THE INVESTIGATOR
An International Peer-Reviewed Journal of Multidisciplinary Explorations
(Vol. 8, No. 1) March 2022

Association for Cultural & Scientific Research

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Editor's Note
The Investigator is an International Peer-Reviewed Multidisciplinary Journal published quarterly (March, June, September and December), launched under the auspices of the academic community *Association for Cultural & Scientific Research* (ACSR). Keeping the panoramic scopes of research as a vibrant path, *The Investigator* intends to reflect on the skilled minds attitudinally conjuring from humanities to other disciplines. The journal explores the currents of criticism and unleashes divergent thinking. It welcomes original, scholarly unpublished papers from the researchers, faculty members, students and the diverse aspirants writing in English. It is a peer reviewed journal that brings the scholarship of academicians and practitioners around the world. *The Investigator* hopes and wishes to provide a self assuring means to you for your further accomplishments.

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Happiness and Self-Esteem among Younger Adults Before and After Gratitude Intervention

Gratitude is the way of expressing thankfulness to the good things in one's life. Humans usually have the tendency to blame themselves or others for the worst things happened in their life. They don't try to appreciate the good things they had in their life and they forget to express gratitude wholeheartedly to the blessings. In this COVID-19 pandemic, people are really going through the worst times. They are struggling through depression, job loss, financial insecurities, unhappiness, etc. Expressing gratitude increases the happiness, self-esteem, positivity, etc. So, the main purpose of the present study is to find out the difference in happiness and self-esteem among younger adults before and after practicing gratitude for 2 weeks. This intervention will help the participants in finding and appreciating the blessings they have in their life and improves their happiness and Self-esteem.

The objective of the present study is to find out the difference in Happiness and Self-esteem in younger adults before and after gratitude intervention. The hypothesis states that there doesn't exist difference in happiness and self-esteem in younger adults before and after gratitude intervention. The participants include 35 females and 6 males in the age group of 18 to 30 from various districts of Kerala and Tamilnadu. To collect data, Convenient sampling technique was used.

The variables used in the current study are Happiness and Self-Esteem. Happiness has been described as a lasting satisfaction with life as a whole, complete and deserved" (Tatarkiewicz, 1976). Self-esteem refers to the sense of a person's importance or value, or the degree to which an entity trusts, agrees, appreciates, rewards, or likes him or herself (Blascovich & Tomaka, 1991).

The tools used in the study are Sociodemographic data sheet to collect data on relevant factors such as name, age, gender, education, occupation and marital status. Oxford Happiness Questionnaire developed by the psychologists Michael Argyle and Peter Hills at Oxford University developed the Oxford Happiness Inventory in 2002. It consists of statements in the form of 29 objects. There is a scale of six points and the participants were asked to emphasize any of the six alternatives that came closest to their own opinions. Rosenberg Self-esteem Scale developed by Rosenberg M in 1989. It comprises of ten statements in the form of items. There is a four-point scale and any of the four alternatives that came closest with their own views were asked to underline the subjects.

The statistical technique used for the analysis of data is Paired t- test.Two means are compared by the Paired Samples t - test that are from the same individual, object or related units.

From the analysis of data, for the variable 'Happiness', mean =3.62, SD = 0.43 in pre-test and mean = 4.34, SD = 0.55 in post-test. The t – value obtained is 8.63. At the 0.01 stage, it is found to be significant. For the variable 'Self-esteem', mean = 22.2, SD = 4.44 in pre- test and mean = 24.7, SD = 2.92 in post-test. The t-value obtained is 4.30. It is also found to be significant at 0.01 level. The result indicates that there exists extremely significant difference in Happiness and Self - esteem in younger adults before and after gratitude intervention. Thus, the hypothesis is rejected. From the result, it is evident that practicing gratitude plays a vital role in enhancing a person's happiness and Self-esteem.

Research findings show that more grateful people are happier, more satisfied with their lives, less materialistic and less likely to suffer from burnout. The result of the present study indicates that there is better improvement in happiness and self-esteem among the people after practicing gratitude for two weeks.

The habit of appreciating all the good things in life is a good way to receive more blessings and stay happy and self-esteemed. The most powerful technique is Journaling technique in which the way a person can use to be thankful for the blessings he or she received in his or her life. In this study, the participants used this technique to express gratitude in their life. Majority of the participants shows a great result after practicing gratitude for two weeks. That is, they show a significant difference in their level of happiness and Self-esteem. It could be because of their increased positivity they gained through the practice of gratitude. Also, it might help them to feel good about themselves and thus attains improvement in self-esteem.

The present study concludes that there exists extremely significant difference in happiness and self-esteem among younger adults before and after practicing gratitude. Majority of the participants scored high in both the variables after two weeks of gratitude intervention.

The result of the present study has a number of implications. The study helps to find out the difference in happiness and self-esteem levels before and after practicing gratitude. Evaluating the results, it emphasized that there is great difference in the levels of happiness and self-esteem of the individuals participated in the intervention for two weeks. It is clear that gratitude has a greater impact on creating a positive impact in an individual's life. It also points out that daily practice of gratitude through journaling technique will help a person to feel more thankful for both small and large blessings receiving in his or her life.

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Biblical Imageries and Religion in Daniel Defoe's *Robinson Crusoe*

The paper aims at introducing an insight into the religious and biblical representation depicted in Daniel Defoe's 'Robinson Crusoe'. This study trying to endure the pain of being stranded on the island, Crusoe mindset on Christianity begins to change as doubt in God depends further and further. Repentance, it is the only after his punishment that Robinson pondered about sin. He suffered the most severe kind of affliction of wilderness and loneliness. Defoe creates Crusoe be so greatly influenced by money and the economy. In the beginning so as to better emphasized the intertwining of his economic side with religious side. The Christian values and morals of Crusoe dominate the latter part of the novel. He rediscovers the Bible and its teaching and learns the importance of repentance and giving thanks. The provocative progress in unveiling the many layers of Crusoe allows for the reader to see that the man they thought to be defined by money is rather a man trying to live by the word God. The paper is an attempt to facilitate this knowing and understanding.

To have faith in someone is to have complete trust in that person knowing that they will be at your side until the end. The being said, having belief in God's knowing whatever happens is because of God and whatever will come, won't be in vain. We see the use of faith as it exists in religion throughout Robinson Crusoe as Daniel Defoe writes about the transformation of Crusoe belief in God through his journey on the island where he uncovers his identity spiritually and mentally.

Daniel Defoe was an English writer, trader, journalist, pamphleteer and spy. He was born in 1660. He is famous for his novel Robinson Crusoe, published in 1719, which is claimed to be second only to the Bible in it's number of translations. He had been seen as one of the earliest proponents of the English novel, and helped to popularize the form in Britain with others such as Aphra Behn and Samuel Richardson. Throughout his life time Defoe was a vocal supporter of freedom of religion and the press. He was died on 1731, 24 April in London, England.

 The great biblical themes are about God, his revealed works of creation, provision, judgment, deliverance, his covenant, and his promises. The Bible sees what happens to mankind in the light of Gods nature, righteousness, faithfulness, mercy and love. In the novel *Robinson Crusoe* we can see the faith of Christianity, Crusoe professing his faith in Christianity is seen when he thanks God for letting him come upon the island safely. After arriving on shore Crusoe believed it was because of gods showing mercy to him as he quoted, "I fell to my knees and gave God thanks for my deliverance, resolving to lay aside all thoughts of my deliverance by my boat (Defoe 112).

Robinson commits the sin of disobeying the wishes of his parents and the dictates of God. He meets misfortunes at sea and on the island. He regards these misfortunes as his due punishment and repents for doing wrong. He was ultimately reconciled to the afflictions bestowed upon him by providence. Crusoe commits the sin of disobedience to his father and God. He also succumbed to the sin of pride, sin of rising faster and sin of running away from the island of imprisonment. Defoe had suffered punishment, tortures and humiliation. This can also be and in the life of Robinson Crusoe.

Defoe, whose philosophical out took has much in common with that of the English empiricist of seventeenth century, express the diverse elements of individualism more completely that any previous writer and his work offers a unique demonstration of the connection between individualism and its many forms and rise of the novel (Watt p62). Robinson Crusoe is a man who is isolated, cut-off from his fellow men as if it were only under these   conditions that Defoe could really examine the true nature of man. Yet Defoe does not celebrate man in Isolation.

Defoe is then, particularly concerned two issues which were of interest to men of his century. The first was the nature men himself and whether that nature be natural in it goodness or if natural man was already fallen and this in need of lawful governance. Defoe is believed to have been influenced by the great thinkers of his day. Defoe also beliefs with the puritans of his time, that God or providence is present in all things in the phenomenal world. God works through nature, as it were, allowing nature to give and take according to his deserts. (Novak p14) says that if any of Defoe's fictional characters fall into difficulties, they will be presented as the result of a variety of natural causes to explain the situation, but the final case is God. The presence of, which has it's origin in the puritan beliefs of the time, is an important part of the adventures of Robinson Crusoe, for it is through his acceptance of the Divine will for him that he is allowed to tolerate this condition of isolation and, ultimately, to experience a spiritual awakening.

From the moment that Crusoe sets foot on the island, he is terrible afraid , but not before he takes note of his being alive. "After I had solac'd my mind with the comfortable pat of my condition. Crusoe says, I began to took round me to see what kind of place I was in, and was next to be done, and I soon found my comforts abate, and that in a word I had a dreadful Deliverance: for I was wet , had no clothes to hit me, nor anything either to eat or drink to comfort me, but that of perishing with Hunger, or being devour by wild beasts" (Defoe p39). The point is that unless Crusoe is for the moment in direct conscious contact with his sense of a God which is watching out for him, he is a state of terrible fear and dread. This fear accompanies almost everything that Crusoe does. He builds a shelter for himself against large beats which he has absolutely no sign of in fact, e is aware of the fact that the largest beast on. The island is a herd of

goats. Yet Crusoe continues in his fearful condition, and when he finds a man's footprint in the island, he is entirely beside himself with terror.

Crusoe himself begins to use his 'reason' in connection with his faith in divine providence, and thus begins to deserve the right establish laws and conduct himself as 'king' of the island on which he find himself. The hand of God is again felt as Crusoe find and begin 'civilize' the primitive cannibal Friday. This turn of events operates as it to signal that Crusoe has begun to allow his reason to rule and that he therefore deserves to once again have the society of his fellow men. Crusoe acquires the morality necessary to begin to instruct Friday in the ways of civilization.

Although Crusoe is thinking God, a glimmer of contempt is revealed in the way he describes the island. While he initially think God for bringing him to this island, Crusoe has grown to see the flaws in his situation, perhaps alluding to his changing disposition more grounded in reality. However, moments later his, "…religious thankfulness to God's providence began to abate" (Defoe p 124), realizing that all the work that has been accomplished since the island has not been the work of providence to God but actually to him. The scene is the turning point for Crusoe as he begins to hold himself accountable for his own fate.

 At the end of the novel, through Crusoe adventure the island alone, Crusoe was able to become more self- independent knowing that his success on the island wasn't because of God's work, his own giving his freedom from child. Robinson Crusoe represents the man who must learn that civilization is only possible when his own instincts are crubed and he follows the reason which his faith in providence teaches him through his lie experiences. Friday represents the primitive man in his raw condition, a condition which is depraved, but which is more readily brought to reason because it has no conception of being reasonable to begin with. Already we can see the religion is motive in the story. We can see the man God relationship.

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Pioneering ahead to Tackle Global Warming: Climate Justice and Climate Consciousness of India

A working group of the Intergovernmental Panel on Climate Change (IPCC) reported that human activities were unequivocally the principal driver of changes in the atmosphere, biosphere, cryosphere and ocean, in other words, of climate change. The average surface temperature is raising globally, by man-made emissions of Greenhouse Gases, led by carbon dioxide, methane and nitrous oxide.

A warmer world is estimated to have a big impact on extremes of temperature and rainfall with implications for human health, ecosystem survival and sustainable economic activity. The truth is that human-induced climate change is the main driver of these changes. It has also contributed to increases in ecological and agricultural droughts in some regions due to increased land evapotranspiration. Under the precarious rising of CO_2 emissions, the oceans and the land, two of the big carbon sinks on the planet, may become less effective at slowing the accumulation of co_2 in the atmosphere. The Working Group I report adds that continued warming would influence the global water cycle, further intensifying its variability, global monsoon precipitation and the severity of wet and dry events.

The impact of climate change on the atmosphere, lands and oceans is unmistakably anthropocentric and this impact is picking up pace. There is no part of the inhabited world that is now untouched by the impact of global warming is a striking fact. The dominant source of warming is carbon dioxide. Aerosols contribute to reducing the impact of warming. Methane reduction is particularly significant as part of the endgame as the drastic reduction of aerosols leads to increase in warming. The report projects an increase in climate extremes due to global warming, with extreme rainfall events, occurrence of extreme sea levels and heat waves expected to intensify and be more frequent.

Air pollution reduction and steep climate change mitigation are not complementary goals, but require independent efforts over the short and medium term is a major finding of the report. India, must cease the use of coal immediately, despite its continuing importance as the key element of the country's energy security. The developed countries had usurped far more than their fare share of the global carbon budget. The report is indeed a clarion call for developed countries to undertake immediate, deep emission cuts. If deep emissions cuts by the three big emitters, the US, the European Union and China are not forthcoming, the prospect of mild overshoot of limit followed by a later decline is likely to be foregone.

The report emphasizes that reaching net zero which determine the temperature that is reached, and that a global policy which considers only warming and its adverse effects. Re-framing negotiations in terms of bringing per-person emissions, or human well-being, as the essential first step highlights that merely achieving net zero of current emissions restricts well-being and is unacceptable as global policy. The world's per capita greenhouse gas emissions are 6.55 tons of carbon dioxide. India's per capita emission at 1.96 tons is less than one-third. Accepting net-zero emissions by 2050 effectively prevents India's urbanization and shift of rural population into the middle class.

The idea of 'climate justice' coming from India have three strategic implications:

* A focus on drivers and patterns of natural resource, not just anthropogenic emissions, highlights that the causes became important.
* The IPCC has reiterated that impacts such as variability of rainfall, temperature increases and rise in sea level will not be reversible for sometime even after emissions fall. The adverse effects of climate change, or adaptation, are no longer a local but a global concern.
* Multilateral cooperation will shift from common rules monitoring emissions based on international environmental law to a common goal of human well-being as a universal human right.

Shifting from environmental damage and its implications for well-being to comparable levels of well-being within global ecological limits provide a very different conceptual frame to understanding climate change and the negotiations. First, there is a need for a debate on what society values and whether societal priorities determine what is to be valued, produced and consumed. Second, with the consumption of urban middle class, it has become clear that the rising prosperity of the poor and its need for infrastructure is not endangering planetary life support systems as stress on population and national emissions suggests. Third, with different civilizational values, consumption of middle class in countries is less wasteful than in the first phase of urbanization.

It took 25 years for the Paris Agreement to reverse the defining feature of the Framework Convention, while providing for a common cause instead of commitments. Moving away from regulating emissions to recognizing ecological limits makes the subsidiary bodies for scientific advice and implementation review established to ratchet-up commitments redundant. Sharing prosperity must be the new objective of new intergovernmental mechanisms, with the involvement of private sector. We now know that climate change is not just an environmental or sustainable concern involving trade-offs. It requires a civilizational transformation in what we value, the way we live, and how we interact with one another.

The stage is set for the 26th UN Climate Change Conference of the parties (COP 26) in Glasgow in October 31. Major preparatory conferences and bilateral meetings have been held to persuade countries to raise their emission reduction commitments from the Nationally Determined Contributions (NDC) under the Paris Agreement. The loudest buzz now is around net zero emissions by 2050 i.e., greenhouse gases emissions equalling absorption by sinks such as forests, even though the substance is much less than the slogan suggests.

One hundred and thirteen parties out of 194 submitted updated NDCs by end-July 2021. Several large emitters have announced deeper emission cuts than in the Paris Agreement. The U.K and the European Union have raised their targets to a significant 68% and 55%, respectively. The U.S has now promised net zero emissions by 2050 compared to the 80% reduction that it had proposed earlier. Others standing in the way of rapid reductions are Russia, Brazil and China.

To reiterate, COP26 must focus sharply on reducing emissions till 2030, rather than on net zero 2050, which is too distant and with possibilities of gaining the system. All countries doing this by 2050, scientists say, will mean a chance of restricting the average temperature rise to 1.5 degree Celsius, provided emissions fall to around 45% of the 2010 levels by 2030.

