qualifications of a bride to be sent from home, have made women come out from the four walls of the house. "To become writers-to tell their stories in their own words, in their voices" [11] have become a mode of expressing their lives. Harish Narang wrote that "Their writings-unlike male diaspora writing about them-focused on their burdens of double dependence - as immigrants and as women-both in private and public domains which

demand of them different sets of norms of behaviour, conflicting at times, leading to disastrous consequences for them when they could not cope with the multiple stresses of the two cultures" [12].

The Indian diaspora women's writing has all that their male counterpart writers have. Cultural alienation, discrimination, ethnicity, nostalgia, memory, ghettoization etc. are the ideological features of their writings. Dissatisfactions and frustrations with the cultural controls of gender are also thrown up as the major issue in their writings.

Diasporic location provides an opportunity to explore the reconstruction of feminine identity in the new (foreign) culture, and keeps the female writers away from the enclosures of a single dominant cultural ideology. Chitra Banerjee Divakaruni, Bharati Mukherjee, Kiran Desai, Meena Alexander, Jhumpa Lahiri, Kavita Daswani, Sujata Bhatt, Suniti Namjoshi, etc. fall under the category of expatriate female writers who portray their experiences relating to the geographical spaces (movement between home country and country of immigration), cultural bias, the immigrant split-self, fantasies of return passages, and the struggle for identity. Bharati Mukherjee says about her experience as an immigrant "I am not an Indian writer, not an exile, not an expatriate. I am an immigrant, my investment is the American reality, not the Indian. I look on ghettoization whether as a Bengali in India or as a hyphenated Indo-American in North America-as a temptation to be surmounted" [13]. She sees her development as an immigrant writer.

Diasporic writers reconstruct the immigrant-self and often succeed in projecting their 'selves' away from any internal or external pressures. They begin from a neutral position (in the foreign land) and try to create a new identity, a new space for themselves. The dislocation gives them a new birth and this new beginning enhances the possibilities to make space explorations.

Concept of space

'Space' as we generally know, is the infinite extension of region beyond earth's atmosphere. The word 'infinite' itself resembles that 'space' cannot be measured. If we look up a dictionary or thesaurus, we find innumerable meanings of space from mathematics to astro-science. The *Oxford Advanced Learner's Dictionary* defines 'space' as "the dimensions of height, depth and width in which all things exist and move" [14]. According to the *Longman Dictionary of Contemporary English* 'space' is "the amount of an area, room, container etc. that is empty or available to be used" [15]. In the *Macmillan Students Dictionary* 'space' is described as a region "in which everything exists… and moves" [16].

In mathematics, space is defined as "a set, with particular properties and usually some additional structure" [17], such as multiplication, addition, etc. As far as the field of geography is concerned, "space is called land, and has a relation to ownership (in which space is seen as property)" [18]. In Classical physics, "space is a three-dimensional Euclidean space where any position can be described using three coordinates" [19]. i.e., 'x', 'y', 'z'. Before Einstein's Theory of Relativity, space and time were taken as independent dimensions, but in modern physics, space and time were combined into 'space-time' and was described as a four-dimensional space. In the philosophical field, Immanuel Kant describes space as an 'a-priori intuition' that allows us to understand sense experience. According to the astronomical definition, "space refers collectively to the empty parts of the universe. Any area outside the atmospheres of any celestial body can be considered 'space'" [20]. It is certainly spacious, but not always empty and can be filled with matter.

From religious point of view, we know God is omnipresent. We believe Him to be present everywhere in this universe, but we can't see Him. He is at a time 'present' as well as 'absent'. In other words, He is the 'space'. Whenever we remember 'God', we create space in our mind-a space, which is like a black-hole and absorbs all our worries and difficulties. The vacuum created in our mind during the process of worshipping is termed as meditation (Dhyana). Swami Vivekananda states that "In meditation we divert ourselves of all material conditions and feel our divine nature. We do not depend upon any external help in meditation... The less the thought of the body, the better. For it is the body which drags us down. It is attachment, identification which makes us miserable" [21].

Meditation helps in creating a mental space in which the horizon of mind broadens to infinite length. This mental relaxation is the sole source of creation of all the spaces. Any matter or idea in the universe has space. Mind has the power of bringing two objects, placed at infinite distance, near each other. It happens with the help of 'time'. We can feel that everything is spacious in the universe.

