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**Editor's Note**

International Journal of The Frontiers of English Literature and The Patterns of ELT is a Journal to present the innate talent of Fraternity of English Teaching Community spread across the world and to give direction to the researchers to further their activity and accomplish their task. The focus of the journal is to present the scholarly work and findings in the area of English Literature, Language and the different patterns of ELT.

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## **CURRICULAR REFORMS IN TESL: A REFLECTION ON *ENGLISH FOR EMPLOYABILITY***

Dr. Palakurthy Dinakar,  
Govt. Degree College, Koratla,  
Telangana State.  
dr.dinakarpalakurthy@gmail.com

### **ABSTRACT**

*Curriculum is the first and the most vital part in the process of learning and tries to calculate learner's needs, formulate objectives and evaluate the performance. It incorporates the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. The present paper tries to evaluate the important components for curriculum construction. It also analyzes the present day text books at UG level which gives important to canonical literature, grammar and neglecting the essentialities employability skills. It also suggest to provide an appropriate curriculum for the students at Under Graduate level for the exploration of new horizons of wisdom and finally providing employment. The paper also focus on the recommendations of National Curriculum Framework (NCF) 2005 and finally tries to reflect the text book English for Employability, prepared by Prof. K. Purushotham, which is introduced by Kakaitya University, Warangal and Satavahana University, Karimnagar from the academic year 2014-15 onwards.*

Key Words: Canonical literature, curriculum, employability, evaluation, interaction.

### **Introduction**

Curriculum is the first and the most vital part in the process of learning and tries to calculate learner's needs, formulate objectives, construct units of study with necessary instructional activities and finally evaluate the effectiveness of learning. It can be defined as the totality of student experiments that occur not only in four walls of the classroom but also in the outside world. It also indicates the planned sequence of instruction which should be utilized in the day to day life of the students. It may incorporate the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. It is necessary to provide an appropriate curriculum for the students at

Under Graduate level for the exploration of new horizons of wisdom and finally provide employment.

Curriculum is a challenge for learners, enables them to find their voice, nurture their curiosity, and blend their experiences with knowledge . . . design and analyse learning materials, plan learning process to suit the diverse needs of the learners, and finally evaluate textbooks. (Mohanraj 187)

English, being an international language connects each and every one of this world is growing with tremendous speed. The effective diffusion of the developments depends largely on the nature of the curriculum. The curriculum in Teaching English as a Second Language (TESL) focuses on the four fold language skills viz. Listening, Speaking, Reading and Writing for effective oral and written communications. The present day curriculum in TESL should depend on predetermined objectives which are based on a need based approach. It should focus on the development of communicative skills rather than concentrating on tedious grammar and irrelevant content.

The realistic and most useful curriculum has four important components viz. objectives, content, methods and evaluation. It is the time to introspect ourselves whether the curriculum in English language teaching is in accordance with the aims, objectives and principles of TESL at UG level. Let' answer these questions honestly.

1. Do English Text books for UG courses facilitate language learning for communicative purposes?
2. Does the curriculum suitable for the students for their enjoyment, enlightenment and employment?

Obviously we get 'no' as the answer because the textbooks are not written in accordance with the principles of TESL and they give utmost preference to reading and writing neglecting the essential oral skills like listening and speaking. The English text books in the last two decades consist of some canonical literature including poetry, prose and non-detailed texts, not at all suitable to cater the needs of the students. They gave importance to the canonical literature which is followed by grammar and vocabulary as part of their post-reading tasks. This is the time to think seriously about the essentialities of the curriculum to be introduced as General

English for UG students. There should be a scientific method in curriculum development in TESL. “With a linear gradation, the items are introduced one at a time and practiced intensively before the next item appears with a cyclical gradation; items are re introduced throughout the course. (Richards 13) A survey conducted in the UG colleges in four district of V Zone of Telangana reveals certain facts that the students’ attendance is poor in UG colleges. They come to English language classes irregularly and more over they don’t buy English text books, on the contrary they depend on the material available in the bazaars. They are not interested in the canonical literature and tasks related to reading and writing. The teachers of English also feel that these text books are not in conformity with the needs of the present day students and failed to promote the four fold language skills among the UG students and the present curriculum doesn’t reflect their experiences and expectations.