Despite the net zero campaign, the timing of the world's carbon dioxide emissions reaching net zero is not the critical parameter for the safety of humanity. It is a truism that such a cap means that eventually emissions must go to zero, or more precisely, net zero. But reaching net zero by itself is irrelevant to forestalling dangerous warning. Neither the Paris Agreement nor the climate science requires that net zero be reached individually by countries by 2050, the former requiring only global achievement of this goal. They front-load emission reduction requirements on developing countries, to allow the developed world to back-load its own, buying time for its own transition.

So, what is the way forward for India? Saying India will take only modest steps until richer countries do more is not viable in the context of a global climate crisis. We suggest a path, focused on concrete, near-term sectoral transformations through aggressive adoption of technologies that are within our reach, and an earnest effort to avoid high carbon lock-ins. This is best accomplished by focusing on sectoral low-carbon development pathways that combine competitiveness, job creation, distributional justice and low pollution in key areas where India is already changing rapidly.

Ceiling for coal power: to pledge that India will not grow its coal-fired power capacity beyond what is already announced. It is necessary to create a multi-stakeholder just Transition Commission representing all levels of government the affected communities to ensure decent livelihood opportunities beyond coal in India's coal belt.

De-carbonize power sector: to achieve net-zero emissions, a key piece of the puzzle is to decarbonize the electricity sector. While useful as a direction of travel, India now needs to shift gears to a comprehensive re-imagination of electricity and its role in our economy and society. A low-carbon electricity future will not be realized without addressing existing problems of the sector such as the poor finances and management of distribution companies. India will need to work hard to become a leader in technologies of the future such as electricity storage, smart grids, and technologies that enable electrification of other sectors such as transportation.

India is responsible for no more than 4.37% cumulative emissions of carbondioxide. India's per capita emissions are less than half the world average, less than one-eighth of the U. S's and have shown no dramatic increase like China's post 2000. For India to declare net zero emissions now is to accede to the further over-appropriation of the global carbon budget by a few. Technology transfer and financial support, together with "negative emissions" if the latter succeeds, can compensate for the loss of the past. It enables the responsible use of coal, its major fossil fuel resource, and oil and gas and eradicates poverty, hunger and malnutrition for good. While useful as a direction of travel, India now needs to shift gears to a comprehensive re-imagination of electricity and its role in economy and society.

A sector-by-sector approach, which can and should be developed for other sectors, can demonstrate concrete, yet ambitious, domestic action that sets India on the path toward nets zero emissions. It empowers India to insist that developed countries complement their effort and enable it to ratchet up its pledges periodically as required by the Paris Agreement. Going further, India may even consider committing to plausible pathways and timelines to achieve net-zero emissions as part of its future pledges. This would allow India adequate time to undertake detailed assessments of its development needs and low-carbon opportunities. India can also use this period to develop a strategic road map to enhance its own technology and manufacturing competence.

In order to achieve the goal of an alternative source of energy, governments are placing large bets in the hope of adopting a multi-faceted practical approach to utilize Green Hydrogen as a driving source of power industries and light homes with the 'zero emission' of carbon dioxide. Hydrogen is the most abundant element on the planet, but rarely in its pure form which is how we need it. It has an energy density almost three times that of diesel. This phenomenon makes it a rich source of energy, but the challenge is to compress or liquefy the liquid hydrogen.

'Green Hydrogen', the emerging novel concept, is a zero-carbon fuel made by electrolysis using renewable power from wind and solar to split water into hydrogen and oxygen. It can be utilized for the generation of power from natural sources and will be a major step forward in achieving the target of net-

zero. India is also unveiling its plans. The Indian Railways have announced the country's first experiment of a hydrogen-fuel cell technology-based train by retrofitting an existing diesel engine. It is high time to catch up with the rest of the world by going in for clean energy, decarbonizing the economy and adopting 'Green Hydrogen' as an environment-friendly and safe fuel for the next generations.

However, it is fortunate to witness that India is indeed walking the green talk. Even at the Paris Agreement on Climate Change, India was the only G20 nation compliant with the agreement and the country has been ranked within the top 10 for two years consecutively in the Climate Change Performance Index. When we compare the achievements of other countries, India's performance, given that climate change is a global public good, both China and the U.S could emit five times more than India in 2030. China, the world's largest GHG emitter, joined 'race to zero' and carbon neutrality by 2060. But most worryingly, China remains committed to supporting the coal industry while the rest of the world experiences a decline, and is home to half of the world's coal capacity. Recently, the U.S rejoined the Paris Agreement and committed to reducing emissions by 50%-52% in 2030 and reaching net- zero emissions economy-wide by 2050. While they re-energize their fight on climate change, legislation may not be straightforward.

During the novel corona virus, the French government set green conditions for bailing out its aviation industry. As part of its mitigation efforts, India is implementing one of the most extensive renewable energy expansion programmes to achieve 175 GW of renewable capacity by 2022 and 450 GW by 2030. India's contribution to global emissions is well below its equitable share of the worldwide carbon budget by any equity criterion. To sum up, India has indeed walked the talk. The responsibility of sustaining the entire planet does not rest on a few countries; everyone has to act.

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Dalit Voices of Modern India: *Grip of Change* by P. Sivakami and *Children of God* by Shanta Rameshwar Rao

Dalit women in India are currently at a fork in the road.Dalit women have to surmount two barriers like class, and patriarchy at a moment. Class and patriarchy are the two social hierarchical axes that are crucial in understanding gender relations and Dalit women's oppression. The millennial ancient Brahminical law system, has origins in this .The law repeatedly influenced the unwritten standards of Indian society. The discrimination in social, economic, and political acts are always directed against women. The non-dwijas as they are twice-born, privileged groups are declared to be religious responsibilities. For example, the downtrodden are supposed to or should only live in huts, they should never own any domestic assets, they can cook only in pots made up of clay, they can wear only teared clothes, and they do not have the right to own any property. The concept that they are the unique creations of God, born to be slaves always made them the suppressed.This has a long-term impact on Dalit women's lives.Dalit women continue to struggle to obtain day- to- day necessaries from public sources. Key words: Gender power, Dalit women, Dalit movement

In the essay *Dalit Women Talk Differently*, Gopal Guru says that a non-Dalit representation for dalit women is less authentic and less valid.The main reason is she is not a Dalit. Dalit When a Dalit woman speaks for a Dalit woman, for herself, for her community, it is entirely different from a non-Dalit representation. Only a Dalit woman can speak out against oppression because she has molded the language to her own pathetic plights. Due to their caste, gender and low economic status, Dalit women remain one of the most marginalized and often under-represented groups of upper-class male writers, Dalit male writers, and male writers, upper-class women. A Dalit woman can be said to be a Dalit among the Dalits. A Dalit woman is suppressed in two ways: being a Dalit and being a woman.

The Grip of Change is a Tamil novel by P. Sivakami, a famous Tamil writer which was later translated into English by Pazhaiyana Kazhithalum.This translation also features Asiriyar Kurippu, a sequel in which Sivakami revisits his work. The protagonist of Book 1 is Kathamuthu.He is a charismatic Parayar leader. He intervenes on behalf of a Parayar woman, Thangam because she is beaten by the relatives of her upper-caste lover. Kathamuthu makes the state apparatus and the village caste hierarchy work to achieve some kind of justice for Thangam. As the first Tamil novel by a Dalit woman, P. Sivakami did more than just blame caste fanatics. Although Shivakami is critical of the Dalit movement and the Dalit patriarchy, she is not a traitor of caste. As a Dalit writer she is involved in finding solutions and places herself

in the responsibilities of helping Dalit society. The novel can be considered as an expression of the Dalit youth.The energy, the enthusiasm and the crave and cry for a change. In the second book, Gouri, the daughter of Kasamtu, traces the situation and events of her novel. It is a fascinating investigation into the contradiction between what is happening in the author's family and her community. It is her fictional interpretation of the events of her life.

In Children of God, Shanta Rameshwar Rao tells the story of the Harijan community of a typical temple town of Southern India. It also depicts the pain of a family who longs for a fresh life as a result of the new legislation. Shanta Rameshwar Rao's has adopted a crisp and simple style through out the novel. She has combined her sensitivity and sincerity which allows her to present a fascinating, heartbreaking, and completely credible story in few pages. The main character of Children of God is Lakshmi.She is a Dalit lady and untouchable .Her son was burned alive for attempting to enter a Hindu temple. The novel is set in the post-independence era. Dalits and their communities are still in the same pathetic plight even after twenty-five years of independence. The narrative moves to her own upbringing after the moment of grieving for Kittu's death.Rao's portrayal of Lakshmi's battle appears to be superficial.Lakshmi was always hesitant to move forward. She is always drived by her infatuation to a Brahmin politician named Acharya; He is a person who always upholded Gandhi's Ram Rajya programme.Acharya thrived hard for the upliftment of the downtrodden.

Another major concern of the novel is sexism. The brutality imposed on Dalit women by their own men who belong to same caste. Even though these Dalit women work hard, earned the same as their husbands, they were never accepted in their own house.These women are always subjected to violence and beatings. Lakshmi's father always beated her mother.Lakshmi's mother is pictured as the epitome of bearings. She beared it in quiet and accepted it as a part of her fate. However, Lakshmi described her father's harshness towards her mother with sympathetic overtones, saying, "He was like a tiger, but inside him there is fear and bewilderment." His rage was directed at his wife and children" (Rao 19). Lakshmi and her mother never fought with him. They silently accepted all of their father's aggressiveness.

The Grip of Change is a novel that explores the impact of caste and gender on the lives of the society. In the beginning part of the book A Grip of Change the author has depicted the process of understanding caste dynamics .The women who are intimately implicated in the process also gets a wide attention. Thangam, a Parayar woman from the lowest castes, is the protagonist of the tale. She is more marginalised among the Dalits than others because she is a woman and a childless widow. The story begins with her arriving at Kathamuthu's house in the middle of the night. Thangam is a widow in the story. Her relatives deserted her when her husband died; therefore she works on a better caste man's plantation named Udayar. He sexually exploited her.

According to the narrator, she is gorgeous, even with her terribly bruised and swollen face. When a doubt aroused that Thangam is Udayar's concubine, she is thrashed cruelly by Udayar's wife and brother.

In these novels, the writers highlight the fact that Dalit women have to peak differently. Nowadays women issues get global attention.Many Dalit writers are given global platform.The works of many Dalit woman writers paved way for the identity expression of Dalit community.In modern India,women are no more a suppressed group.They too a have voice of their own.
It is very evident in the works of many modern woman writers.

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Framing an Emotional Identity in Students: Relevance of Imbibing Academic and Non Academic Skills

Studying art forms play vital role in framing character of a person. That is why every school tries to impart the knowledge of performing arts, craftsman ship with the academic skills. The mind of student is at play. It is transforming the person into a strong personality.. They learn to control, manipulate and manage one's emotions. Imagine that the school organized a cultural program and students are getting ready to perform on the stage. They work out, practice, prepare and arrange everything thing for the program. For that moment they leave everything behind and solely concentrate on the coming up event. They might get tensed worried and enthusiastic about their arrangements. At the time of learning, whether it is music, dance or drama, their mind is working and equips themselves to concentrate one thing at a time; which is very difficult to do even in the case of adults too. In addition, their mind gets strengthened when they perform on the stage. They ready to face the audience and reorganize and perform what they have learned. Here we are formulating a unique personality capable of handling situations in day today life. As the event could be analysed as an event or a situation in one's life, they would react to the situation, manage their emotions and handle it with most rational practical solutions. Therefore there is a great link between acquiring academic skills with non academic skills; one cannot neglect one thing for other.

In this article we mainly focus how a student of academically and non-academically well versed different from a student who is not. What makes them different? The traits they show would take into consideration for this analysis. The features such as personality formation, problem solving capability and management of stress are put into further study; more than that, it is obvious how these factors turn precious for life turning events, and to keep up with every endeavour in life.

Education is the cornerstone of framing identity of students. What is an education? It is a kind of process of preparing oneself for their life; not a simple life but a successful, happy, content, and disciplined one. Look at the education methods we apply from schooling to higher classes. What is the main motive? We will get the same answer that to improve the quality of life. Does every student achieve this? ...No, of course not.

When talking about education people often confuse it with schooling. Many think of places like schools or colleges when seeing or hearing the word. They might also look to particular jobs like teacher or tutor. The problem with this is that while looking to help people learn, the way a lot of schools and teachers

operate is not necessarily something we can properly call education. They have chosen or fallen or been pushed into 'schooling' – trying to drill learning into people according to some plan often drawn up by others. [Smith 2015]

Mark K Smith makes it very clear about education. Here we are coming to the fact that education does not merely bound to a single institution. It might start in a particular institution but spreads from there to the rest of the places one travels. Thus the term 'learning' must be remembered. We are learning and gaining experience. Education is best for those who are naive and can learn a lot through it. As I said, learning through education does not simply stick to particular four-walls. We might learn the process of education and apply this process. There are different stages to this process.

 This is the first stage, which is the entrance to the world of education and schooling. For students this might be a fresh and new experience. Previously students have no idea about this circle, also the outer world. We can connect this with the Lacanian imaginary stage of a child.

Here the students start to absorb and accustom to the activities suggested by the guide or preceptor. In the initiation stage they get familiar with their new world, learning the nuances of skills and then become very comfortable. Being comfortable, they might start imitate and then absorb the qualities, based on their ideologies and moral codes (influenced by those who are around in the social circle).

In order to assure oneself the students will start comparing themselves with those who around them. Especially the senior students they come across. As far as the students considered, they (seniors) are by product of that particular institution. And if they get a perfect example from where they are, it will boost their confidence and compare their own qualities and others.

After their self analysis they will keep growing and develop the habits which are comfortable for them or what they think suitable for them. Here they might make mistakes, then rectify it, then experiment, and again try another by making new mistakes, then correct it; and start to have a full fledge of improvement.

Now, the inherent qualities are getting stabilized, making a foundation for their personalities. Whatever new pattern they learn from now onwards will be framed with this root habitual pattern of their own which became stable. The influence of a teacher or a guide is crucial in all these stages. They can influence them in so many ways. Students believe them and follow them. By this last stage, the guide might be successful in imbibing the inquisitive attitude or research attitude in the habit of the learner, preparing them as a perpetual learner not only the courses and curriculum but also the real social

life. In the initiation stage they have only the imaginary social life from that of real. Once they get into the real world they are terrified and shattered knowing not to cope up with the real situations. Consequently we may come across the students score good marks, but not able to find a suitable job for their profile. In other words youth unemployment is the result, especially educated youth.

About 2 million graduates and half a million post-graduates are unemployed in India. It is interesting to note that the level of unemployment increases with the level of education. At the 'primary' level, unemployment is 3.6%, which increases to 5.2% at matriculation. It rises to 8% at graduation and further to 9.3% at the post-graduate level. The vast majority of the unemployed are from the Arts and Science streams. The percentage of unemployment among Arts degree holders increases with the level of qualification but declines in the case of Science degree holders. 39% of Arts graduates are unemployed, the percentage raises to 49% among the professional degree holders of the Arts stream. There is more unemployment among engineering post-graduates than among ordinary graduates and the reverse is the case with Commerce graduates. [Jitendra, et al. 2011]

This is the reality. But surprisingly the students who framed smarter personalities through different stages of characterization might be shrewd to handle these situations. Our next concern is how it is possible; and what is this smart personality? We can call someone smarter student when teaching in school become useful for their life. In order to bring the innate genius of a pupil one must put them in a difficult situation and make them deal with it, let them find out a way to resolve the problematic situation. Teacher must guide them and help them, but let them arrive to a conclusion by themselves.

To achieve this talent of handling situation, the theoretical studies are not enough. Otherwise one must blend theoretical study with a practical approach. That being the case one must understand the inseparable link between academic and non academic skills. A student must study various disciplines in school and later may focus particular discipline in higher education. But that is not enough. One must know how to put it into actual reality. It is simply like one might know about particular matter, but not confident to execute it. Here, by gaining non academic skills the student will improve self respect, confidence, and believe the power of his own; exactly like self empowerment. Through small events and situations one creates a self image of being successful and super-talented.