We find that 'space' is used variably in different fields of study. So, it is difficult to give a specific definition of the term. From general point of view, it is the fundamental structure of the universe, a set of dimensions in which objects are separated and located, having size and shape, and can move within that space. From social point of view, space signifies sufficient freedom from external pressure to develop or explore a person's needs, interests and individuality. This freedom resembles that area which each person considers it to be his/her domain or territory. If anybody tries to enter in that free zone,

it makes them feel uncomfortable. But, this too depends upon the attitudes and relationships of the two. In certain circumstances people accept their space to be violated, and in other case they feel uncomfortable. A person's position, location, condition, situation, relation, all matters much in the synchronization and the expansion of his/her domains of space.

Edward Twitchell Hall, an American anthropologist, in his book *The Hidden Dimension* (1966), marks out the distance between a person and the dimensions of space around him. He is mostly associated with 'proxemics', the study of the human use of space within the context of culture. He illustrates the distance (length) of intimate, personal, social and public spaces. The intimate space varies between 0 and 1.5 feet. For 'personal space', he gives the length from 1.5 feet to 4 feet. For 'social space' he records the length from 4 feet to 12 feet, and for 'public-space', he gives the length from 12 feet to 25 feet.

A person entering the domain of 'intimate space' of the other, on his/her willingness, has intimate relationship. Otherwise, it results in the violation of space. The same may occur for the other domains as well.

Martin Heidegger in his article *Building Dwelling Thinking* gives a due thought on the relation of man and space. He says "When we speak of man and space, it sounds as though man stood on one side, space on the other. Yet space is not something that faces man. It is neither an external object nor an inner experience. It is not that there are men, and over and above them space, for when I say 'a man', and in saying this word think of a being who exists in a human manner-that is, who dwells then by the name 'man'.... Even when we relate ourselves to those things that are not in our immediate reach, we are staying with the things themselves." [22] He projects the infinite nature of space and its relation to man.

Space in diaspora

In diaspora context, the term is used comprehensively. Each entity struggles to create 'space' for one's own, during the expatriate experience. Diasporic writers, through their words and characters, illuminate the various dimensions of 'space'. According to B. Hariharan "Space is acknowledged as an important marker in immigrant discourse. A discussion of the way in which space gets constructed for and by any migrating people is of special reference in the changing construction of the world order. For borders, identities, nations and nationalities are all discourse of construction" [23].

Space is used in a variety of ways in diasporic writers. Jasbir Jain rightly points out that "Space provides in itself dynamics for history. Writers from

erstwhile colonized countries and marginalized and inferiorized societies are engaged in a process of reconstruction both national and personal histories with the objectives of analyzing and understanding their own past and also as a historical intervention in the master narrative of the imperial races. Space is an important determinant of the kind of relationships which are produced" [24].

Dimensions of space in diaspora

Space appears as an amalgam of varied components, which are its dimensions. It may be personal, emotional, psychological, socio-cultural, or it may be geographical, political, literary, economic, or it may be any other. These can be placed as different sets and can form subset in a set. The number of space-dimensions set is not specific, and leads to an infinite extent.

Each set may contain the elements of other sets. Whatever variable we require for the projection of space, it converts into its dimensions. This 'Space-dimensions' set circulates around our human-senses and when they enter the domains of senses, they are identified. All matters of human instinct are space, and they revolve around our human senses. If we identify them we give a specific name to them (like the names given in the above diagram), otherwise they remain as unidentified hidden objects. They are there, but we cannot see or realize. They remain away from our sensuous perceptions.

Diasporic writings reflect such elements of space. The term enables critics to explore different dimensions of space and not in totality. The totality cannot be reached as it leads to infinity. This infiniteness of the worldly space is directly proportional to the outer space of the universe. Nirmaljeet Oberoi in her article explores the physical, psychological and emotional dimensions of 'space' in diasporic context. For her "…space includes 'primary space' from where the diaspora is uprooted physically, culturally and emotionally… and …the 'secondary space' involving with the environment with its physical historical and socio-political dimensions. Thus space appears as an amalgam of physical, emotional and psychological components buttressed by deterritorialization/(dis) placement on one side and reterritorialization/(re) placement on the other" [25].

The displacement of a 'being' brings up the various notions of the dimensions of space in close context with the diasporic consciousness of environment, home and identity. The psychic, geographic and emotional channels appear between the primary and the secondary space. In diaspora, the realization of native space generates the feeling of being the 'other'. The dislocation generates all types of space, which he/she once had created while living in his/her mother country. The very first step on the alien-land registers

the immigrants' physical space. The body occupies a required amount of space in that place. His/Her physical presence in the new environment makes him/her think (at the initial stages) about the geographical dislocation.