National Curriculum Framework (NCF) 2005 aims at making the curriculum a meaningful experience along with the effort to move away from a textbook culture and make learning child-centred, nurturing learner’s curiosity to do things, to ask questions, to share experiences rather than an ability to reproduce textual knowledge and making curriculum holistic in its approach to learning.

Children learn in a variety of ways-through experience, doing things, experimentation, reading, discussion, asking, listening, thinking and reflecting, expressing oneself in speech, movement or writing – both individually and with others... Learning must be paced so that it allows learners to engage with concept and deepen understanding, rather than remembering only to forget after examinations. Learning must provide variety and challenge, and be interesting and engaging. (NCF 2005 15-16)

NCF 2005 gives importance to construction of knowledge rather than to its reproduction and believes in the concept that ‘constructing meaning is learning.’ A child constructs while engaged in the process of learning. Hence, the learners should be “allowed to ask questions that require relating what they are learning, encouraged to answer in their own words from their own experiences and not from rote memory, stimulated to guess intelligently and inspired to realise their development of knowledge and skills.” (Mohanraj 193) It proposes that the learning tasks should be interesting and challenging to nurture the creativity and independent learning among the students. It profess that the primary aim of teaching competencies and skills is to connect the students with the rest of the world. It encourages the

concept of multilingualism in TESL as a resource and classroom strategy so that every student feels secure in learning the language. It feels the need for the change in the designing of the curriculum and construction of the textbook.

- Thematic lessons with a variety of exercises and activities at different levels for different groups
- Graded self-access materials that children can engage with on their own with minimum scaffolding from the teacher, allowing them to work on their own or with other children
- Whole-group activity plans, say, storytelling or performing a small drama, based on which children can do different activities. (NCF 2005 90)

The curriculum at UG level tries to develop the receptive skills and unable to improve the productive skills. The textbook could not satisfy the student's needs for professional and corporate communication. There is no direct contact between the classroom experience and real life communication. Language used outside the classroom is not being taught within the four walls. The exam-oriented education will not yield desired results. "Schools and universities now need to develop spoken English skills, but the present curriculum, teaching methods, and exams are not set up to deliver this." (Graddol 14) At this point of time there is a need for task-based curriculum and useful textbook with the following qualities.

- Provides structure and syllabus for a programme, otherwise it is very difficult for the learners to master a syllabus that is systematically planned and developed.
- Standardizes instruction that helps the learners in different places receive similar content and take test in the same way.
- Exemplifies quality that exposes learners to such materials that have been tried and tested on sound learning principles
- Adds a variety of leaning resources that are often accompanied by workbooks, CDs, videos, CD-ROMs and comprehensive teaching guides that provide rich and varied resources for both teachers and learners.
- Saves teacher's time and provides information in a well-organized coherent framework

- Presents effective language models and input that supports teachers to generate accurate language input
- Trains teachers with the teacher's manual that facilitates initial teacher training
- Appeals to the eye and has high standard of design and production as it is a commercial book (Mohanraj 191)

*English for Employability*, the text book prepared by Prof. K. Purushotham is introduced by Kakatiya University, Warangal and Satavahana University, Karimnagar from 2014-15 academic year is suitable for the present day needs of UG students. It is properly planned according to the aims and objectives of TESL at UG level. The skills and sub-skills are consolidated throughout the textbook meticulously.

The teaching of English as a Second Language (ESL) has undergone a radical change - from teaching grammar to communication skills; from literature to language; from emphasis on accuracy (grammar) to fluency (communication); from teacher-centred to learner-based activities. (Purushotham v)

The title of the textbook is very apt and suitable as it tries to incorporate essential qualities which are needed for employment in the modern day society. At the same time it carries the qualities of a good textbook and tries to reflect the recommendations of NCF 2005. It has inspiring prose pieces about 10 entrepreneurs. They all inspire young learners to have confidence, competency and compass, which are essential qualities for the UG students to get the skills which are important in the present day market-driven society. The contents are very much relevant to the present context.