If we take the Indian education system, we have a particular curriculum to be taught in the school. But other than that all schools have a culture and style of its own. Apart from this prescribed syllabus, a school will take charge of other curricular activities like sports, arts, games, exhibitions, quiz competitions, music, drama etc. As we know there is not even a single school in our country

which don't arrange an annual program with all these cultural activities. In fact it became part of our heritage. Thus as I said all these non academic projects are relevant in moulding the great personalities. Being within the four walls of class rooms and holding a book and writing it into the answer sheets and obtaining good marks are not sufficed. One must come out of these four walls; they must talk, discuss, share ideas and play with the current of situations. They can put their mind into action and make use of all that learned into the real situations (it may not be a life situation of outer world exactly as it is, but a pre-model of that). Institutions must, "Take an integrated approach in their retention efforts that incorporates both academic and non-academic factors into the design and development of programs to create a socially inclusive and supportive academic environment that addresses the social, emotional, and academic needs of students." [Lotkowski, et al. 2004]

Conducting programs are good to encourage the students. Make their mind fresh and improve the quality of thinking critically. For that reason, one must give them a task to trace their own talent and realise that they are talented. They need some inspiration to dig out their intuitive genius which is hidden in their collection of capabilities. Again we need to differentiate the student who is participating in the programs and student who is not. Assume that school is conducting a function; in its cultural programs students are going to participate. The coordinator declares the information that there is going to have a program and one must participate. The igniting emotions of student will push him back to not take charge of the uncomfortable situation which is totally unfamiliar to him. But somehow the teacher might advise the students to try and find oneself the best. Through some sort of motivations one might step ahead to try oneself on the given situation. For example let it be a drama performance. The students have to work in team as an organization. They tend to work day and night to make their endeavour a success. They should bring other students to support them. Organisation process starts here. Students must consider the ideas and suggestions of each every person. They should arrange meetings discuss matters. They must arrange a frame work. Within the team they might have agreements and disagreements but one must cope up with all this by questioning ones corporation and patience. With all this they have to chart the program. One must find the best script writer, organiser, actors, costume setters, property setters, financier, good communicator (to make deals), time scheduler, a director and so on. From then onwards they have to start practicing and arrange rehearsals.

Here the students have a single aim and forget everything else. They are ready to adjust with every person without considering any difference in individuality. They are concentrating one thing at a time; experimenting with ones capability. Here they are getting self motivated and proud being oneself by exploring ones talents. This is an opportunity for them. Anderson emphasises that as an outcome of this organisation students become self

motivated and by giving them projects and opportunities, completed within given time, improve their optimistic attitude and confidence. She says, "Students are generally praised for showing motivation and their attitude is deplored when it is lacking, but they tend to be left to work out for themselves why they are or are not motivated or how they might influence their own motivation". In short Anderson comes to the conclusion that what students need is a good opportunity and environment to develop their skills and strategies of their own personalities.

So far we were discussing the pre-arrangements till before the students enactment takes place. Now we have to shift our focus to the stage performance. All the efforts and exertions are in its highest peak in this final stage of the stage performance. One cannot be over anxious and enthusiastic rather than calm and balanced in their emotions. They should know how to manage their stress and handle emotions. At this moment, they must face the audience and put forth what they have prepared for them as a visual treat. Everything should support the team. The sound, music, lights, costumes make up, stage settings and so on. Another reality is that pupil should keep away ones personal traumas and difficulties of life for the moment and concentrate the performance. This is not an easy task but if one trained to perform this way whatever comes across in life, it is possible to overcome with least effort. This culture activity is kind of training for the students. We can compare this single activity with one's life event. Here students get trained to maintain their emotions, organise and their reactions and responses. These trained habits will become part of their basic character and they might react the same way, more or less the same, in real life experiences. This is kind of improving their self esteem and self respect. They believe that they are capable of doing something in their own way. They believe that if they try hard they can also achieve things in their life.

Melinda Machur states that academically vulnerable students can also have positive outcome in a college with the non academic support. In Toward a New Understanding of Non-Academic Student Support: Four Mechanisms Encouraging Positive Student Outcomes in the Community College, Machur points four mechanisms to support the students. They are (1) creating social relationships, (2) clarifying aspirations and enhancing commitment, (3) developing college know-how, and (4) making college life feasible. She also implies that these mechanisms can take place in different programs and structures of college life; even an informal interaction serves these purposes. Creating social relationships includes in this informal interaction. They should find a proper circle which supports their ideologies and those who can understand their commitment. It is to instil the positive affirmations in their journey of career. They must feel that everything is feasible and should persist for that.

As we discussed in the beginning with these non academic factors through the different processes like initiation, absorbing, comparing and developing and stabilizing students acquire a unique personality of their own, which every school and institutions knowingly or unknowingly follows in their academic environment. The purpose of each school and every institution is not only making students pass the exam and get scored certificates for them, but also providing a promising generation for the society. One has to be equipped for the current reality to. The interesting fact is that most of them are in pursuit of job not even thinking what they can contribute to that field of study. Surprisingly, when it comes to the real execution of all these studies students who interact, communicate and handle situations very well are in a secured life and others stumble down.

Finally the purpose of education is getting double. Firstly, it is to provide a deeper understanding of subjects and learning; secondly, to learn how to learn themselves. Second aspect is kind of enriching the inquisitive and research attitude in one's life. It is to make the education more interesting than a monotonous one. How non academic factors influence the better execution of academic factors in career of the students is exactly like how informal factors and examples help to understand the relevance of formal factors.

Autodidactism is an important outcome. We can teach the students for a particular period, we can train them, but later on we should guide them. In order to guide them, students must be capable of understanding themselves and smart enough to study each projects and tasks. Here they should have evolved the style of autodidactism. Autodidactism means self education. Students after a particular stage of training must know how to educate themselves and help others to learn. But one must make sure that a preceptor is with them to advice and guide. Through this the students can spread the hope and use of education, by giving positivity to others and creating a perfect environment of educational system. Tough says,

Self-teaching has also been called self-instruction, self-education, independent study, individual study and self-directed study. The term self-teacher has been used to refer to any person while he [sic] is engaged in self-teaching.… Self teachers have also been called autonomous learners, self-propelled learners, and autodidacts. (p. 3)

To conclude, it is right saying that non academic skills are relevant and it helps in achieving success in academic skills, which in turn earn successful life and career for the students. In What Makes a Difference? How Measuring the Non-Academic Outcomes of Schooling can Help Guide School Practice Prue Anderson (2009) says, "Planning, collaboration, teamwork and communication all require the motivation to engage, some cognitive understanding of the tasks and the cognitive and emotional capacity to self-monitor and regulate behaviour. Similarly, optimism and moral and ethical

actions can require a complex combination of cognitive interpretation of context as well as motivation to think and act positively." She further explains, "one lesson we have learned over time is that the development of non-academic outcomes requires thought and self reflection (both of which have an academic element) and that this has an important influence on the way schools should conceptualise their approach to them."

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Impact of Counselling on First Year Physiotherapy Students

Academic life is one of the events in an individual's life that may have different stressors. Adolescent stage is a transition stage with lot of stress and difficulties.Contemporary literature suggests that university life is subjected to different stressors arising from academic pressure, social problems, family and personal issues. Overwhelming burden of information leaves a minimal opportunity for the student to relax and recreate. The Counselling services help in the development of the whole student. This includes the social, emotional, intellectual, and physical aspects of students' lives. Guidance and counselling services are essential elements in discipline, even the most primitive societies grew out of the necessity of guiding individuals' behavior patterns in the interests of the group management of people in all society.To determine the benefits of counselling and guidance in physiotherapy students.

Academic life is one of the events in an individual's life that may have different stressors. . Adolescent stage is a transition stage with lot of stress and difficulties.Contemporary literature suggests that university life is subjected to different stressors arising from academic pressure, social problems, and personal issues. It demands a great deal of determination, dedication, and commitment from the individual. It may also involve living away from the family which brings social isolation and adds to personal vulnerability. The students may not be prepared to incorporate this change and may experience academic stress.

Medical education is inherently stressful and demanding. Overwhelming burden of information leaves a minimal opportunity for the students to relax and recreate. Stress and depression have been consistently linked to mental and physical health effects. An optimal level of stress enhances learning while excess of stress can cause health problems. This results in reduction of students' self-esteem and affects their academic achievement. A high level of stress may have negative effect on cognitive functioning and learning of students.The young student population is vulnerable to stress of higher professional education due to competitive environment. Comparing stress between medical and non-medical students, literature review shows that medical students perceive higher stress.

The Counselling services help in the development of the whole student. This includes the social, emotional, intellectual, and physical aspects of students' lives. Proper management of stress is important as its mismanagement may

lead to untoward outcomes regarding health, emotional well-being, and academic performance. Guidance and counselling services are   essential elements in discipline, even the most primitive societies grew out of the necessity of guiding individuals' behavior patterns in the interests of the group management of people in all society.

The adjustment difficulties of college students have been an emerging issue. Many studies have proved that the adjustment difficulties like appetite disturbance, concentration problems and depression are most evident in freshmen. Medical school is a stressful and challenging time. Because of the psychological pressure inherent to this process, all medical schools should have easily accessible medical student mental health services.

To help college students in resolving their adjustment issues, efforts in the form of Counselling and Guidance   are provided to the first year medical students so that their social and emotional problems did not interfere with their academic performances, Freshman are more likely to experience loneliness, low self esteem and higher frequencies of life changes than their seniors .Counselling is an activity that utilizes interpersonal relationships to enable people to develop self understanding and to make changes in their lives. Many colleges have counselling and guidance intervention programs but it is not sure how much these services are utilized by the students.The impact of counselling and guidance on medical students need to be studied and if the intervention is effective this can be be implemented on different medical courses which would help in their academics and also develop a healthy and a responsible medical practitioners, healthy citizens free of psychological distress.

The findings of this study would shed light to educational stakeholders about the significance of guidance and counselling in reducing psychological distress among medical students. Teachers in general would appreciate the importance of guidance and counselling in promoting discipline among students and be encouraged to go for Professional training in the discipline to be able to perform it professionally. The medical students would also benefit from the guidance and counselling services to have a focus in life and be responsible professionals with the skills in time management as well as upholding good morals.

Objectives: To determine the students knowledge about the value of seeking and accepting counselling and guidance. To define the problem areas in which students accepted help. To determine the benefits of counselling and guidance in students. To determine the students preferred source of counselling and guidance. To determine the extent to which provision of guidance and counselling materials influence students.

Methodology: Descriptive survey design was used. After obtaining their written informed consents, 30 First year   students of private Medical

Institution, Kochi were recruited for the study. They underwent face to face individual intake counselling with their faculties throughout the first year of their course. Individual counselling helps the faculty to have personal talks with the students that helps them in understanding the problems of the students and helping to solve them effectively.The students were assessed at the beginning of the counselling. The assessment was done to clearly understand the problems of the students, so that their situations could be improved. The students were allowed to express his or her problem and full confidentiality was assured them. We offered encouragement and solutions to their problems and promised to support them whenever they wanted. Depending upon the problems, the number of sessions was increased.

They were given questionnaires about the sessions at the end of the first year and the analysis was based on their response to the questions and their academic performances. The counselling included their personal problems and the academic difficulties in their studies. The questionnaire included questions like, 'Was the counselling useful?', 'Did you show improvement in the academic performance? Finally, the analysis was done, depending on the questionnaire and the marks of the internal assessment throughout the year.

Research instruments: To carry out the study researcher used questionnaires for the students. The questionnaires have two sections A and B. Section A included demographic information of respondents while Section B sought the information on the influence of guidance and counselling on Physiotherapy students' in the Private Medical Institution. The interview schedule was also conducted.

Data collection procedure: To carry out the research the researcher obtained research authorization permits from the ethical committee of college. The respondents were assured that their details were confidential. The researcher personally administered the questionnaires to the respondents. The questionnaires were dropped to the potential respondents to be filled at their own pace and later picked. The administration of the questionnaire took place in the classrooms

Data analysis and interpretation
Demographic information

Gender	Frequency	Percentage
Male	16	53%
Female	14	47%
Total	30	100

As per the results illustra

ted in the table above, 16 respondents were males and 14 were female students.

Age of the   students

Age	Frequency	Percentage (%)
16-18 years	12	40%
19-21 years	11	37%
22-24 years	5	17%
Over 25 years	2	6%

The table above shows the age groups of the respondents.From the findings, majority of the students were between 16-18 years ,an age that real requires guidance and counselling services.while 1students was between 19-21 years.The number of students between 22-24 years were 5 .There were only 2 students who were over 25 years.The age factor influences the good relationship between teachers and students thus creating a cordial discharge of guidance and counselling services. This results to the observance of good discipline. To have aged students in Colleges can lead to conflicts of interest between the students and the authorities. It is therefore paramount to have young people in colleges and not the adults whose character traits are already shaped.

 Student's attitude towards being professionally helped

Students attitude	Frequency	Percentage
YES,I need help and I used it	18	60%
YES,I needed help	5	17%
I have had so much need for it	7	23%

Table 4.3.Students attitude towards being professionally helped

Student's attitude towards the counselling was positive. About 60% students agreed that they need help and they utilized the services of Guidance and Counselling in college. The remaining 40% students in the study came with the point that they need help many times but did not utilize the services.

The areas of primary problems reported by the subjects as they needed help

Problem areas	Frequency	Percentage
Stress mangement	12	40%
Realistic views of Life	5	17%
Ability to act in all life conditions	4	13%
Ability to co-operate with particular people	3	10%
Realistic self evaluation	5	17%
I don't experience any of the problems mentioned above	1	3%
Total	30	100%

Table 4.4.Areas of primary problems reported by subjects as they needed help

About 40% of students reported that they needed help to deal with their stresses in life.Around 5 % have problems in realistic views of life and another 5 %have problems in realistic self evaluation.There were students with problems in their ability to act in all life conditions which constitute 4%.A very few had problems to cooperate with particular people (10%)and only 3 % experienced any of the problems where they needed help

Students' preferred source of counselling

Preference	Frequency	Percentage
Teacher counsellor	11	37
Peer counsellor	19	63

Table 4.5 Students' preferred source of counselling

From the findings, most students (37%) indicated that they preferred to go for Counselling to the teacher counsellor .Majority (63%) of the students indicated that   they preferred to go for counselling to the peers. Peer counselling is liked as it allows students to express their inner feelings to a colleague who in turn can provide   counselling. In the process personal and academic problems can be solved. This can be as a result of fear to approach the teacher counsellors or due to lack of privacy when dealing with them. . Apart from guidance and counselling, the students indicated that punishment to those who do not follow the rules would help to promote discipline in the school.

Readiness of the subjects to seek help through counselling and Guidance
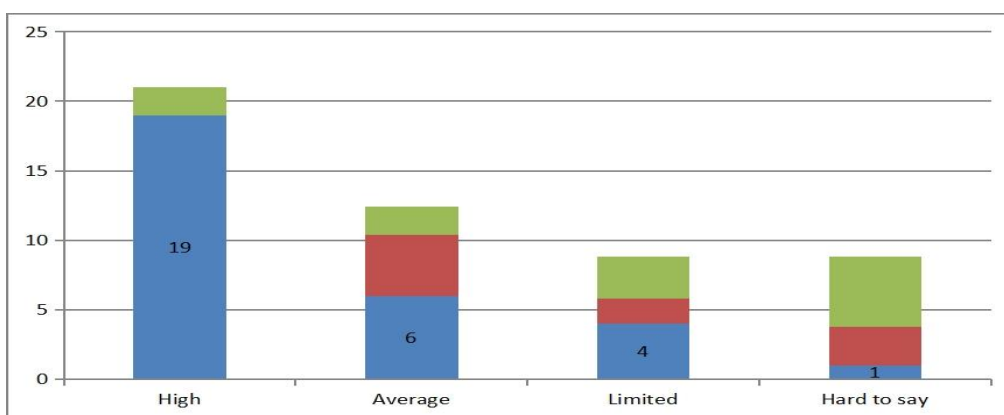
Fig-4.6 showing Readiness of subjects to seek help through counselling and Guidance

Majority of the students (63%) were ready to seek help.20% were ready to seek help to an average. The readiness to seek help was limited in 13% students. Only 3% came with the answer "hard to say'

Effects of the number of children in students' families on discipline

The number of children in a family can positively or negatively affect the discipline of the students in schools. The pie below shows the percentage distribution of the number of children in families.
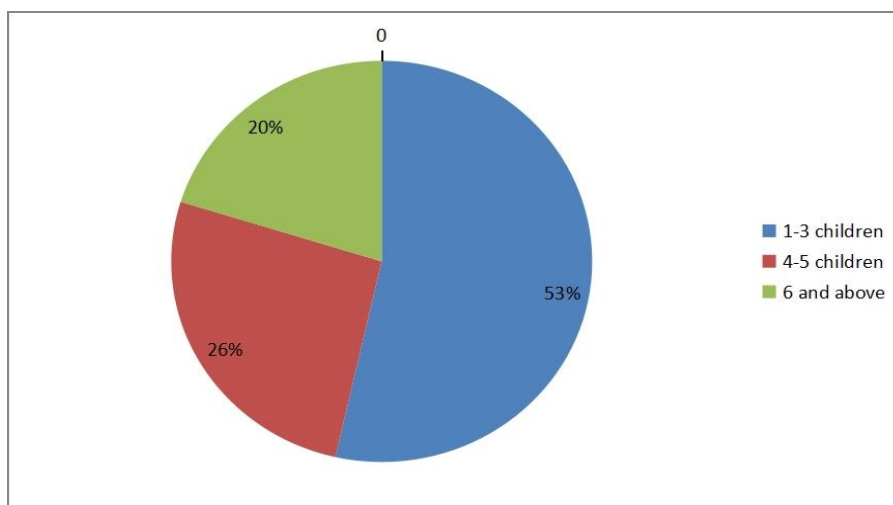
Fig 4.7.Pie diagram showing the effects of number of children in student's family

From the findings, families with 6 children and above (53%) can have some problems in managing the discipline of the students. It is fundamental to have a manageable number of children in a family for easier instilling of discipline to take place. This is because the fewer the number of children the easier in counselling them as well as understanding their problems. Most parents prefer to guide and counsel children when they are few in the home and this promotes discipline. It is observed that most indiscipline cases emerge from families with many children who lacked proper supervision when they were young.