While living in diaspora, one has to face various problems in creating personal space. K.N. Daruwala rightly points out that "after the alienation come the attacks, on the social ethos, the racial discrimination, and the fast food values where the soul itself gets eaten up like a hamburger" [26]. Identity plays a vital role in creating personal space.

A person of Indian origin will always be known by his origin, he/she can't erase this in-born identity. It is noteworthy that even if an individual is born in an alien-land and discards his/her national identity, its significance is not lost. It remains there forever. The racism factor, whether directly or indirectly, always play a prominent role in the creation of one's personal space.

The mental or psychological space is much build in correspondence with the surrounding environment. The mental comfort or relaxation creates a mental space in mind where a person's worries and problems are absorbed. The experience, which an individual gain during diaspora helps in creating such a spatial structure. A person's interaction with the world shapes his/her emotional space. This space carries with it a positive or a negative meaning or both. The feelings of joy, happiness, sorrow, pain, anger, etc. formulate the emotional space.

In an economic space, an individual earns money to run his/her livelihood. We know that most of the immigrants who have moved abroad falls under the category of 'brain-drain'. They go abroad to find jobs, i.e. to create economic space for themselves. These immigrants get bigger opportunities in extending their economic domains. Others, while living in diaspora, extend their educational domains. They carry on their educations and this results in the formation of their literary space. Diasporic writers extend the domains of their literary space through literary career and works.

Conclusion

The writers of the diaspora project the different dimensions of space through their writings. With the help of the characters they show the expatriate sensibilities, which have been generated due to the socio-cultural disparity and dislocation. The characters seem to create socio-cultural, economic, personal spaces where they find themselves much comfortable while practicing the affairs and activities of both the countries country. Thus, through literature, we understand the different dimensions of space. The diaspora feelings of the writers negotiate the possibilities of new spaces, as they dwell between the two different cultures and two different worlds (places).

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Chapter - 7
Provisions of Protection of Human Rights in the Constitution of India: A Study

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Chapter - 7

Provisions of Protection of Human Rights in the Constitution of India: A Study

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Abstract

India, being a signatory of Universal Declaration on Human Rights (UDHR) is committed to protect the human rights. Various human rights are the part of our Indian Constitution and forms the basic structure under Part III of the Constitution of India. It means, before going at international protection level, it is the duty of the State to protect those rights that we call 'The Fundamental Rights'. In this chapter, the author has established the similarity index of the provision of UDHR and the Constitution of India with regards to protection of human rights. The second emphasis is given to the implementation of these rights, third discussion is on the various platforms which are working as protecting agencies against the violation of human rights. Finally, the chapter is concluded by highlighting the steps that can be taken by any responsible person to protect the human rights. The chapter is based on the doctrinal research methodology which includes: the legislative enactments at national and international level, text books, articles, committee reports and judicial pronouncements. The author has tried to explain the concept of human rights, its importance and the protective measurements at national level. The study is limited to establishing the similarity between UDHR and the Constitution if India and protection of human rights in India, the further study of limitations of the enforcing agencies and the challenges faced by them are still in the focused area of the author.

Keywords: constitution, human rights, fundamental rights, implementation, protection

Introduction

"Human rights are not established by writing words on paper or moving air with one's lips. Human rights are established by building specific types of institutions of quite exact design. Human rights are established further, when such institutions begin to live through organised, articulate, free, law-abiding

interests-through free association of every sort among a free people".

<div align="right">James Madison [1]</div>

At international level Human rights are protected under the provisions of Universal Declaration of Human Rights [2]. In India the Constitution of India is the mother law for acknowledging [3] and protecting the rights of individuals. The Part III of the Indian Constitution provides certain rights for individuals known as "fundamental rights". In India the promotion and protection regime of human rights at national level is extensive due to the vastness of its diversified population and complex social structure as we are still struggling on the concepts of democracy, freedom and rule of law [1].

Relation between constitution of India and the Universal Declaration of Human Rights (UDHR)

The Indian Constitution has set out the fundamental obligations of implementation of human rights in Part III and Part IV. Collectively these Parts comprise the heart of the Constitution. Being the signatory of these covenants or treaties, the rights ensured and gave in the Constitution are needed to be in connection with the Covenant on Civil and Political Rights and the Covenants on Economic, Social and Cultural Rights [4].