1. *Dabbawalas* of Mumbai who strive for perfection are symbol for effective managerial skills and punctuality.
2. Jyothi Reddy has been elevated to the position of CEO of KEYS software solutions, US from the life of a *coolie* in Hanamkonda of Warangal district.
3. Qamar Rahman has crossed all the barriers to become a popular scientist in the field of toxicology even after the marriage in the male-dominated society.

4. Patricia Narayan became the owner of a chain of restaurants who started her career selling cutlets, *samosas* and coffee at Marina Beach, Chennai battling against all the odds and ends.
5. Satya Nadella became the CEO of Microsoft from a middle class family of Hyderabad.
6. Chhavi Rajawat, a village Mayor of Soda from Rajasthan who dressed in Jeans and gave a lecture at a UN conference on poverty and requested the audience to give up their privileged life for one year to help her community in Rajasthan.
7. Rama Govindarajan did not choose regular occupations and found her way into an IIT and transformed herself into a scientist working in a reputed research institute.
8. Dhirubhai Ambani started out his life selling snacks on the road and rose to become an internationally recognized business tycoon.
9. Indra Nooyi believing in 5 Cs: competency, courage, confidence, communication skills and compass and became CEO of Pepsi Co. Managing a corporate family of over 300,000 employees from the life of a home maker.
10. Sudha Chandran, a woman who suffered a debilitating accident that left her physically handicapped instead of losing heart she became a successful dancer and actor.

The text book has four encouraging poems namely *Thinking* by Walter D Wintle, *When I Born, I Black* by Anonymous poet, *The Ladder of St Augustine* by H.W. Longfellow and *Success* by Bessie A Stanley which provide inspiration to the young learners to become successful in their life.

The reading material has been carefully chosen, with authors and poets who struggled to succeed and came from humble backgrounds being the main contributors. This has been done so that students from India who hail from rural and diverse social backgrounds can connect with the material and empathize with the author's issues.

(Purushotham v)

The format of each unit in the textbook has the following major sections like 'Reading', 'Corporate Communication', 'English for Competitive Examinations' and 'Speaking'. The first section 'Reading' has ten inspirational prose pieces and four inspiring poems. The 'sub skills' of reading like global comprehension, local comprehension, making predictions and guessing, understanding the plan of the text, guessing the meanings of unfamiliar words,

skimming, scanning, information transfer and discourse markers were discussed with relevant tasks. They are very useful to read and understand the required material. The second section 'Corporate Communication' includes the exercises like goal setting, time management, interview skills, personal appearance and facial expressions, confidence, teamwork, group discussions, presentations, interpersonal communication, problem solving, project proposals, convening official meetings and drawing up agendas, minutes and writing show cause notices help the learners to get employment in the corporate sector very easily.

The third section 'English for Competitive Examinations' has areas like incorporated synonyms, antonyms, analogies, syllogisms, one-word substitutes, phrasal verbs, idioms, commonly misspelt words, correction of errors in sentences, word order within sentences, sentence completion, paragraph cloze test and rearranging jumbled sentences in paragraphs which are very essential to get through the competitive examination and get employment in private, government or multinational companies. The fourth section 'Speaking' deals with areas like speech sounds and corresponding symbols of consonants, vowels, diphthongs and consonant clusters, word stress, mother tongue interference in English language learning, commonly mispronounced words, using dictionary to learn the corporate pronunciation of words, describing people, places and objects, reporting what other said, talking about future plans, asking and answering questions, talking about purpose, explaining and giving reasons, making comparisons, persuading and expressing certainty, probability and possibility. They help the learners to improve their oral communicative competence in their daily life as well as in the work place. Apart from the four sections the textbook has some important sections like glossary for the difficult words, questions for comprehension in objective and subjective type, listening activities with the help of a C.D. The exercises are also efficiently graded, clearly specified, carefully instructed, rightly consolidated and meticulously arranged across the book.