Benefits of counselling and guidance as reported by students
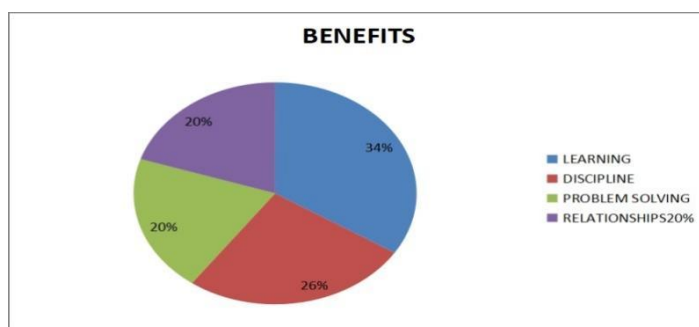
Fig.4.8. Benefits About 34% of students agreed that counselling and guidance helped in their Learning. They were able to give more attention to their studies and started to attend the classes regularly.In the study 26% agreed that they improved in maintaining discipline in college .There were 20 % people who came with the point that the counselling helped in improving their problem solving skills. They could now realise the problems and could solve the

problems in efficient way after getting the advices from the counsellors The students also shared the view that they could express their family problems or college issues with the counsellor who could guide them in tackling issues. The students of about 20% agreed that they improved in the relationship with the peers, college authorities and family members.

 Improvement in academics
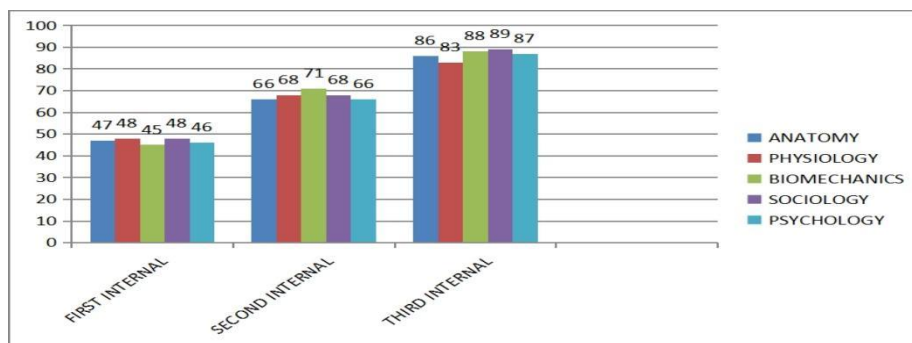
 Fig   4.9 showing Improvement in Academics

Students in the first year course have five subjects .All the students had low percentage in first internal examination which they pointed out was due to the lack of knowledge in the concerned subjects and the poor learning skills .In the second internal examination ,all thirty students in the study improved in the percentage of marks in each subject which they pointed out was due to new learning styles they adopted from the teachers who counselled them and the encouragement and support provided by them. The students percentage has improved almost double from the first internal due to the learning skills they maintained and the confidence they attained through the previous examination which motivated them for learning and scoring good marks.

Challenges of guidance and counselling in the schools**.**
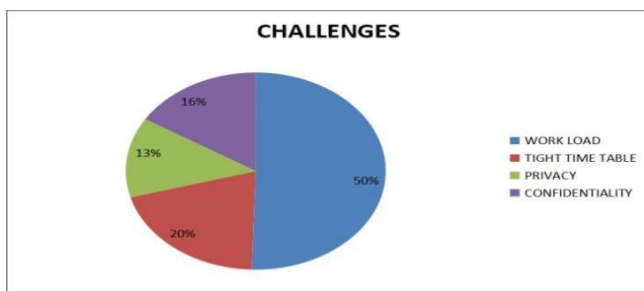
Fig   4.10 Pie chart   showing Challenges experienced by the students in counselling

According to the data, 50 % of the students reported that teachers work load was high so that they could not spent much time with the students in

individual counselling.20 % of the students faced the challenge of tight time table schedule so that they could not approach their counsellors.13 % agreed that they have no private rooms to discuss their problems with the counsellors. About 16 % expressed their concern of confidentiality in discussing their personal matters.

Discussion: The purpose of this study was to investigate the influence of guidance and counselling services on   first year medical students' discipline in a Private medical institution. Descriptive survey design was applied to this study because it sought to collect data from respondents about their opinions on the influence of guidance and counselling on the discipline of secondary school students.

Medical students experience stress and other psychological distress. Studies have shown that the psychological problems experienced by the medical students are more than the non medical students. These problems are seen more commonly in the first year medical students .The factors responsible for this problems include the over burden of studying new subjects ,the unfamiliar circumstances and people around, getting away from home ,lack of friends, hostel stay etc. The students   have   less time for recreation and enjoyment due to long hours of the clinical postings and high work load. Students are reluctant to   share their problems with the peer group which again creates more stress in their life.

The University has made attempts to improve the   students life by implementing Students Support and Guidance programmes (SSGP) .The teachers are involved in this programme The students attended the individual counselling and reported that the counselling and guidance programme were beneficial .The students came with the point that counselling and guidance influence their personal, educational and social life Students attitude towards the counselling was positive .About 60% students agreed that they needed help during the period   and   that they   had utilized the services of Guidance and Counselling in college. Most of the problems they faced   during the year includes stress, ability to act in different situations, ability to cooperate with particular people, academic difficulties etc. Through individual counselling student was able to share the personal problems and other difficulties with the counsellor who could help in solving problems with advices and support. The students who were   shy or introverted started interacting with the people around which helped in improving the communication skills and interpersonal relationship.The counsellors were able to guide students in a correct way which could help them in improving their discipline and behaviour.

Majority of students agreed that counselling has helped   them in   their learning process. They were able to adopt   new learning styles and skills from their counsellors which helped them   in the academics. The subjects in the first year include Anatomy, Physiology, Bio mechanics etc were tough and

they scored less marks in the first internal examination. The support and motivation from the counsellor helped them to work harder and concentrate in their studies. Their regular attendance in classes and the reference of more books suggested by teachers also helped them in scoring better marks in the second and third internal examination. It was also observed that students' interpersonal relationship, communication with the peers, teachers, family members etc improved which helped them in improving their   relationship bonds .The students discipline improved which was evident from their actions and behaviour. The   students'   problem solving skills improved and they were abe to act in different situations and to cope up with particular people.

Most of the students preferred peer counselling as they could express their personal problems with them with out hesitation which could help to solve their problems to some extend.The students who preferred teacher counsellors agreed that the counselling with teachers were effective as they could get support and guidance which have positive effects .It was also observed that students parents education also influenced the students discipline. The parents with high education could guide children in a good way. Also the more the number of children in the family the less the time the parents would get them in guiding and directing which influences the childrens' behaviour. Main issues hindering guidance and counselling were lack of privacy since there were no guidance and counselling rooms.

 This study showed that the counselling service in colleges is effective in easing the first year students' personal difficulties. The constructive support which was received from individual counselling seemed to have a positive influence on the academic performance .The students improved the interpersonal relationships, problem solving skills and discipline.The study concludes that guidance and counselling is important in colleges and was offered in the colleges. Guidance and counselling services offered were educational guidance, psychological and social guidance. There were less personal problems among the college students and the students were well disciplined with improved academic performance as a result of guidance and counselling.The guidance and counselling programme should assist students to appreciate themselves and their role as workers and to develop right attitudes towards discipline. Counselling makes a student feel closer to the teacher thereby establishing friendly relationship. The student has the freedom to express himself/herself and realize the consequences of his/her misbehavior, in the process positive discipline is ensured.Counselling implemented on different medical courses would help in their academics and also develop a healthy and a responsible medical practitioners, healthy   citizens free of psychological distress.

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Depression, Anxiety and Stress among College Students Watching Horror Movies

The present study is based on the topic 'Depression, Anxiety and Stress among College Students Watching Horror Movies'. The tool used was the depression, anxiety and stress scale developed by Lovibond, S.H & Lovibond, P.F. It consists of 21 items, a set of three self-report scales designed to measure the emotional states of depression, anxiety and stress. Horror movies are motion picture calculated to cause intense repugnance fear for dread. Depression is a common and serious medical illness that negatively affects how you feel the way you think and how you act. Anxiety is intense, extreme and persistent worry and fear about everyday situations. Stress is a feeling of emotional or physical. College students are students enrolled in a college or university. Horror movies increase level of anxiety or panic, induce stress and may cause higher level of depression. The sample consists 38 college students (post graduates and undergraduates) who were selected from different colleges of Kerala using convenient sampling method. The data was collected using Google form. Study has shown that anxiety level of the students who often watch horror movies are higher than those who are not. Participants who are interested in watching horror movies displayed mild or moderate level of depression and stress. Keywords: College students, Depression, Anxiety, Stress and Horror movies.

Horror movies are designed to elicit certain emotion such as tension, fear and stress. This can cause the release of the hormones in the body such as norepinephrine, cortisol and adrenaline. Watching horrific images can trigger unwanted thoughts and feelings and increased levels of anxiety or panic and even increase our sensitivity to startle- eliciting stimuli, making those of us who are anxious more likely to respond negatively and misinterpret the sensations as real threats. The National Institute of Mental Health (NIMH) study reveals that scary movies produce severe cases of anxiety in students with sleeping disorders aggressiveness and self endangerment. It is studied that exposed to horror movies avoided real life situations. People who suffer from anxiety are more likely to be negatively impacted by horror movies. Rutledge explains, chronic anxiety increases the sensitivity to startle- eliciting stimuli, thus making people who are already stressed and anxious, more likely to respond negatively. Bingeing on movies and TV shows has been shown to disrupt sleep, increase anxiety and induce higher level of depression. 3 Horror entertainments can trigger the flight and fight response .The brain can then

process surroundings and conclude that experience is not a genuine threat. This knowledge of personal safety is one reason people habitually watch scary movies. Some researches indicate that people with a higher sensation-seeking trait (i.e., a strong need for experiencing thrill and excitement) tend to seek out and enjoy horror- related experiences more. Those with lower sensation-seeking trait they find those experiences unpleasant and avoid them.

Objective: To study the level of depression, anxiety and stress among college students watching horror movies. To compare the level of depression, anxiety and stress among college students watching horror movies.

Method: The sample of the study consists of 38 college students who often watch horror movies within the age limit 18 to 25 years. The sample was collected from various colleges of Thrissur district using convenient sampling method. 4 Measures Depression, anxiety and stress scale- 21 items (DASS-21) by Lovibond S.H and Lovibond P.F (1995) the depression, anxiety and stress scale- 21 items (DASS-21) is a set of three self-report scales designed to measure the emotional states of depression, anxiety and stress. Each of the 3 DASS-21 scales contains 7 items divided into subscales with similar content. The depression scale, assesses dysphoria, hopelessness, devaluation of life, self-deprecation, lack of interest / involvement, anhedonia and inertia. The anxiety scale assesses automatic arousal skeletal muscle effect, situational anxiety and subjective experience of anxious affect. The stress scale is sensitive to levels of chronic non specific arousal. It assesses difficulty relaxing nervous arousal and being easily upset /agitated, irritable /over reactive and impatient scores of depression, anxiety and stress are calculated by summing the scores for relevant item.

Discussion: Results shows depression, anxiety and stress of the college students often watch horror movies. The range of depression, anxiety and stress of the participants was Out of 38 participants, 15 shows normal range of depression, 11 with mild depression, 5 with moderate level and 2 with extremely severe depression. Majority of students have normal level of depression which shows horror movies are not influencing college students. Out of 38 participants 12 have normal anxiety level, 1 with mild anxiety, 10 participants with moderate range of anxiety, 3 participants with severe anxiety and 12 participants have extremely severe anxiety. Which shows that 31.5% participants have normal, 2.63 % are mildly anxious, 2.63 %are moderately anxious, 7.8 % are severely anxious, 31.57 % participants have extremely severe anxious level. Majority of college students have extremely severe anxiety. Out of 30 participants, 24 have normal range of stress, 3 participants have mild stress, 9 participants with moderate stress, and 2 with severe stress and there is no participant with extremely severe stress. That means 63.15 % participants with normal stress level, 7.89 % with mild stress, 23.6 percentages with moderate stress 5.26 with severe stress. Majority of college students were interested in watching horror movies and they often watch horror movies.

Both males and females were interested in watching horror movies. Anxiety level of college students who often watch horror movies seems to be severe, but depression and stress level seems to be unaffected. Participants have a strong need for experiencing thrill and excitement (sensation seeking) tend to seek out and enjoy horror related experiences 9 more. Horror movies don't feel very relaxing. The tendency to fear and precede thoughts and images may be triggered and increased level of anxiety or panic. Watching horror images could lead to unwanted thoughts and so there's usually a major urge in those who experience anxiety sensitivity.

Summary and conclusion: The major findings of the study were, students who often watch horror movies seems to have higher anxiety level. Horror movies show very little influence on depression and stress. The tendency to fear intrusive thoughts and images may be triggered and increased levels of anxiety and panic. Horror films elicit fear or distrust in its audience for entertainment purpose.

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Reinventing Reality
Analysis of Narrative Techniques in Memento

Cinema is one of the most powerful mediums of communication where interaction happens not only between the characters but also with the audience. Over the years enormous changes took place in the field of cinema and it has come up with several innovative methods to convey and communicate stories to the viewers. Just like the case of any other mediums, movies also depend on different narrative techniques to present their content to the audience. Narratives are different ways in which stories are being told. Classic narrative structure usually followed in a film is a three-part structure or a linear structure (beginning, middle and end) as outlined by Aristotle in Poetics. This the most common structure of storytelling in mainstream films. Deconstruction and reorder of this classical structure can lead to the emergence of an unconventional plot structure and this will give an alternate reality experience to the spectator. This paper aims to analyze the movie Memento as well as the non-linear techniques employed in the film which will challenge the conventional storytelling methods followed in a traditional film cherished by the audience. Key words: Narrative, Non-linear movies, storytelling, classic narrative

Storytelling is an integral part of our societies and culture. It is a means of communication and entertainment between people and the methods adopted for storytelling changed drastically over the passage of time. Paul Cobley states in his book *Narrative* that "wherever there are human beings there appear to be stories" (2). Before developing writing skills people communicated through visual stories like scribblings on the walls of caves. Visual representations were effective but later they gave way to oral communication where stories or information were passed on by word of mouth. Now storytelling happens everywhere, say, books, music, architecture, painting and the list goes on- influence of storytelling is seen everywhere. And like any art form it has continued to evolve. Now people scribble on the "walls" of social media instead of carving symbols on the walls of caves. Intervention of technology has made it possible for people to shift to a digital platform of storytelling. So even a Facebook post or a tweet on Twitter can be considered as a story. Thus humans have a tendency to "storify" everything (2) Story is a term synonymously used with narrative but the concepts are really separate. The terms 'story', 'plot' and 'narrative' do not mean the same. While 'story' consists of all the events to be depicted, 'narrative' is the showing or the telling of these events and the mode selected for that to take place (5-6). So, narratives are methods of presentation of a story. "Our lives are ceaselessly intertwined with narrative, with the stories that we tell and hear told …all of which are reworked in that story of our own lives that we narrate to ourselves" (Brooks 3).