Live with dignity

The preamble of the Constitution is assuring the dignity of the individual. Similarly, Article 1 of UDHR also states that all human beings are born free and they have right to live with dignity.

Rule of equality

Equality means no human being is to be discriminated on the basis of race, sex, religion and caste. Article 14 of Indian Constitution and Article 7 of UDHR are in protection of right to equality before law. The principle behind this is- "equals should be treated equally" [2].

Article 15 of Indian Constitution and Article 7(2) of UDHR are prohibiting discrimination based on race, caste and religion.

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1   https://www.jstor.org/stable/20671863?seq=1#metadata_info_tab_contents
2   The Universal Declaration of Human Rights, which was adopted by the UN General Assembly on 10 December 1948, was the result of the experience of the Second World War.
3   "These are inalienable rights which belong equally to all the members of the human family." https://www.srdlawnotes.com/2017/10/universal-declaration-of-human-rights.html.
4   Human Rights International Instruments: Signatures, Ratification, etc., 1 July, 1982 (United Nations, New York, 1982), p.52.

Right to participate in the governance

India is a republic nation where the people of India has the right to choose government directly or indirectly. Similarly, as per the Article 21(1) everyone has the right to take part in the governance whether directly or through their representatives.

Equal access to public service

As per Article 16(1) of Indian Constitution every citizen has equal right in matter related to employment or appointment under State office. Similarly, under Article 21(2) everyone has right to equal access to public service in their country.

Right to freedom of opinion and expression

As per Article 19(1) of Indian Constitution every citizen has right to speech and expression. Similarly, under Article 19 of UDHR everyone has the right to express its views or hold its opinion or collect/ explore the information from any source of media.

Freedom from ex-post-facto laws

The Constitutional rights under Article 20 prohibits ex-post facto operation of criminal law and confers immunity against double jeopardy and protection against self-incrimination. Similarly, as per Article 11 of UDHR *"No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under the national or international law, at the time when it was committed nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed"* [3].

Freedom from arbitrary arrest or detention

The Article 21 of the Constitution which provides that "*no person shall be deprived of his life and personal liberty except according to procedure established by law*". In furtherance of this Article the Court has power to strike down any law or decision which is in contradiction of the principle laid down in this Article 21. Similar provisions of safeguards from arbitrary arrest, detention or exile are given in Article 9 of UDHR [4].

Freedom from slavery and servitude

As per Article 23 of Indian Constitution and Article 4 of UDHR all form of slave trade and forced labour are prohibited.

Freedom of thought, conscience and religion

According to Article 25 of Indian Constitution and Article 18 of UDHR everyone has right to manifest his religion or belief in teaching, practice, worship and observance.

Right to social security

According to Article 29(1) of the Indian Constitution says that every citizen of India irrespective of the residing territory, language, culture or script has right to conserve the same. Similarly, as per Article 22 of UDHR everyone has the right of social security as a member of society [5].

Constitutional provisions for the implementation of human rights

The Part III of the Indian Constitution provides certain rights for individuals known as "fundamental rights". There are two fundamental rights under Indian Constitution which have acquired the status of non-derogable human rights. They are mentioned in Article 20 and 21. The Constitutional rights under Article 20 prohibits ex-post facto operation of criminal law and confers immunity against double jeopardy and protection against self-incrimination [6]. The Supreme Court, in *Maneka Gandhi v. Union of India* [5] widened the ambit of Article 21 of the Constitution which provides that "*no person shall be deprived of his life and personal liberty except according to procedure established by law*". In the history of Indian Constitution this judgment established as a turning point. In pursuance of the case the Supreme Court made it clear that Article 21 is having superseding effect not only on executive action but on legislative actions. In furtherance of this Article the Court has power to strike down any law or decision which is in contradiction of the rule of procedure prescribed by the law and which is not reasonable, fair and just [7].

The Part IV of the Constitution of India provides certain directions to the State to be followed for ensuring the proper implementation of human rights. It lays down clearly the grounds on which the policy related to foreign affairs should be outlined and valued, Article 51 highlights these principles as follows:

"The State shall endeavour to:

a. Promote international peace and security

b. Maintain just and honourable relations between nations

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5   AIR 1978 SC 597.

c. Foster respect for international law and treaty obligations in the dealings of organised peoples with one another

d. Encourage settlement of international disputes by arbitration" [8]

In reality, without the support of State, Article 51(c) doesn't work or have no scope to implement the treaties. It is the duty of State to make international treaty a part of their agreement while deciding inter-state relations. This Article exemplifies the object of India in the global province. It says that international treaties or agreements signed by India, are not similarly implemented such as municipal law, we need suitable legislation for giving them effect time to time as the Article 253 of the Indian Constitution suggests [6].