In conclusion, *English for Employability* has been designed by taking the need based material which is very much useful to the learners in day to day life situations. The content has the local colour as they are all picked up from the experiences of the students.

The aspect of 'local colour' in ESL material helps learners identify and connect with the content. This is known as a 'top down' approach, and in this sense, ESL education in India has changed dramatically. The structure and content of this textbook reflects that

change, as the book tries to offer students a holistic and pedagogically comprehensive course in English. (Purushotham v)

At present every employer is looking forward for the employee with employability and communication skills. The present textbook tries to nurture and promote the essential communicational and entrepreneur skills among the students to meet the global needs in corporate sector. It is not only useful to the UG students but also to the students who wish to develop their skills and make up their personality for employment. It is a student-friendly textbook which can be utilized on their own without the support of the lecturers. It does not undermine the indispensable role of the lecturer in delivering the goods. The creative teaching will always be an added advantage to the achievement of desired goals.

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## APPENDIX

BY K. PURUSHOTHAM, HYDERABAD: ORIENT BLACKSWAN, 2014

	<b>Selections</b>	<b>Reading: Sub-Skills</b>	<b>Corporate Communication</b>	<b>English for Competitive Examinations</b>	<b>Speaking</b>
1.	Six Sigma: Dabbawala	Global Comprehension	Goal setting	Synonyms	Speech Sounds and Corresponding Phonetic Symbols
2.	Yet I am Not Defeated: Jyothi Reddy	Local comprehension	Time management	Antonyms	Word stress
3.	Thinking?: Walter D Wintle			Analogies	Mother Tongue Interference in English language Learning
4.	Toxicology: Qaamar Rahman	Making predictions & guessing	Personal appearance and Facial expressions	Syllogism	Commonly Mispronounced Words
5.	An Entrepreneur by Accident: Patricia Narayan	Understandi ng the Plan of the text	Confidence building		Using the Dictionary to learn the correct Pronunciation
6.	When I born I Black		Teamwork		Describing People, Places and Objects
7.	Satya Nadella: CEO of Microsoft	Guessing the Meanings of Unfamiliar words			Reporting what Others Said

8.	Chhavi Rajawat: Village Mayor of Soda	Skimming & scanning	Presentations	Commonly Misspelt Words	Talking about Future Plans
9.	The Ladder of St Augustine: H.W. Longfellow		Interpersonal communication	Correction of errors in Sentences	Asking and Answering Questions
10	Fluid Mechanics: Rama Govindarajan	Skimming: exercises	Problem solving	Correction of errors in Sentences	Talking about Purpose
11	From Bhajhias to Reliance: Dhirubhai Ambani	Scanning: exercises	Project proposals : Practice Exercises	Word order within Sentences	Explaining and Giving Reasons
12	Success: Bessei A Stanelly		Convening official meetings and drawing up agendas	Sentence Completion	Making Comparisons
13	Rendezvous with Indra Nooyi: Nandan Nilekani		Minutes of meetings	Paragraph Cloze Tests	Persuading
14	Crossing Hurdles in Style: Sudha Chandran	Discourse markers	Writing show cause notices	Rearranging jumbled sentences in paragraphs	Expressing Certainty, Probability and Possibility

## Employability Skills for Engineering Graduates

Dr. Sunita Vijay Kumar

svkbhan@gmail.com

MVSR Engineering College, Hyderabad

### Abstract

Our professional education prepares us to face the challenges of our job. A common observation made by campus recruiters these days is that as students come out from schools, colleges and Universities they possess mostly bookish knowledge without much know how on the use of it, but when companies employ people, they look for usable knowledge, hence, when they join a company, they are not able to relate to the job or the industry. Our education is predominantly knowledge oriented, it is seen only as a potential, whereas, the needs of the day are skills which requires the ability to use knowledge and become employable. There is criticism leveled up on our education system that students mug up information and regurgitate it at exams, Whereas, in placements They may not be tested in their stipulated syllabus or their academic content but mostly on skills that test their knowledge such as, aptitude, personal interview process, HR, technical, face to face management interviews. It is observed that “A majority of students who graduate from professional institutions and engineering colleges are not “employable” (a recent survey by ‘Aspiring Minds’). In ‘India, the problem is that of employability and not that of unemployment’ (India Skills Report for 2014, Wheebox )