Linear v/s Non-linear narrative: Movies or any such kind of medium make use of two different methods to narrate stories: linear and non-linear. Linear method is the conventional method of narration where events are described in the same order in which it happened. They follow logical progression as they develop from the beginning sequence to the climax scene with various scenes in between. This kind of traditional portrayal of stories offer limited or zero element of surprise to the spectators and they are made to take a journey through the trodden roads of visual representation. As Ken Dancyger and Jeff Rush points out in their book *Alternative Scriptwriting: Successfully Breaking the Rules*, linear narratives position the viewers into a state that renders them passive and in its predictability the viewers are denied the space to exercise their choice which stops them from being active or participatory (155-56). Thus, they simply follow the Aristotelian concept of three-part structure with a beginning, middle and an ending which provides resolution to the major conflicts presented.

Due to the impact of digital intervention, major advancements took in the method of storytelling in movies. Cinema offered the viewer a newer form of spatial and temporal experience. The narrative structure has also undergone many changes. It can be said that the classical narrative has given way to and has emerged as newer forms- non-linear narratives. Non-linear films have changed a passive audience and stifling surroundings characteristic of a linear film into an active, attentive audience and offer an unrestricted viewing environment. The non-linear narrative with its unconventional style, dialogues, and camera angles combined with non-linear editing techniques has brought in a change to fictional films. They don't follow rules of space and time. They can start and end at any time. Since there is no proper introduction or climax audience have the freedom to interpret the film in whichever way they want. Several techniques such as flashbacks, hallucinations, reverse chronology etc are used in non- linear narrations to create an impact among the viewers.

Complex story weaving found in the movie *Memento* makes it one of the best movies which follows an unconventional storytelling pattern. The movie is about a man who suffers from anterograde amnesia which makes it impossible for him to store new memories in his brain. Tattoos on his body and handwritten notes are the ways in which is able to recollect things. The plot of the film is split into two parts. Chronological scenes are shown in black and white; colour scenes are in reverse chronological order. This disrupted or distorted pattern followed in the film makes the viewers establish a connection with the protagonist Leonard Shelby whose memories are also distorted. The flow of the film has been fragmented to reflect on the condition of amnesia of the protagonist. In short, two time slots (shown in different colour tones) are intertwined at the end of the film and the convergence of these two parallel

stories in the climax reveals the full motivations and intentions of the main character.

The film begins with Guy Pearce as Leonard Shelby murdering Teddy (played by Joe Pantoliano). Leonard has anterograde amnesia which is a loss of the ability to create new memories. Long term memories remain intact while the recent past is difficult for him to recollect. Leonard was hit over the head during an attack in which his wife was raped and murdered. Since the attack Leonard has set out to take revenge on the man who has done this to him. He took photographs, wrote notes and even tattooed on his body so that he does not forget events. Even the audience feels connected with Leonard as they also join on his quest of the unknown attacker. But at the end of the film the true colour of Leonard is revealed. He is the one who erases his past and creates new timeline of events for him so that this quest could go on indefinitely. Teddy, his friend, accuses Leonard for purposefully creating chaos in his own life so that there is a purpose for his life. He even says they killed the attacker together a year ago. Leonard in a conscious, deliberate decision burns all collected evidence and writes a new note to get a tattoo of Teddy's car licence plate, setting Teddy up as a new suspect, ultimately leading to his murder, shown at the beginning of the film. This is an indefinite loop created by Leonard himself. Backward narrative or reverse arrangement of time is the main narrative technique employed in the film which creates a dramatic effect. Just like Leonard's memory capacity the scenes are composed in about 10-minute units. It shows the viewer the information from the same time perspective as Leonard (short term memory). Leonard deliberately manipulates his memory and fabricates truth to create new murderers. That is how he lives his life of fragmented memories. Thus, the deconstruction and reordering the Aristotelian concept of beginning-middle-climax concept has given a whole new experience of memory and time in *Memento.*

Non- linear narratives are stories in which events happen in a non-chronological way. Placing film sequences out of order can make a film distinct by providing the viewer with a different angle or perspective, and this makes such narratives very interesting and enjoyable for audiences to watch. This has developed into an innovative storytelling method, which has now become common in many of the films. Dissecting of long-established methods of storytelling has challenged the viewers and successfully created an element of surprise among them. The disrupted or fragmented narrative methods employed are an effective way of reaching out to the audience and also challenges their preconceived notions on reality through the employment of various techniques.

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Quality of Life and Happiness among Working Women and Non Working Women in the Covid-19 Pandemic

Quality of life and Happiness is the general well being of individuals and societies, outlining negative and positive features of life. The aim of this study was to undergo the significant difference between quality of life and happiness among working and non working women in the COVID 19 Pandemic. The present study was carried out through convenient sampling was done to enrolled total 200 females from different locations from Kerala. Questionnaire was formulated to collect quantitative data. Quality of life was determined by using who- 'quality of life – bref' standardized questionnaire. Happiness was determined by using sonja lyumbomirsky- 'subjective happiness scale' standardized questionnaire. The results revealed that, there is a significant difference between quality of life in working women than non working women and there is no significant difference between happiness in working women and non working women. The study concluded that, Quality of life is more seen in working women and Happiness among non working women.
Keywords: quality of life, happiness, working women, non working women

Corona virus disease (COVID-19) is an infectious disease caused by a newly discovered corona virus.Most people infected with the COVID-19 virus will experience mild to moderate respiratory illness and recover without requiring special treatment. Older people and those with underlying medical problems like cardiovascular disease, diabetes, chronic respiratory disease, and cancer are more likely to develop serious illness.

Quality of life (QOL) is the general well being of individuals and societies, outlining negative and positive features of life. It observes life satisfaction, including everything from physical health, family, education, employment, wealth, religious beliefs, finance and the environment. World Health Organization defines quality of life as an individual's perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards and concerns. It is a broad ranging concept incorporating in a complex way the person's physical health, psychological state, level of independence, social relationships, personal beliefs and their relationship to salient features of the environment. When most people talk about happiness, they might be talking about how they feel in the present moment, or they might be referring to a more general sense of how they feel about life overall.

Because happiness tends to be such a broadly defined term, psychologists and other social scientists typically use the term 'subjective well-being' when they

talk about this emotional state. Just as it sounds, subjective well-being tends to focus on an individual's overall personal feelings about their life in the present. Happiness yet happiness also have a broader meaning, and an entire field of research has developed around this more inclusive concept. Psychologists often use the term subjective well-being to distinguish this broad collection of happiness-related phenomena from the more specific emotion. In this broader sense, happiness is a global positive evaluation of a person's life as a whole. As one might expect, people who are happy in this way tend to experience frequent positive emotions and infrequent negative emotions. But this broader form of happiness is not purely emotional; it also has a cognitive component. When happy people are asked to think back on the conditions and events in their life, they tend to evaluate these conditions and events positively. Thus, happy people report being satisfied with their lives and the various domains in their lives.

Psychologists have begun using experimental and longitudinal studies to determine whether positive affect plays role in future positive outcomes. These studies provide evidence that happy people are more sociable and cooperative than unhappy people, are healthier than unhappy people, and earn more money than unhappy people. A number of studies have even shown that happy people live longer than unhappy people (and this is not just due to the fact that happy people tend to be healthy). Thus, although most people want to be happy because it feels good, this desired goal may lead to other positive outcomes in their lives.

Objective: To study the difference in quality of life between working women and non-working women in COVID- 19 pandemic. To study the difference in happiness between working women and non-working women in COVID- 19 pandemic.

The responses obtained from the total respondents (N=200) were analyzed using Statistical Package for Social Sciences (SPSS). The data was first analyzed by finding the mean, median, Std. Deviation, skewness and Kurtosis for each scale among the total sample and later, the descriptive statistics which includes the mean, median, mode and standard deviation, scores of depression and Anxiety scale were analyzed separately for both working women and non working women scores. The data was further analyzed using T-Test method to find the difference between quality of life and happiness among working women and non working women during COVID-19 pandemic.

Table I: *Showing the descriptive statistics which includes the mean, median, mode, standard deviation, skewness and Kurtosis scores of quality of life and happiness among working women and non working women.*

		QWL	HS
N	Valid	200	200
	Missing	0	0
Mean		2.4086E2	9.6730
Median		1.7500E2	5.3500
Std. Deviation		1.36701E2	4.43892E1
Skewness		.305	9.945
Std. Error of Skewness		.172	.172
Kurtosis		-1.512	98.223
Std. Error of Kurtosis		.342	.342

Descriptive analyses were performed to analyze the mean, median, mode, standard deviation, skewness and Kurtosis scores of quality of life and happiness among the working and non working women in the COVID 19 pandemic. The output has three columns. The left column names the statistic and right two columns represents or gives values of the statistics for two different variables (i.e., Quality of life and happiness). Number of sample used for the study is *N*=200, the mean of the data is 2.4086E2 and 9.6730, median is 1.7500E2 and 5.3500, Standard deviation is 1.36701E2 and 4.43892E1 for quality of life and happiness respectively. The skewness value for quality of life is less than -1.0 and for happiness is more than 1.0 which means the distribution for quality of life is left skewed and for happiness is right skewed, the Kurtosis value is greater than +1 for happiness and less than -1 for quality of life which is interpreted as the distribution of quality of life is leptokurtic and for happiness is platykurtic.

Table II: *Showing the descriptive statistics which includes the mean scores and standard deviation scores both for quality of life and happiness Scale.*

	No. of Women	N	Mean	Std. Deviation
QWL	Working Women	100	3.6202E2	82.41383
	Non-Working Women	100	1.1971E2	33.42481
HS	Working Women	100	15.1920	62.43710
	Non-Working Women	100	4.1540	.88767

The above mentioned table represents the descriptive statistics of the total sample on both quality of life and on happiness scale. The total sample used for the study is N=200. The mean score obtained by the sample is 3.6202E2 for working women and 1.1971E2 for non working women with the std. deviation 82.41383 for working women and 33.42481 for non working women on Quality of life scale and has obtained the mean score of 15.1920 for working women and 4.1540 for non working women with the std. deviation of 62.43710 for working women and .88767 for non working women on Happiness scale.

Table III: *showing the independent samples t-test of quality of life*

	Levene's Test for Equality of Variances		Independent sample t-test	
	f	Sig.	T	Sig.(2-tailed)
QOL Equal variances assumed	27.361	.000	27.246	.000
Equal variances not assumed			27.246	.000

The Levene's Test for quality of life *(Levene's Statistics = 27.361)* is significant *(p=.000)* at p<0.05 level, which indicate that the variance of each group is significantly different. The homogeneity of variance could have been significant due to the differences in the sample size. Hence the assumption of homogeneity of variance is violated. For Independent Sample t test results show that, quality of life is *(t=27.246,p=.000)*. Analysis shows that p<0.01, hence the hypothesis 1 has been accepted stating *"There is a significant difference in quality of life between working women and non working women"*.

Table IV: *showing the independent samples t-test of happiness*

	Levene's Test for Equality of Variances		Independent sample t-test	
	F	Sig.	T	Sig.(2-tailed)
HS Equal variances assumed	7.713	.006	1.768	.079
Equal variances			1.768	

not assumed				.080

The Levene's Test for happiness *(Levene's Statistics = 7.173)* is significant *(p=.006)* at p<0.05 level, which indicate that the variance of each group is significantly different. The homogeneity of variance could have been significant due to the differences in the sample size. Hence the assumption of homogeneity of variance is violated. For Independent Sample t test results show that, happiness is *(t=7.713, p=.079)*. Analysis shows that p<0.01, hence the hypothesis 2 has been rejected stating *'There is no significant difference in happiness between the working women and non working women''.*

Discussion: The present study aims to study "Quality of life and Happiness among working women and non working women during covid-19 pandemic." The study mainly focuses on: To study the difference in quality of life between working women and non working women, to study the difference in happiness between working women and non working women. The sample consisted of 200 adults from Kerala where 100 of the sample were working women and 100 were non working women between the age group of 30 to 50 adults with the help of convenient sampling technique.

The results indicate that there is a significant difference in quality of life among working women and non working women. The study reveals that there is no significant difference in happiness among working women and non working women. The findings of this research accept the hypothesis for quality of life and reject the hypothesis for happiness.

There is a significant difference in quality of life between working women and non working women during this covid-19 pandemic. In this study quality of life is higher for working women while we compare to non working women, because they are self earning and meeting their expenses individually and they are partially independent. There is no significant difference in happiness between working women and non working women during this covid-19 pandemic. In this study happiness is higher for working women and lower for non working women, because working women are more independent in different situations and non working women and dependent to their partners. Due to this, working women are happier than non working women.

The quantitative analysis of the present study indicates that there is a significant difference in quality of life between working women and non working women; this could be due to the secured financial stability of working women than non working women. But there is no significant difference in happiness between working women and non working women. This could be due to the situational factors at their home.

The questionnaire were given to 100 working women and 100 non working women, working women includes police officers, teachers, IT professionals

from four districts of Kerala. Rapports were established and they responded to each statement carefully. They were very cooperative for this study.

The aim of the study was to examine the difference in Quality of life and Happiness between working women and non working women. Research leads to discover and to uncover the findings about the quality of life and happiness among working and non working women. During this covid19 pandemic working women are slightly affected. Man working women are considering leaving the work force or downshifting their causes comparing to men. While all working women have been impacted, the other group, non working women still lived as before they lived in pre COVID 19 period. For this present study, a sample of 200(100 working women and 100 non working women) were selected.

By Exploring more about the population, the study reveals that there is a significant difference in quality of life between working women and non working women, and there is no significant difference in happiness between working women and non working women. Quality of life and Happiness would be seen more among working women than non working women.

Quality of life and Happiness is the general well being of individuals and societies outlining negative and positive features of life. In a traditional view, males as breadwinner and females as homemaker. It have changed over the time and there has been increase in families headed by two spouses and support to this notion keeps increasing. But in many families, the females are not working. They are fully committed their life as homemaker and live for their partner and children.

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Biblical Allusions and Christianity in the Sonnet "on his Blindness"

In the sonnet On His Blindness, Milton states his problems and confusions in his life when he was blind. In this poem he used some biblical allusions and parables to portray his fear to his master or God. Milton is a puritan poet and he is so religious and spiritual in his life. So that he makes this sonnet through some examples in the Holy Bible. Milton explores his experiences with blindness and religion. He fears that his blindness will prevent him from doing God's work. The personification of 'patience' tells him that even his idleness is useful to God if he continues to have faith. Keywords: Biblical allusions, Parables, Religion, Holy Bible, Personification

John Milton was born in London in 1608. He is a puritan poet. He is in the age of translation. He also served as a secretary to Oliver Cromwell. He was educated in Cambridge where he earned the nickname "Lady of the Christs" on account of his handsome feminine appearance and his fastidious tastes. His first attempt at English verse is *On the Death of a Fair Infant* probably written in 1628 on the death of his niece Annie Philips. The sonnet, *When I Consider How My Light is Spent* was first published in Milton's collection of "1673 poems". It is popularly known as *On His Blindness*. This title was given by Thomas Newton, Milton's publisher in his 1761 edition. We may feel that Milton is mediating over the disillusionment caused by his blindness, but it is something more than that. This sonnet is all about the speaker's confusion on what God really expects from him. He is not sure whether to continue the vocation of writing poetry. It is an autobiographical poem. Just like the speaker, the poet Milton is also blind. He became blind at the age of 42. The speaker doesn't want to waste his talent by remaining passive. He even fears that God may chide him for remaining passive. The internal conflict going within the poet is clearly evident in the octave, the first eight lines of the poem. There is a transformation from his old self to a new one. This sonnet followed the structure of Petrarchan sonnet, the sonnet is divided in to one octave and one sestet. Sestet is the concluding lines of the sonnet. Rhyme scheme of the sonnet is abba abba cde cde.

In this sonnet, Milton includes an interesting reference to the parable of the talents. Jesus told his disciples of a rich man who gave money to his three servants to invest. A talent was a huge amount of money. One servant was given ten talents, the second one got three talents and the third servant got only one talent. The rich man had gone to somewhere and he expected to see a return on his investment when he returned. The first two servants obeyed the instruction of their master, but the third servant buried his talent and said he was afraid to invest it because he thought he might lose it and knowing what a severe man his master was and didn't want to disappoint him. The rich man

was extremely angry with his servant and ordered him in to darkness. There will be weeping and gnashing of teeth. God has a "Kingly" state which is aimed to put forward the contrast between the lord of the parable and God. This is what Milton was referring to when he wrote about

"That one talent is death to hide
   lodg'd with me useless though my soul more bent
   to serve there with my maker and present
   my true account lest he returning chide". (Lines: 3-6).