In fact, in India the obligations resulted from the treaties are not enforceable unless it is underwritten by legislature [7]. In different decisions it was featured that there was, nonetheless, no compelling reason to fuse a treaty into law if its execution was conceivable at the authoritative level without administrative indorsing [8].

The Indian Constitution has set out the procedural obligations of implementation of human rights in Part III and Part IV. Collectively they comprise the heart of the Constitution. Being the signatory of these covenants or treaties, the rights ensured and gave in the Constitution are needed to be in connection with the Covenant on Civil and Political Rights and the Covenants on Economic, Social and Cultural Rights [9].

Protection of human rights in India

In India there are number of agencies which are actively working in the protection of human rights at state and national level. Such as judiciary, National Human Rights Commission, NGOs and media as well. The Supreme Court of India and State High Courts under Article 32 and 226 respectively are giving the direct access to the justice against the violation of human rights which are made the intrinsic part of our fundamental rights. [9]

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[6] Article 253 provides: "Notwithstanding anything in the foregoing provisions of this Chapter, Parliament has power to make any law for the whole or any part of the territory of India for implementing any treaty agreement or convention with any other country or countries or any decision made at any international conference, association or other body."

[7] State of West Bengal v. Jugal Kishore, AIR 1969 SC 1171.

[8] State of Gujarat v. Voru Fiddali, AIR 1969 SC 1051.

[9] Human Rights International Instruments: Signatures, Ratification, etc., 1 July, 1982 (United Nations, New York, 1982), p.52.

Role of National Human Rights Commission in implementation of human Rights (NHRC)

The foundation of a self-sufficient Commission for advancement and assurance of human rights by the Government of India mirrors its authentic aim for compelling execution of human rights measures under national and worldwide instruments [10].

The main functions/powers of Commission include the *suo motu* cognizance of any human rights violation related complaints, monitoring of prison and custodial conditions, policy making for effective implementation of safeguards and promote the research in the field of human rights [10].

Role of non-governmental organisations at national level

There are a number of NGOs working in India in various fields of human rights, specifically in the field of child welfare, environment, women rights, bonded labour, old age care, health and human rights, disabled rights and rehabilitation of manual scavengers. [11]

Role of media in the promotion of human rights

Under the Indian Constitution, the freedom of information is implicitly covered under Article 19 and Article 21 [12]. The media has tremendous power to mould public opinion against age-old societal wrongs like untouchability, khap panchayat, child labour, child prostitution and child marriage and discrimination against the girl child [13]. The *suo motu* action has been taken in number of cases and incidences by the NHRC based on media reports [11].

What can individual do for promoting human rights in society?

Being a human it is our prime duty to contribute our knowledge and sources in promoting the human rights in the society, whenever and wherever needed.

The following steps can be taken:

1. Conducting workshops on the mechanism of filing and pursue the complaint against violation of human rights

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10 The Commission was constituted by an Act of Parliament. The Act is divide into eight Chapters consisting of 43 Articles. Special powers conferred to NHRC under Article 10(c) which says, "The Commission shall regulate its own procedure". There are 19 Articles under Procedural Regulations.
11 The Commission took suo motu action on basis of press report on 12 January 1994 concerning the alleged tattooing the words "jebkatri" on the forehead of an alleged pick pocket by the Amritsar Police Personnel, Annual Report, National Human Rights Commission (New Delhi), 1993-94, p.22.

2. Organising awareness camps at institute as well as State level

3. Preparation of MOOCs on Protection of Human Rights

4. To ensure the right to access to justice through public interest litigation

5. To make sure not to indulge any kind of child labour at the cost of their education

6. Timely payment of supporters in the daily household work

7. To raise voice against discrimination the girl child

8. To ensure the payment of daily wages [14]

9. To ensure not to spread unauthentic information by any mean of communication

10. Voice against child marriage and exploitation [15]

11. To bear the education expense of the needy children [16]

What will I do for promoting human rights in society?

From the 2019 communal riots in India to the recent COVID19 pandemic induced migrant labour exodus during the lockdown & the subsequent injustice meted to them, the Human Rights situation in India has only plummeted in the past couple of years. In fact, with reference to "The India Report of 2019" by the *Human Rights Watch Organization*, the year 2019 was a fairly dark chapter in the Indian history. From the widespread penalization and even prosecution of outspoken Human Rights defenders or anyone who criticized the Government for the revocation of the special constitutional status of the state of Jammu & Kashmir, the country did face a number of situations where the Human Rights of people were compromised and trampled upon.