Key terms: ‘Hard’, ‘Soft’, ‘Life’ and ‘Language’ / ‘Communication skills’.

### Introduction

We are living in a society where they say that people form an impression about you in just fifteen seconds. One’s personality, manners, personal grooming, etiquette, and language are increasingly playing an important role these days in assessing individuals which in turn create opportunities for them. Our education in order to be successful should be able to cater to the increasing demand of skills, and the subject that aids it is English language in engineering curriculum. In the Indian scenario students are very adaptable and intelligent, yet when it comes to selections and personal interviews, they don't do well because they lack knowledge of expression, technical English, or even basic English language skills. Some of them come from a rural background where they can't explain in English.' Indian engineering graduates

grapple with English. A survey by some of the employment services companies shows that there is an urgent need for Employability skills in the curriculum.

- ‘97% of Indian engineers cannot speak English, which is one of the mandatory requirements for working in any software or IT firm.’
- ‘In fact, 67% of all engineers do not possess any English language skills (reading, speaking, comprehension), which are required for a high-end job in business consulting, software, IT and other knowledge economy jobs.’
- ‘61% of students possess grammar skills which is almost equal to a class 7<sup>th</sup> student’
- ‘Only 7.1% of students can speak English which is considered as meaningful, and presentable during an interview’
- ‘The major problem was witnessed with pronunciation, followed by fluency skills, grammar and sentence construction.’ (The National Spoken English Skills of Engineers Report’ & National Employability Report for Engineering Graduates’).
- ‘18.43% of all engineering graduates are eligible for a software engineer’s job in India’ (Aspiring Minds),
- ‘More than 25% engineers don’t possess English comprehension skills required to understand engineering school curriculum. (National Association of Software & Services Companies NASSCOM)
- ‘Only 57% engineers can write grammatically correct sentences in English.’
- ‘Less than 48% engineers understand moderately sophisticated words of English.’
- ‘More than half of all engineers (52%) would not be fluent in a majority of words that are used with regular frequency at the workplace.’
- ‘Not more than 30% of engineering students, who undergo stress and exhaustion while preparing for entrance exams, were not acquainted with the word ‘exhaust’.’
- ‘Around 50% engineers possess grammar skills that are not better than a Class VII student.’ (Aspiring Minds report).
- Less than one out of four engineering graduates are employable.
- Of the 1.2 lakh candidates surveyed across multiple states, 73.63% lack English speaking and comprehension skills

- ‘Though 18.33% of the engineers are employable, 18.09% actually get a job’ (National Employability Report, Engineering Graduates – 2014).
- Even IITs and NITs are not spared, when it comes to English language skills., “We get students from different backgrounds and regions, and they are mostly not comfortable with English. Quite a few students appear for the joint entrance examination in their mother tongue. It becomes very difficult for them to follow the curriculum.”( Gautam Biswas, Director, IIT Guwahati )
- "The low employability among engineering graduates is a cumulative outcome of poor education standards and higher demand of skilled employees, creating a drastic skill gap in the country,
- 71.23% lack soft and cognitive skills
- 60% lack domain skills,
- 57.96% have poor analytical and quantitative skills.” (Aspiring Minds, 2014)
- Only 10% per cent of MBA graduates and 17 per cent of engineering graduates in the country are employable. (Wheebox).