The biblical allusion is clearly related to his parable of the talents and Milton was aware that now he is blind, he will be less able to give a true account of his abilities.

In Christianity, "patience" is one of the virtues with paramount importance. It is through patience that an individual can tread on the path toward hope and faith. It is at a time when the speaker becomes skeptical about God being brutal for his demand of toil from the people knowing the fact that they are unable to do so, that patience comes forward to rectify the speaker. Here, Milton personifies the virtue of patience as "patience" which provides with the infallible advice. He uses metaphor to compare God's rule with wooden yoke which guides animals in a farm. He then goes on to weave an image of the servants rushing all over the globe to serve the Almighty. The notion that God is the omnipotent force and all are in his service is established in the following lines,

"Thousands at his bidding speed
   and post o're land and ocean without rest
   they also serve who only stand and wait."(Lines: 12-14).

One cannot but be in awe of the literary skill of John Milton who employs the devices to accentuate the effect of the poem. Interestingly, the poet himself was blinded at the time of writing this poem and this poem can well be taken as a conversation with oneself. The poem traverses the philosophical path which resolves the unrest in the heart and ignites new fervour in the innermost core of the heart. The poem is the expression of frustration and emancipation at the same time. It is the language which hogs the attention of the avid reader and the content expresses Milton's belief in the omnipotence of the theological institution.

Nevertheless, On His Blindness delves deep into the psyche of a wishful human soul who is restricted in a way, but wishes to work. The poem is a perfect mesh of human emotions as it brings out the frustration, dreams and hopes. John Milton upholds the virtues of life and concludes by understanding that one should wait until the Almighty calls on that individual to serve.

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Probing the Practices of Detective Fiction
A Narratological Study of Agatha Christie's Sparkling Cyanide

Popular fiction refers to the various fiction genres and types that have proved to be popular with wide audience. Detective fiction is one such genre which falls in the category of popular fiction. The narratology of detective fiction is much different from other fictions. In detective fiction, usually suspense serves as the most important driving force of its plot. Detective fiction is a branch of crime fiction that centers upon the investigation of a crime, usually murder. It is the most popular form of both mystery fiction and crime fiction. The narratology of a detective fiction has the narrative operations of the detective, the clues that refer to the unknown but soon to be signified story of the villain and all the while readers is constructing their own narrative about 'what happened'. This paper aims at explaining the narratological techniques employed in detective fiction with respect to Agatha Christie's Sparkling Cyanide.
Keywords: Narratology, Popular fiction, Plot, Dialogue, Point of view

Telling stories is human instinct. It is the 'way of telling' that attracts the readers. An average plot can be made into a fabulous one by innovative way of narration. Stories provide initial and continuing means for shaping our experience. The term 'narratology' has gained a wider currency in the literary world over these years. A number of researches are conducting in this field. The research scholars/ theorists shift their emphasis from the content of work to that of its narrative structure. In simple terms, narratology can be defined as the structuralist study of narrative. The plot of *Sparkling Cyanide* opens with Iris Marle, immersed in thought about her sister, Rosemary's death, believed to have committed suicide due to post- flu depression. Six months later, Rosemary's husband George Barton receives anonymous letters saying that Rosemary was murdered. As Rosemary died while they were dining in a restaurant with some guests, George decides to repeat the dinner at the same restaurant, with the same guests and an actress who looks like his late wife, meant to arrive late and startle out a confession. Unfortunately, the actress does not arrive and George meets death, exactly the same way as his wife met- cyanide in his champagne. As happened before, everybody thought that it was a suicide; but George had already shared his plan with his friend Colonel Race, who is the chief investigating officer in this story. The author takes readers to a variety of imaginative arenas and finally concludes the novel by finding the real culprits and their intention. It was Ruth, George's faithful assistant, and Victor, distant relative of Rosemary, who had committed both the crimes. The second plot was actually prepared to kill Iris Marle, the sister of Rosemary and the inheritor of all the wealth of Rosemary.This paper attempts to examine the narrative technique employed in the novel. It involves aspects like point of view, narrative voice, dialogue etc.

Investigating the Story Structures : Narratology is a discipline which draws attention to the building blocks of narrative, exploring the various combinations that can appear in narrative texts and devices, which readers come to learn and accept such as, narrative levels. Cobley, in his Narrative says:

Narrative is the movement from a start point to an end point with digressions, which involves the showing or telling of story events … Plot is the chain of causation which dictates that story events are somehow linked and that they are therefore to be depicted in relation to each other … Story refers to all the events which are to be depicted in a narrative and which are connected by plot … (8). There are certain elements which serve as the building blocks of narration like, narrative voice, point of view, time of narration, narrative levels, dialogues, and shifts in time and so on. The plot of a detective fiction is quite different from that of an ordinary fiction. S. S Van Dine, in his article titled 'Twenty Rules for Writing Detective Stories' points out that all the clues must be plain and simple so that the reader could move along with the investigator and resolves the crime. The novel Sparkling Cyanide gives such a provision for the reader to find the culprits. Dine also makes clear that the investigator should not turn out to be the culprit, and the culprit must be traced by logical deductions. Also, the culprit must be a trustworthy person whom would not ordinarily come under suspicion. In the novel to, all these conditions are met where the investigator, Colonel Race trace the culprit, Ruth whom we suspect less and finally catches the culprit.

The first and foremost element to be analyzed is the plot. Cobley defines plot as, "the chain of causation which dictates that, story events are somehow linked and that they are therefore to be depicted in relation to each other" (239). Plot is the driving force that shapes a story and gives it a certain direction or meaning. Or in other words, it is the logical interaction of various thematic elements of a text which lead to a change of the original situation as presented at the outset of narrative.

However, the plot of a detective fiction is highly complicated. It begins with a murder already done, the rest of the plot progresses by the unveiling of the past events and finally arrives at the climax. In Sparkling Cyanide, the plot begins giving the reader awareness that Rosemary Barton is dead. This initiation gradually becomes complication when George Barton, her husband tries to investigate the murder, but meets death. Then Colonel Race takes the case and finally finds the culprit. The plot is tinctured with suspense and flashback.

The next element to be analyzed is the point of view in a fiction. Point of view refers to the perspective from which the story is narrating. Sometimes it can be one of the characters in the story (first person narrative) or an external narrator who defines the characters in third person (omniscient point of view) or

through the figures acting in the text (figural narrative). In Sparkling Cyanide, one can undoubtedly say that it is the omniscient point of view. The whole novel is from the outlook of an external person, but does posses knowledge regarding the thoughts and feelings of the characters. At the same time, he is equally ignorant about the culprits. In this aspect, the reader and narrator are along the same line. There is an instance in the novel where iris came to knew about Rosemary's extramarital affair with an anonymous person, where the state of mind of Iris portrayed as:

> … Iris stood as though turned to stone. What did it mean? Rosemary wasn't going to die, was she? … Who was this man? Did he love Rosemary as much as she loved him? Surely he must have. Rosemary was so unbelievably lovely … Had taken it for granted that Rosemary was happy and contended and that she and George were quite satisfied with one another … But who was the man? (15)

In a fiction, dialogue serves as one of the most crucial elements. In many novels, it is through the dialogue between the characters, the reader arrives at a conclusion. The case with detective fiction is not so different. In the novel Sparkling Cyanide, the plot proceeds mainly through dialogues. It is from the dialogue between Stephen Farraday and his wife Alexandra Farraday, the readers get an impression that they both have no role in the death of Rosemary as well as George. Also, it is the conversation between Colonel Race and George that made the readers to recognize that the former is planning to recreate the very party in which his wife was found dead. Finally, the real culprits are revealed to the readers in the form of dialogue between Anthony Browne and Iris Marle. So, dialogue serves as an integral part of any fiction. The term 'dialogue' has much more complex meaning in narrative field than its simple lexical meaning- conversation. Paul Cobley in his book titled Narrative points out this fact. He says: For Bakhtin, dialogue is the defining feature of the signs passed between humans and dialogue entails that there is always a relationship between sign users, no matter how much sign a user may think that s/he is not in dialogue with another … However there is nevertheless an intimate relation between dialogue and narrative. It cannot avoid recording the relations of signs to other signs or voices to other voices, rather than simply depicting individuals. (107)

The next element to be analyzed is the narrative voices. The narrative voices are mainly divided into two, "heterodigetic" and "homodigetic". As Genette defines: " We will therefore distinguish here two types of narrative: one with the narrator absent from the story he tell … , the other with the narrator present as a character in the story he tells … I call the first type, for obvious reasons, heterodigetic and the second type homodigetic" (15). In the novel Sparkling Cyanide, one could say that it is the heterodigetic narrative voice. It is said so because the narrator is absent from the story. As mentioned earlier, he is speaking as an 'omniscient person' who knows everything about the

emotions and feelings but, fails to know the truth. However, he has awareness about the motives and intentions of all the characters. Closely connected with the terms, point of view and narrative voices, is the term "focalization". Genette and Rimmon- Kenan have different opinions regarding focalization. Rimmon- Kenan states that: Genette considers 'focalization' to have a degree of abstractness which avoids the specifically visual connotations of 'point of view' as well as of equivalent French terms, 'vision' or 'champ'. It seems to me, however that the term 'focalization' is not free of optical-photographic connotations and like 'point of view'- its purely visual sense has to be broadened to include cognitive, emotive and ideological orientation. (72) Thus one can infer that, when Rimmon- Kenan tries to associate it with the point of view, Genette negates point of view with focalization. In Sparkling Cyanide the heterodiegetic internal, yet multiple focalisations allow the reader access to the thoughts of all of the characters, including those of the murderer, therefore stretching convention. Another important element to be considered in the narration of fiction is the time. People regulate their day-to-day activities with time. In a literary work too, time forms an integral part.

As Rimmon- Kenan says, "But time is not only a recurrent theme in a great deal of narrative fiction, it is also a constituent factor of both of story and text" (43). He considers time as 'spatial' and not 'temporal' one. In the literary field the eminent figure who discussed the nature of time is Paul Ricoeur. He considered narrative as the human relation to time. In a detective fiction, there is no proper lineage of time, the entity of time is drastically altered; attention must be given to the 'shifts in time'. Writers use various techniques in order to alter the element time. Flashback and foreshadowing are the most commonly used techniques. While employing this technique, the sequence of events is also altered. The events of the present are woven with that of the past where there is a de-lineage. In such cases, the plot begins in the present time, but on proceeding, deviates and narrates the past events. This technique is most commonly employed in detective fiction. Flashbacks are inserted in the plot where there is 'gap'. In the novel Sparkling Cyanide, there is shuffling of events, shifts in time and flash backs. The plot opens with present time when Iris is deeply immersed in thoughts about her sister's death. The plot line then proceeds with other characters' state of mind after the death of Rosemary Barton. The plot then goes to past events when Rosemary was alive and her relation with other people in the novel. From the flashback, it becomes clear to the readers that she was a vibrant woman who enjoyed every moment of life. Though she was indifferent towards family life, she found her happiness with Stephen Farraday, her lover. Also, it is through flashback the readers got the idea that Farraday's wife was aware of all these facts. A detective fiction without flashback is inconceivable. It is through this technique the suspense is maintained. Flashback is employed in the plot to evoke the curiosity of readers and to provide an intellectual exercise to them. The contrast of flashback is foreshadowing, where the information from the future is brought into the

present context of narration. However, foreshadowing does not serve as integral element of detective fiction.

'Closure of events' is another facet of narratology that has to be examined. Eyal Segal says: Closure is typically created in the detective story by the successful conclusion of the investigation in the uncovering of all the important facts relating to the crime mystery. It should be noted, though that it is not obligatory for the investigation to end successfully in order to achieve strong closure. That can also be accomplished if the mystery remains unresolved in the story's world.

(3)The closure of Sparkling Cyanide falls into the category that Segal has first mentioned. Here, the investigator Colonel Race finally arrives at the conclusion with evidences that, it was Victor Drake and Ruth Lessing who committed both the murders. While arriving at the conclusion/ climax of the novel, the curiosity of the reader is raised to the pinnacle and if the writer ended it openly, it would seem abrupt. But, here, Agatha Christie puts an end to the curiosity of the readers by unveiling all the hidden facts that were once shadowed from the reader, and finally discloses the culprit.

The various narrative techniques employed in a detective fiction are closely analyzed. It is the style of narration that makes any story line interesting. Though it seems that narration is so simple and plain, there are many basic elements involved in narration that constitutes a literary fiction. These basic aspects are the events, their verbal representation and the act of telling or writing; in other words, story, text and narration respectively. As Rimmon-Kennan states "story designates the narrated events, abstracted from their disposition in the text and reconstructed in their chronological order together with participants in these events … text is a spoken or written discourse which undertakes their telling … the text is what we read … the act or process of production is narration" (3). The other elements involved in this 'act of production' are point of view, narrative voice, dialogues, time, sequence, space etc. are analyzed in the chapter with respect to Sparkling Cyanide.

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Psychodynamic Perspective on Todd Phillip's Movie *Joker*

Psychological approach sees human's behavior. Based on the psychological approach, there is always a reason why people commit an action. The psychodynamic theory is a psychological theory Sigmund Freud and his later followers applied to explain the origins of human behavior. This theory states that events in our childhood have a great influence on our adult lives, shaping our personality. Events that occur in childhood can remain in the unconscious, and cause problems as adults. The psychodynamic approach includes all the theories in psychology that see human functioning based upon the interaction of drives and forces within the person, particularly unconscious, and between the different structures of the personality. Our feelings, motives, and decisions are actually powerfully influenced by our past experiences, and stored in the unconscious.

The psychodynamic perspective has evolved considerably since Freud's time, and now includes innovative new approaches such as object relations theory and neuropsychoanalysis. Some psychodynamic concepts have held up well to empirical scrutiny while others have not, and aspects of the theory remain controversial, but the psychodynamic perspective continues to influence many different areas of contemporary psychology. The core assumptions of psychodynamic theory are surprisingly simple. Moreover, these assumptions are unique to the psychodynamic framework: No other theories of personality accept these three ideas in their purest form. Primacy of the unconscious, critical importance of early experiences, and psychic causality are the three core assumptions of psychodynamic theory. In Freud's book The Interpretation of Dreams, he introduced his topographic model of the mind, which contended that the mind could be divided into three regions: conscious, preconscious, and unconscious. The conscious part of the mind holds information that you're focusing on at this moment - what you're thinking and feeling right now. The preconscious contains material that is capable of becoming conscious but is not conscious at the moment because your attention is not being directed toward it. The unconscious, the most controversial part of the topographic model, contains anxiety producing materials that are deliberately repressed. The terms conscious, preconscious, and unconscious continue to be used today in psychology, and research has provided considerable support for Freud's thinking regarding conscious and preconscious processing. In general, psychodynamics is the study of interrelationship of various parts of the mind, personality, or psyche as they relate to mental, emotional, or motivational forces especially at the unconscious level. The mental forces involved in psychodynamics are often divided into two parts: (a) the interaction of the emotional and motivational forces, which effect behavior and mental states, especially on the subconscious

level; (b) inner forces affecting behavior: the study of the emotional and motivational forces that affect behavior and states of mind.

Freud proposed that psychological energy was constant and that it tended to rest through discharge. Psychodynamics studies the transformations and exchanges of "psychic energy" within the personality. A focus in psychodynamics is the connection between the energetics of emotional states in the id, ego, and super-ego as they relate to early childhood developments and processes. The id is the unconscious reservoir of libido, the psychic energy that fuels instincts and psychic processes. The ego serves as the general manager of personality, making decisions regarding the pleasures that will be pursued at the id's demand, the person's safety requirements, and the moral dictates of the superego that will be followed. The superego refers to the repository of an individual's moral values, divided into the conscience – the internalization of a society's rules and regulations – and the ego-ideal – the internalization of one's goals. Hence, the basic psychodynamic model focuses on the dynamic interactions between the id, ego, and super-ego.