Clearly, what we currently face is the Human Rights violation and a pressing crisis that needs immediate attention. We do have many law enforcing authorities and the Human Rights observation bodies to address any situation, the need of the hour is to take action on part of the individual. Therefore, it becomes our duty as citizens of the country, and also being an integral part of the human society, to take cognizance of the situation and promote Human Rights whenever and wherever possible. 'But how to go about it?' or "what can I do in this situation?", the question may arise in anyone's mind. Well, to answer the question and to address the current Human Rights crisis, here is a list of ways in which I plan to promote Human Rights in the society and urge every educated person of the society to do such similar or related efforts/activities:

a) Educate myself

To promote the Human Rights, it is integral that we have a thorough understanding of the Rights. For instance, I can't really practice the freedom of speech or defend someone doing so, if I do not know that it is a fundamental right in country like India. Thus, it is important that I keep myself updated about the latest developments in the field of Human Rights as well as all the related matters pertaining to its execution.

b) Educate others

To duly protect the Human Rights, it is also essential that everyone in the society should be well aware of them. To promote the Human Rights, I seek to educate others because, for the Human Rights to remain intact in a society, it is important that everyone should be well aware of their nuances. I plan to start a club or a group of like-minded people for the same purpose. Campaigns/Camps/Awareness Drives should be carried by the club/group to reach out to people and establish a rudimentary idea on how the Human Rights perform and could be actualized in a real-world scenario. It is obligatory that we periodically carry out such drives. The outcomes are two-fold, in the first place the very enunciation itself is self-propagating, in other words, when we talk about the Human Rights of a particular section of the mass, concomitantly we reassure the working principles and peripheries of such Rights, protected by State, under a given Constitution. Further, in lieu of just making people aware of their rights (be that fundamental or otherwise), it is rather plausible to intuit via such practices, an elucidation of those very propositions and their exercisability to be true nature; preferably via an interactive/ question answer session.

c) Raise a voice whenever required

There is no point in being aware of the Human Rights if we fail to raise a voice, whenever they are violated. In today's context and moreover in this age of social media, it has, in fact, become really easy for us to raise voice against any of these violations. I think it is important that we raise voice against everything wrong and unjust and I plan to be the voice of the suppressed. Leaflet/Pamphlets can be a cost-effective manoeuvre with little necessity to articulate/explain verbally. With such functional devices, we can raise an illustration cohesively within a short piece of paper and distribute/circulate amongst the mass directly or through social media platforms.

d) Document

Besides being well-aware of the Human Rights, it is also important to keep track of the happenings in the country/world so as to keep a watch on

situations where these Rights might be getting compromised. I seek to keep myself updated with the important happenings in the country and document them so as to keep a close check on them.

e) Volunteer

The fastest way to rectify a solution is to participate in the process. Newsletters, often electronic in nature, allow us to pursue/ follow-up with the recent changes in the quantum of the Human Rights, like recent amendments and obligations with respect to the mass implications. In conjunction, a local newsletter agency makes it possible to bring up the vicinal ambiguities observed in the execution of the Rights, including incidents pertaining to possible violations of Rights. I thus plan to volunteer and offer my help in any situation where I can ensure that an individual or more get to uphold their Rights as citizens of the country.

Therefore, it is important that we understand when someone's Rights are challenged or compromised, it is a failure and a problem for all of us. Today, it has happened to them, tomorrow it can happen to us! Thus, it is our moral duty to raise voice against every injustice and it is our obligation to promote the Human Rights.

Conclusion

"Where there is right there is a remedy". We are not the rights provider but we can be the facilitators for those who are vulnerable in any sense. The above-mentioned mechanisms are available for implementation of human rights in India. The only need is to make everyone aware about these rights and even to give them a sense that-it is the violation of your rights and you have right to raise voice against it. Being a responsible citizen of India the step which every citizen can take is to ensure the right to access to justice through public interest litigation. The main emphasis is on making basic civil and political rights meaningful for the large masses of people who are living a life of poverty and destitution and to whom these basic human rights have so far no meaning or significance because of constant and continuous deprivation and exploitation. The fair use of e-sources and media in highlighting the issues and seeking the justice is the another step that can be taken to protect the human rights.

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