It is notable from the figures that there are various agencies across the countries that train our graduates under skill development programmes, and yet the results are not impressive. Corporate houses complain they do not get workers of their choice, with adequate skills and competencies. Hence there is an urgent effort needed to produce readily- employable technical man power in the country

In the impart of employable skills the language teachers form a major resource, because Language education does not take place as a specific subject, it educates one in every sphere it also helps in shaping our overall behaviour, which involves talking, writing, shaping and moving, language becomes a medium for reflecting on our thought on learning and ways of improving it. Recruiters and HR managers around the world report that “candidates with English skills above the local average stand out from the crowd and garner 30-50 per cent higher salaries than similarly-qualified candidates without English skills.” English in education would bolster the command over all aspects of the language, making students more employable and make them, job-ready.

The skills that are much in need for success are called ‘Employability skills’ which consist of at least four sets of skills which are seen to be very crucial for success in any field. They are ‘Hard’, ‘Soft’, ‘Life’ and ‘Language’ / ‘Communication skills’.

Reports reveal that “corporate sector look for candidates ‘who have basic skills in order and don't need much training on being hired’. Hence, candidates with lower quality of skills in comparison to basic job requirements are left out in the entire process.” “The Indian engineering firms for instance increasingly require more analytical, adaptive, and creative engineers to upgrade the country’s infrastructure, to respond to climate change and compete for higher value-added IT-orders on the global market” (Blom and Saeki,2010).

We all know that skills are acquired with a lot of practice in a context. Communicating fluently and confidently in English is the most needed skill; It makes use of our hard as well as soft skills which are in demand as students have to apply what they learn in college to the workplace situation.

Hence communication skills or language skills and the skills that help them acquire them which are called life skills which are the utmost need of the hour.

Let’s have a look at the skills required by our students, the changes to be made in our curriculum and classroom practices.

### **Employability skills**

Some of the employability skills required of engineering graduates are:

1. Aptitude (English grammar like parts of speech, active voice, passive voice, comprehension paragraph Q&A, synonyms, antonyms, arithmetic, puzzles, data interpretation, data sufficiency, etc.)
2. Computer programming fundamentals and C language
3. The Project done by them during Engineering course
4. One or two core subjects from their base engineering subjects
5. Spoken English Skills
6. Written English Skills
7. Group Discussion skills

8. Questions on General Awareness
8. Questions on testing Attitude
9. Questions on testing Hardworking nature, Learnability, innovation
10. Questions on testing Confidence
11. Body Language
12. One or two favorite subjects out of all subjects
13. Answering such individualized questions such as –
  - a. Tell us about yourself,
  - b. why should we hire you,
  - c. hobbies,
  - d. strengths and weakness etc.
14. Resume writing skills,
15. Sample HR questions and how to answer them correctly.
16. Dress code
17. Various presentation skills.

### **Hard Skills**

Hard Skills are the set of skills that can be learned in school and from books which have a designated level of competency and a direct path as to how to excel with each hard skill. To be good at hard skills usually takes to be a smart person or **IQ** known as your left brain-the logical center. For example, the basic knowledge in Accounting, Engineering, Programming, Planning, Physics, Budgeting etc

### **Soft Skills**

Soft Skills are such skills that are not taught and yet have to be learnt they are much needed and are hard to get. Soft skills are universal, Soft Skills are needed even when you reach the top or retire, and to be good at soft skills usually takes Emotional Intelligence or 'EQ'. All successful people have Soft Skills in plenty. Education systems may give you minimum of Soft skills and most of hard skills, Whereas, the Industries or some jobs needs ,more of soft Skills and very less of hard skills like Communication, Presentation, Negotiation, Debating, Team work, Time management and Creativity. Although there are different sources that list out nearly sixty four soft skills needed by most of us, studies and research have shown the prominent ones to be seven

There are eight essential soft skills, they are,

- i) Communicative skills
- ii) Critical thinking and Problem Solving skills
- iii) Team work
- iv) Time Management
- v) Life-Long Learning & Information Management Skills
- vi) Leadership skills
- vii) Moral & Professional Ethics
- viii) Entrepreneurship skills