Psychodynamics, subsequently, attempts to explain or interpret behavior or mental states in terms of innate emotional forces or processes. Joker is a 2019, American psychological thriller movie, directed by Todd Phillip. The central character Arthur Fleck is played by Joaquin Phoenix. The film is set in the fictional city of Gotham which is in a state of anarchy resulting in poor living conditions and unrest. Arthur Fleck is a mentally ill loner with aspirations to become a worldfamous stand-up comedian. The film opens with Arthur at his day job as a hired clown. A group of kids steal his sign, and Arthur runs after them. When Arthur catches them, they break the sign over his head and viciously beat him up. When Arthur returns to the building his business is based in, his coworker, Randall, gives him a gun so that Arthur can protect himself in the future from other people who attack him. Arthur says that they are not allowed to carry guns, but Randall insists. Meanwhile, at his apartment, Arthur meets a young single mother named Sophie. The two talk to each other on their way up to their apartment in an elevator, and Arthur asks Sophie out. She eventually agrees to go out with him and later goes to one of his comedy shows. Arthur goes to a children's hospital to entertain some kids, but his gun accidentally falls out onto the ground. When the incident is reported, Arthur's boss fires him. On the way home, Arthur gets harassed by a group of white-collar Wayne Enterprise businessmen. When they attack Arthur, he promptly fights back, shooting them dead. At first he is devastated, but this also marks the beginning of his transformation into the Joker. Seemingly undisturbed by these murders, Arthur goes on with his daily life and performs at a comedy show. After his failure at the comedy club, Arthur returns home and intercepts a letter that his mother is trying to send to Thomas Wayne, her former employer and the wealthiest man in Gotham. The letter says that Arthur is Thomas' illegitimate child. He yells at his mother and

promptly goes to Wayne Manor in the hope of learning the truth from Thomas Wayne himself.

Thomas refuses to see him, and Arthur promptly assaults the family's butler, Alfred. All of this is witnessed by Thomas' young son, Bruce (the boy who will become Batman). Arthur goes to Arkham Asylum to try and learn more about his mother's past, having learned that she was once committed there. There, he learns that his mother adopted him and that his mother is delusional and allowed Arthur to get physically abused by some of her boyfriends. That abuse led to brain damage, which has left Arthur with a mental illness and a condition that causes him to laugh uncontrollably at inappropriate moments. Meanwhile, the police begin to investigate Arthur in connection with the subway murders (murders which have sparked a violent movement in Gotham City against the wealthy and elite). When Arthur's mother hears of this, she has a serious stroke and is hospitalized. Upset by what he found out at Arkham Asylum, Arthur goes to the hospital and smothers his mother to death with a pillow. He goes home and goes to Sophie's apartment, but when Sophie doesn't seem to recognize him, he realizes he has imagined their entire relationship. Arthur goes back home and prepares for his appearance on The Murray Franklin Show, a talk show he is obsessed with and which is now lampooning him because of his botched stand-up set. In the middle of his preparation, he is visited by two former coworkers, Randall and Gary, who come to offer their condolences to Arthur for the death of his mother. He promptly and violently murders Randall, but lets Gary go. Arthur goes on The Murray Franklin Show and confesses to the triple murder of the three Wayne employees. When he does, Murray and the audience turn on him and Arthur shoots Murray in the head. Riots break out in the city, and one of Arthur's followers kills Thomas Wayne and his wife in front of a young Bruce. Arthur is brought to Arkham and the movie ends by Arthur killing a social worker who is in charge of him. The exploration of Arthur Fleck, a man disregarded by society, is not only a gritty character study, but also a broader cautionary tale. Arthur is a homicidal narcissist who feels entitled to the world's attention, a man who'd rather kill for a good laugh than allow the world to treat him like it's punchline. He appears to have certain personality disorders like narcissistic personality disorder and anti-social personality disorder. He also suffers from a pseudobulbar affect, which results in uncontrollable episodes of hysterical laughter. Arthur was brought up by a foster mother and did not have a father-like figure. He didn't know he was adopted and raised. But later he realised that he was abused and beaten by his adoptive parents and even had a severe head injury. His childhood abuse is also the origin of his disturbing laugh (pseudobulbar affect). The events that occurred in his childhood remained in the unconscious and caused problems in his adulthood. According to Freud, the unconscious mind is the primary source of human behavior. If Arthur haven't experienced a worst childhood, he could have been a better person. His mother never cared about how he is feeling and his condition. An

entry in his notebook states that 'the worst part of having a mental illness is that people expect you to behave as if you don't'. Not only his mother, but also the whole people around him, never helped or consoled him. Originating in the work of Sigmund Freud, the psychodynamic perspective emphasizes unconscious psychological processes (for example, wishes and fears of which we're not fully aware), and contends that childhood experiences are crucial in shaping adult personality.

Psychodynamic theorists contend that the majority of psychological processes take place outside conscious awareness. In psychoanalytic terms, the activities of the mind (or psyche) are presumed to be largely unconscious. Many of our mental activities-memories, motives, feelings, and the like - are largely inaccessible to consciousness. There were many factors which remained unconscious in Arthur's mind. From childhood to adulthood, Arthur craved for the need of caring and attention. The deficiency of the help, or care of someone, and his childhood trauma, paved way for Arthur's journey from a failed comedian to a criminal of Gotham City. Arthur even didn't have a proper doctor to treat his mental disorders. Thus the failed comedian transformed into a criminal. The psychodynamic perspective encompasses a number of theories that explain both normal and pathological personality development in terms of the dynamics of the mind. Such dynamics include motivational factors, affects, unconscious mental processes, conflict, and defense mechanisms. The term psychodynamic generally refers to both the mind's mental "forces" and the psychological conflict that can arise between them. Such forces include drives and impulses, wishes, affects, as well as various mental agencies. The psychodynamic theories focus on the psychological drives and forces within individuals that explain human behavior and personality.

Todd Philip's Joker is a movie which centres on Arthur Fleck, a socially inept party clown and aspiring stand-up comedian living with his ailing mother Penny in Gotham City. Forever alone in a crowd, failed comedian Arthur Fleck seeks connection as he walks the streets of Gotham City. Arthur wears two masks – the one he paints for his day job as a clown, and the guise he projects in a futile attempt to feel like he's part of the world around him. Isolated, bullied and disregarded by society, Fleck begins a slow descent into madness as he transforms into the criminal mastermind known as the Joker. The director turned a comic icon into a neuropsychological study drama that reflects on how society views and treats the mental health problems of certain individuals. Through the psychodynamic perspective, we can say that, the influence of childhood trauma and other psychodynamic factors, which remained unconscious eventually, led Arthur to be a criminal.

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The Purge Universe: Catharsis Explained

Catharsis, the process of purification or purgation of the emotions especially pity and fear primarily through art. In criticism, catharsis is a metaphor used by Aristotle in the Poetics to describe the effects of true tragedy on the spectator. In the process of catharsis, art stimulates strong negative emotions. However, after that experience, audiences generally feel better. Catharsis is the process of venting aggression as a way to release or get rid of emotions. Aristotle coined the idea with his belief that a good story should have the purpose of cleansing the audience"s emotions. He believed that catharsis was necessary in the ending of tragic artistic works or plays. Catharsis theory did not die with Aristotle and Freud. Many directors and producers of violent media claim that their products are cathartic. For example, the movie The Purge a 2013 American dystopian action horror film written and directed by James De Monaco. The plot goes as each year, America has a 12-hour Purge from 7 pm to 7 am on March 22 the designated Purge day ,where anyone can commit any crime they want like murder, rape, burglary, cow tipping, and so and not face any kind of criminal charges.

The Purge takes place in a near-future world where an organization called the New Founding Fathers of America have taken control of the United States. In response to rising crime rates, unemployment and social unrest, the New Founding Fathers of America (NFFA) created an annual holiday called „The Purge". For one night every year, American citizens are given 12 hours of complete freedom to commit whatever crimes they please. Short of unleashing weapons of mass destruction or targeting top-level government officials, pretty much any crime is legal during those hours. The idea is that The Purge allows them to release their pent-up aggression and become better, harder-working citizens the other 364 days of the year. It is said that, The Purge seems to have done its job, the economy has recovered and crime is way down. But many believe The Purge is nothing more than a form of violent population control, with the poor and homeless suffering the brunt of the carnage every year. Where many Americans have embraced The Purge, others will stop at nothing to bring this bloody holiday to an end and overthrow the New Founding Fathers. You"re always in danger of being killed. The event has become an annual tradition because people realized that since the introduction of the Purge, the country"s socioeconomic ills like crime, unemployment, a weak economy have disappeared.. The only rules during the Purge are that government officials "ranking 10 or higher" must remain unharmed, the use of weaponry above "Class 4" is forbidden, and police and emergency services are suspended. Anyone who doesn't follow the rules is executed. The Purge provides a catharsis for the American people, allowing them to vent negative emotions and repressed urges on whomever they please.

The Purge Universe contains six movies • The Purge (2013) • The Purge: Anarchy (2014) • The Purge: Election Year (2016) • The First Purge (2018) • The Purge television series (2018-2019) • The Forever Purge (2021) The Purge movie series has rapidly grown into one of the most popular and profitable horror franchises in Hollywood. This series proves you don't need intricate special effects or supernatural monsters to make good horror, just a few colourfully dressed people doing their best to murder one another. The movie opens on the night of the fifth annual Purge, and from the start, we hear talk radio callers sharing their thoughts on the real truth of the event. It"s a mechanism for population control, they say, where the poor, the sick, and the disadvantaged are weeded out for the benefit of the wealthy and the powerful so the government no longer has to shell out as much for assistance programs like welfare or health insurance. James Sandin, a home security salesman who lives in Los Angeles, California,with his wife and two kids has made a fortune selling security systems featuring security cameras and metallic lock door that are specifically designed for the Purge. At 7:00 P.M., an online emergency broadcast system message warns the United States that the Purge is about to begin and that all police, fire, and emergency medical services will be shut down for the 12-hour period. Sirens begin to blare outside, signaling the start of the Purge. The Sandins notices a bloody stranger running outside the house, pleading for help. Charlie, the son deactivates the security system and lets him in. After James intercepts the stranger, holding him at gunpoint, Henry, Zoey"s boyfriend appears with a handgun and opens fire on James, revealing that his true intentions all along were to kill James and secure his relationship with Zoey. James fatally wounds Henry. During the confusion, the bloody stranger runs off into the house. Zoey takes Henry back to her room and watches him die. Meanwhile, James sets off in search of the stranger and his daughter, ordering Charlie and Mary to wait in the lounge.

A group of masked criminals, led by Polite Leader, a sadistic man in a suit, approaches the house, looking for the stranger. They threaten to kill everyone inside unless the family surrenders the stranger, whose homelessness, they claim, makes him a good candidate for purging. James admits to his wife that the security system was designed to act as a deterrent, but not to withstand any number of aggressive assaults. Charlie finds the stranger and leads him to a secret hiding place. However, the Sandins have a change of heart after realizing they are becoming essentially no different from the Purgers outside. The Polite Leader, seemingly unsatisfied, announces that their time is up. Using chains and a truck, the Purgers tear down the metal walls and enter the house, and the Sandins are forced to defend themselves. James kills many attacker by shooting with a pump-action shotgun . He leaves the room but is stabbed by the Polite Leader. As this happens, the neighbours head towards the house, killing two Purgers outside. Mary is attacked by some Purgers and is about to be killed, only for Mr. and Mrs. Halverson to arrive and shoot Mary's attackers, and Mary goes in search of her family. After locating Mary,

Charlie, and James, who is dying, the Polite Leader attempts to kill them, but Zoey emerges at the door and shoots him dead. The neighbours then enter the room, having killed the remainder of the Purgers. Although Mary thanks the neighbours, they reveal that they have come to kill the Sandins as the opportunity for this patriotic duty happens to coincide with their hatred for the family's wealth. Just as the neighbours are about to kill the family, the stranger comes to the Sandins' rescue. He kills Mr. Cali with his handgun and holds the remaining neighbours at gunpoint. Deciding that too many people have already been killed, and to ensure they live with their guilt, Mary spares their lives. They sit at the kitchen table, awaiting the end of the Purge.

After The Purge is over, the surviving neighbours and the stranger leave the house and walk away, as sirens start blaring. The family watches emergency services vehicles arrive outside their home to carry away the murdered Purger"s bodies as well as James's body. During the credits, radio broadcasts state that this Purge was the most successful one yet, due to the record-high number of murders, with stock markets opening high, due to the release of aggression, and sales of home defense systems and weapons booming. The Purge will be held again next year. "Proof" that this system is effective is included at the end of the film in the form of news audio, which points out that while the depravity and the death count are increasing each year, each Purge is also more successful in keeping crime down the rest of the year.

Real life purge: This purge was there in real life. When police in the State of Espirito Santo took a six day strike over work conditions and wages in February 2017, it was a sign to many that people could do whatever they wanted to with no repercussions whatsoever. In one city alone, just after a few days, there were a reported 52 murders, thousands of cases of rape, theft, shops being robbed, vehicles being torched and people fighting with guns and machetes on the streets attacking and killing whoever they please. It was an awful scene not only for Brazil but for humanity. To survive the Brazil Purge, many locals stayed in their homes during the entire ordeal. They boarded up their windows, kept all lights off, and sat armed with whatever they had in their house listening to the screams and gunshots in the streets outside. One of the locals said that things were absolutely crazy and that there were people running around with guns in pretty populated areas, dozens of people stealing from malls, even dead bodies on streets. Because of the complete lawlessness, schools, parks, and health services closed. This meant that there were no way any injuries, medical treatments or vaccinations for a yellow fever outbreak which Espirito Santo residents were battling with. This goes to show that if the purge really did happen, there would be much more at stake than just violence and disorder, as services have to close down. Hospitals, food supply lines and other necessities that we need every day would have to shut down due to security concerns, which would cripple a city, state, or country, months after social order has been regained.

Personally cannot justify this act of crime disguised as purge. Catharsis or discharging of aggression may logically seem like it would lead to emotional relief, but the reality is that acting out our rage is more likely to increase aggression than purge it. Venting aggression does not appear to reduce future aggression. In fact, it might actually make a person angrier. Expressing anger created more anger or hostility when compared to groups that were not permitted to express anger. Despite the opposing evidence, many people still do believe aggression reduces frustration and future stress. The idea that catharsis is a useful way to deal with aggression is on shaky ground based on psychological research. Also, even hypothetically speaking, carrying around a whole year"s worth of hatred just to act it out in a murderous rampage once a year isn"t likely to make people follow the rules better the rest of the year. Crime not in fact cathartic, so while behaving badly once a year may keep the nation's crime rate down, but it also turn people into monsters.

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Divine and Christian Philosophical Perspectives in "*The Windhover*" by Gerald Manley Hopkins

Gerald Manley Hopkins is viewed by spectators as one of the eminent Victorian poets of religion, of Mother Nature and of desolation. Even though his writings contradict with certain aspect of catholic doctrine, religion has played a crucial role in the poetic visualization of Hopkins. The poem The Windhover describes sensuous details and elaborates Christian significance in each line. The image of Kestrel, a wonderful bird flying in the air is metaphorized to Christ. It represents all the divine and artistic qualities of Hopkins and is rich in secular and religious elements. The poet details about nature and examine the manifestation of Jesus in each and every life form. The paper attempts to understand the devotional elements with the help of Hopkins The Windhover on the development of Christian perspectives and is telling about the beauty of Christ. Keywords: Religion, Nature, The Windhover, Christianity, Jesus Christ and Divine.

Christianity, a living religion is a process of faith which vow boundless divine well-being to its disciple and divine punishments to its denigrator. Hopkins was a very devout Jesuit priest and because of the thought of his priesthood he even decided to burn his poem thinking that a priest should never attempt writing poems and later he decided to write again as he believes poetry will bring him closer to God. Heuser in his article '*The Shaping Vision of Gerald Manley Hopkins*' describes about "The intensity of Hopkins thought and feeling, his passion for order, his striking ability to see images of the divine in the material shapes, his almost obsessive concern with words and numbers... these are peculiar to his nature and distinguish him from his fellow Victorians". (172). So, his poems always bring the reader close to Christ as he was a religious man and in every object of nature, he saw God. The poem follows the pattern of Hopkins sonnet where the part of the beauty lies in the way Hopkins integrates his scribes and thoughts on poetic purpose.

The description of a bird's physical appearance with an account of his own heart's view is seen at the end of the octave. The baffled structure and sentences in the sonnet represent the use of language and it also developed theories of natural essence and expressiveness, and of meter. Hopkins has coined the terms inscape, instress and sprung rhythm. The word Inscape and Instress were coined when he was an undergraduate and he adapted this idea from the medieval theologian Duns Scotus. Inscape means design or construction and Instress is a creative energy that binds the whole world together giving shape and meaning to a person. According to these theories an object's unique identity ensures the transmission of the item's importance in the wider creation. The poem begins with the inscape of the bird in its flight

and as admiration mounts to adoration, the bird becomes a metaphor for Christ. That is the moment of instress. (Thakur). Sprung rhythm is another technique used by the poet who uses alliteration and varied stress beats where to recreate the birds' flight, with its sweeps and stops.

"*The Windhover*" is one among the devotional poem which Hopkins wrote and was written only a few months before his ordination as a Jesuit priest. It was written on May 30, 1877. "The Windhover to Christ our Lord" is the greatest of Hopkins poems of this Victorian period, in the implications of its subject, and in its metrical accomplishment. Hopkins himself referred to it as "the best thing I ever wrote". It is indeed "the achieve of mastery of the thing". (Pick,70). The poem follows the pattern of Hopkins's sonnet and defines a set of moral reflections. It actually talks about the bird and is being metaphorized "To Christ our Lord" and therefore is considered to be a religious poem. Hopkins has mixed his romantic fascination with the nature and his religious Favour of gratitude towards God for giving human beings a beautiful nature. The poem begins with a description of a bird windhover which is beautiful and riding through the air. When the poet sees a Kestrel (bird) it becomes for poet an image of natural beauty which is being compared to spiritual beauty of Christ's sacrifice. "Hopkins finds Christ in early morning experience of watching a bird of prey. The force of experience described in '*The Windhover*' is that of a man who senses god through the masterly behavior of a wild creature." (Gorman,538).

The poem has two sets the octave the introductory lines is definitely about the bird trying to find his identity and the sestet the final lines take his eyes from the bird and is being addressed directly to Jesus Christ and is interrupted in two ways one is thinking of the beauty of Christ as juxtaposed to the beauty of the bird and the other one is seeing how Christ is beautiful and how does an ordinary religious life could share in that beauty. From the description in the poem, it is understood that speaker was in a field and his attention was suddenly drawn by the scene of a bird flying in the sky. Hopkins has used odd old English words and Christian symbols to suggest pian (gull), wound (gash), blood(vermillion) and so on. Hopkin, the poet creates an ambiguity in the readers mind thinking about the beauty in ordinary and worst creatures. The bird demonstrates correlation of nature with religion. The poem thus declares the Christian purpose and faith of the author in religion. It created an image of energetic and gorgeous bird Falcon which constitutes the individuality and unity of God. The speaker ultimately stresses that beauty is not a wonder because all of god's creation is divinely beautiful.

The first stanza of the poem details about the contrasting of the variety tricks of bird's flight. He uses the image of "minion", "dauphin" to demonstrate his aspect that attractive and strapping as the bird Falcon is, belongs to the creation of God. The Windhover refers to an exquisitely beautiful bird of prey

which Gerald Manley Hopkins has obviously caught in his sights in the glory of the early morning and encapsulated in poetry.

> "When Hopkins early one spring morning, in a subdued frame of mind, went out from St Beun's College and caught the flight of the windhover, the sonnet which sprang from his blend of excitement and sober musings about the future was destined to become, out of all lyrics since the middle of the nineteenth century, the one that has probably attracted the most thought and commentary". (Mackenize, 76) I caught this morning mornings minion, king-Dom of daylights dauphin, dapple-dawn-drawn Falcon. (Gorman, 538).

In Christian symbolism, the Falcon represents the unconverted, soul and its sinful deeds. So, first Christ is being appeared as a "minion", a servant reminding the humans that Jesus has sent to the world to sacrifice for the mankind. The Jesus Christ is not a common servant his king is God himself therefore the Christ is being visualized as "Kingdom of daylights dauphin". Another interpretation for the first two lines: "This morning morning's minion" is about the Christ and the first 'morning' is the time of the day and second 'morning which states "mornings minion" and is being compared to god's favorite child. In the second line 'daylights dauphin' is another statement for the relationship of son of God and to support the statement the bible verse is being mentioned (Montag).

> "For God so loved the world, that he gave his only son, that whoever believes in him should not perish but have eternal life. For God did not send his Son into the world to condemn the world, but in order that the world might be saved through him. (John 3:16-17)

This verse proves that God is being sacrificing for the mankind and he is born to save the world. And other thought of introducing a triple alliteration suggest that poet's affection "To Christ our lord" and parallels his skillful use of alliteration to point to Christ as one of the persons of The Holy Trinity. Suddenly the narrator notices the bird taking a sudden change of flight and he uses some stirring action words to quicken the pace of the poem. The language "skate" and "sweeps" and "gliding" describes the daring grace of Falcon. In the second speaker remembers the beauty of the Christ and he claims that beauty is no wonder. So, for example, the basic concept of "The Windhover" is that the higher beauty and higher victory come from something and is subjected to greater pressure or crushed. This concept is in fact an interpretation of that passage in Genesis where god tells the serpent: "And I will put enmity between you and the woman, and between your offspring and hers, he will crush your head, and you will strike his heel. (Genesis 3:15). According to this passage Christ was the seed who would bruise the serpents

head and he in turn would be crucified- in thus conquering evil. (Landow). Then comes the sonnets turn where 'brute', 'beauty', 'valour', 'pride', and 'plume' is being told here in this experience and the word 'Buckle,' And the fire' where buckle means to grid yourself and buckling on a sword fits the chivalric imagery well and "my chevalier", depicts the brilliance of Christ is dazzling this bird and Falcon is no wonder. So, the line "A billion times told lovelier" shows the contrast between inner and outer beauty and claims Christ is billion times lovelier than the outer beauty. The poet explains that the natures beautify no wonder and reminds the pain and suffering of Christ which has made human life beautiful and given this opportunity to enjoy it. The mere plodding of a ploughman as he pushes the plough down the "sillion", instead of wearing it down actually polishes it causing it to sparkle and shine. Here the poet is ready to sacrifice his life too for the spirituality of mankind. Christ is also present in the metaphors 'Falcon' and 'chevalier' and these have been a workroom for faith and belief, for expectancy and hope.

The last three lines gives the image of Christian mystery where it talks about Crucifixion gives way to Resurrection. The words used by poet 'fall' can be considered where Jesus fell three times on his way to Calvery and 'gall' can be considered as the vinegar offered to Jesus on the cross. The poet through suffering and mortification for the sake of Christ would experience a spiritual glory. To simplify the matter Hopkins have always believed in the idea of incarnation. Christ is considered to be born in the world therefore he is both man and God in the same way the world too is considered to be an amalgamation of material and the divine. Thus, the poem which is considered to be a thanksgiving poem to Christ can quoted from the bible as "being strengthened with all power according to his glorious might so that you may have great endurance and patience" (Colossians 1:11). It reminds the believers that salvation is entirely the work of God who drastically changed their fate by rescuing them from sin and these verses talks about the sacrifice the Christ has made for human beings and that made the human confidence in their eternal destiny. Hence the poet is inspired by the nature not only because of its beauty but it mirrors God and human and the presence of divinity through nature.

Outer Beauty and Inner Beauty: In the first stanza of the poem the speaker come across the outer beauty of the bird Falcon and watches the bird flying in the air and the bird is been seen as the expression of beauty. The birds flight makes the poet think about its sheer mastery and achievement. All the honor, action, air and feathers constitute the outer beauty through the bird. The beauty of nature too is being explained in the first half of the poem. The speaker even admires the Falcons fearlessness and physical abilities through the line "brute beauty and valour and act". In the sestet the speaker ultimately stresses that outer beauty is in fact no wonder and it is the inner beauty which is god's creation and that is divinely beautiful. The line "the fire that breaks from thee then" is more challenging and such fire is hidden, but breaks from the ordinary

surface appearance of things to reveal itself and thus deeper beauty is spiritual and the self-sacrificing love of Christ is considered to be the ultimate spiritual beauty. So that human could self-sacrifice love and fall for the inner beauty. (Ratan). The poem represents both the inner and outer beauty which can be compared to human and Christ, where the speaker talks about the world of created beauty and religious beauty.

Hopkins has combined his love for nature with his religious thoughts in the poem. The poem is being considered as an expression of gratitude that is a thanks giving poem to God for giving human a wonderful nature and his love for the mankind. The poem is thus a declaration of Christian purpose and signifies man's love for God and one's inner beauty. It was the same discovery John Keats made in 1817, sixty years before Hopkins wrote "The Windhover", Keats wrote in a letter: "I scarcely remember counting upon any happiness- I look for it if it be not in the present hour; - nothing startles me beyond the moment. The setting sun will always set me to rights, or if a sparrow comes before my window, I take part in its existence and pick about the gravel." (Keats to Benjamin Bailey, November22, 1817). The brightly world around is a blessing of the almighty which needs to be admired and restored. The relationship between human and God is known to the readers through the world of nature and Christ is considered as the beauty that freshens the natual world. It also gives the readers an understanding that only through the inner peace and sacrifice can we reveal the true beauty and gods will is considered to be a mystery to humankinds. The sonnet gives a suspicion that the poet has introduced some words to describe his feeling in a different way and the use of different kind of figures of speech is also evident in the poem. Here the poet is making the readers realize that gods' beauty of creation is in everything, even in things where there is no beauty. Thus, Hopkins's poem "*The Windhover*" has depicted the divine and Christian philosophical perspectives through religion and nature.

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Applications of Virtual Reality in Mental Health Care

Virtual reality (VR) is defined as a computer-generated simulation, such as a set of images and sounds that represents a real place or situation that can be interacted with, in a seemingly real or physical way by a person using special electronic equipment. It can transmit visual, auditory, and various sensations to users through a headset to make them feel as if they are in a virtual or imagined environment.

Virtual reality (VR) technology is a growing force beyond entertainment and an important tool in education, science, commerce, manufacturing, and more. Virtual reality is the use of computer technology to create simulated environments. Virtual reality places the user inside a three-dimensional experience. Instead of viewing a screen in front of them, users are immersed in and interact with 3D worlds.

The concept of VR was introduced in the 1950s, and the maturity of VR for entertainment is now evident. Currently, more than 230 companies are producing various products related to VR and performing research and development, including global companies such as Samsung Electronics, Apple, Facebook, Amazon, and Microsoft. VR systems consist of VR headsets, a computer, and video. Recently, chairs, gloves, and sensors have been added. VR headsets refer to head-mounted goggles. They are equipped with a speaker or headphones. VR systems that include the transmission of vibrations and other sensations to the user through a game controller, gloves or chairs are known as haptic feedback systems. This tactility is advantageous as the sense of presence can be improved by actually sensing the shock or vibration to the user in the medical field, video games, and military training. A 4D (four-dimensional) system of VR refers to a VR system with a motion chair that enhances reality for users with integrated movement according to the content of the VR video. Depending on the type of system and programing, the user may interact with the environment from a first- or third-person's point of view. In the case of the latter, the user can move around a virtual representation of them, called an 'avatar'.

Simulation of human senses—all five of them—transforms a computer into a vehicle into new worlds. The only limitation to a superb VR experience is computing power and content availability."We've only just begun the journey into mass-produced consumer headsets, used by businesses to present proposals and products to clients. AR is already popular in architecture and development, and not just with private developers. Local authorities and councils use this technology for town planning and sustainable development. AR doesn't require a headset at this stage, so it's extremely accessible, but I'd

like to see AR and VR together in a headset in the future as this currently isn't possible."

The Three Types of Virtual Reality: All three types of VR, from non-immersive, semi-immersive, full immersive or a mixture of them, are also referred to as extended reality (XR). Three types of virtual reality experiences provide different levels of computer-generated simulation.

The three main VR categories are the following: Non-Immersive Virtual Reality: This category is often overlooked as VR simply because it's so common. Non-immersive VR technology features a computer-generated virtual environment where the user simultaneously remains aware and controlled by their physical environment. Video games are a prime example of non-immersive VR.

Semi-Immersive Virtual Reality: This type of VR provides an experience partially based in a virtual environment. This type of VR makes sense for educational and training purposes with graphical computing and large projector systems, such as flight simulators for pilot trainees
.
Fully Immersive Virtual Reality: Right now, there are no completely immersive VR technologies, but advances are so swift that they may be right around the corner. This type of VR generates the most realistic simulation experience, from sight to sound to sometimes even olfactory sensations. Car racing games are an example of immersive virtual reality that gives the user the sensation of speed and driving skills. Developed for gaming and other entertainment purposes, VR use in other sectors is increasing.

The virtual technology definition includes specific shared characteristics. Not only immersive, they are also computer-generated, believable as multidimensional experiences, and interactive. Difference between Virtual Reality and Augmented Reality?

Virtual reality (VR) is an all-enveloping artificial and fully immersive experience that obscures the natural world. Augmented reality (AR) enhances users' real-world views with digital overlays that incorporate artificial objects. VR creates synthetic environments through sensory stimuli. Users' actions impact, at least partially, what occurs in the computer-generated environment. Digital environments reflect real places and exist apart from current physical reality.

In AR, the real world is viewed directly or via a device such as a camera to create a visual and adds to that vision with computer-generated inputs such as still graphics, audio or video. AR is different from VR because it adds to the real-world experience rather than creating a new experience from scratch.

Functioning of Virtual Reality Technology: The VR process combines hardware and software to create immersive experiences that "fool" the eye and brain. Hardware supports sensory stimulation and simulation such as sounds, touch, smell or heat intensity, while software creates the rendered virtual environment.

VR technology commonly consists of headsets and accessories such as controllers and motion trackers. Driven by proprietary downloadable apps or web-based VR, the technology is accessible via a web browser. VR technology is associated with gaming, but it is used to support sales, facilitate learning, simulate travel, communicate, and more. Due to the pandemic, remote work, social interaction and virtual travel have increased VR use. Perhaps the most significant advantage of VR therapies is that they can be automated. This means that in VR there can be a virtual coach with you who explains the therapy and teaches you the psychological techniques to try out.

In medical fields, multidisciplinary research has tried to apply VR systems to domains of diagnosis, treatment, and so on. Especially, in psychiatry, traditional tools of treatment have mainly been limited to interpersonal psychotherapy and medication. However, VR can provide various types of stimulation, intuitively, it helps in relieving pain, stress, and anxiety in an imagined space and VR makes it possible to provide efficient educational and psychological training without causing harm to patients. It therefore has the possibility of changing PTSD, phobia, anxiety, depression, cognition, and social functions in patients with psychiatric illnesses.

Indeed, over the past few decades, therapeutic virtual reality (VR) has emerged as a successful solution for a wide range of psychiatric disorders. In the 1990s, Rothbaum et al. conducted the first study in the field of psychiatry to investigate the efficacy of VR focusing one treating acrophobia in college students and found that VR is successful in reducing their fear of heights. The early studies established the efficacy of VR exposure therapy for a number of anxiety and related disorders. For example, VR exposure therapies have shown benefits for patients with a specific phobia or posttraumatic stress disorder (PTSD) by the extinction of traumatic experiences through their repetitive exposures, and the extinction of pain by pulling the patients focus away from painful conditions. The broad reach of VR has enabled its use in the evaluation and rehabilitation of patients with schizophrenia and autism through improvements of their social activities. The reports included in this review, show that VR is also an efficacious way for Amnestic MCI (mild cognitive impairment) and early to moderate Alzheimer's disease through cognitive reserve and training.

VR-based treatment currently faces hurdles preventing its wide use as a real tool in psychiatry practice, such as motion sickness and dry eyes as well as user issues such as preoccupation and addiction. However, VR systems can

deliver and confront virtual environments with well-controlled sensory stimuli. With a review of the current utilization of VR in the field of psychiatry, we highlight both the benefits and limitations of VR use, as it is just beginning to be applied as a new modality in psychiatry.

From a therapeutic perspective, being able to control experiences in a virtual environment, particularly under supervision by a therapist, offers a lot of potential (Bell et al., 2020; Riva et al., 2016). For mental health, this has mostly been applied to exposure therapy. There have been very good results from high quality studies in anxiety disorders (Carl et al., 2019) as well as some very promising early findings in conditions such as schizophrenia (Rus-Calafell et al., 2018). Beyond exposure, VR can also provide a place for people to learn and practice skills in real world environments. This has proven successful for conditions such as autism, schizophrenia, as well as neurocognitive disorders (Jahn et al., 2021).

Evidence is mounting in favour of the therapeutic benefits of VR for treating mental health conditions (Dellazizzo et al., 2020). However, commercialisation of this technology is lacking (Bell et al., 2020). Mirroring broader issues in the field of digital mental health, people wishing to access evidence-based VR treatments will find very few options available, with some rather expensive exceptions. This topic was explored in a review conducted by Best et al (2021), which sought to find out what VR applications with potential for mental health treatment are freely available to use, and evaluate their therapeutic potential.

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March 2022
(Vol. 8, No. 1)