### **Life Skills**

Life skills training is an efficacious tool for empowering the youth to act responsibly, take initiative and take control. Life skills have been defined as “the ability for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life” (WHO). ‘Adaptive’ means that a person is flexible in approach and is able to adjust in different circumstances. ‘Positive behaviour’ implies that the person is optimistic even in adverse situations. There are Ten core Life Skills that are laid down by WHO, they are:

1. Self-awareness
2. Empathy
3. Critical thinking
4. Creative thinking
5. Decision making
6. Problem Solving
7. Effective communication
8. Interpersonal relationship
9. Coping with stress
10. Coping with emotion

### **Language Skills**

When we learn a language, there are four skills that we need for complete communication. These are called the four "language skills": ‘Listening’, ‘Speaking’, ‘Reading,’ ‘Writing’. Language Skills are structured, sequential, and multisensory.

Language Skills include:

- “Phonological Awareness, with an emphasis on phonemic awareness accent neutralization that is reduction of mother tongue influence on the English we speak, is the most important feature. As sometimes the influence is so great that it makes our speech as unintelligible,
- Reading Practices at the Word and Text Level, designed to develop accuracy and fluency
- Syllable Division, Morphology as well as vocabulary expansion
- Spelling and legible Handwriting
- Comprehension and Composition
- Oral Language Development.
- the effective use of language i.e. pragmatics. Which is demonstrated in usage of a language”

**Commonly used descriptions for language proficiency goes about in six levels:**

s.no	Level	Stage	Skills that he / she should be able to do
1	Native	Mastery	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
2	Near native / fluent speaker	Effective Operational Proficiency	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

3	Excellent command / highly proficient in spoken and written English	Vantage	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
4	Very good command	Threshold	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
5	Good command/ good working knowledge	Waystage	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
6	Basic communication skills / working knowledge	Breakthrough	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as

			where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
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The table describes what a learner should be able to do in listening, speaking, reading and writing at six levels of language proficiency as follows (adapted from Common European Framework of Reference for Languages)

As we observe the table the sixth level that is native proficiency though desirable is very difficult to attain a student would be able to attain, from the third level of proficiency onwards employability chances are accentuated. The following measures could be initiated to help students attain the required level of proficiency which calls for redesign of the present curricula, improving teaching-learning methods and resourcefulness of teachers in salvaging the situation. There are existing conditions, difficulties, constraints and challenges that hinder proper execution of imparting employability skills. An urgent change has to be brought about and the present methods under practice should be reviewed with regard to

- a) Govt. Policies
- b) AICTE/University/College Guidelines
- c) Established curriculum,
- d) Existing Resources, Infrastructure,
- e) Student abilities &, capabilities,
- f) Appointment of qualified teachers,
- g) Assigned number of teaching hours per faculty,
- i) Inclusion of impart of employability skills, industry skills & life skills in the curriculum

### **Classroom methods and Strategies**

Employability can be attributed to the differences in English scores as well as small but existent difference in performance in other domain skills, this can be well brought about by making a few changes in the teaching practices by incorporating more ‘Experiential learning’, having more of ‘Class discussions’ and ‘Brainstorming’ from guided practice to ‘Role plays’, Debates, Decision mapping or problem trees Educational games and simulations, Incorporating technology with lively Audio and visual activities.

Language instruction must involve Connecting learning to prior knowledge “Reading texts that match learner interests and English proficiency provide learners with comprehensible language input--a chance to learn new vocabulary in context and to see the syntax of the language” Lastly, by integrating other disciplines into the lesson that will make the content more significant to the learners and will create higher order thinking skills across the areas” (Rabideau, 1993), By integrating language into other contents, it focuses not only on learning a second language, but using that language as a medium to learn mathematics, science, or other academic subjects”.( Reilly Tarey, 1988). When language and content areas are integrated students become aware “that English is not just an object of academic interest nor merely a key to passing an examination; instead, English becomes a real means of interaction and sharing among people”. Therefore, students will be able to communicate successfully in their daily lives.

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## The Marginal or Subalterns Voice of Postcolonial Writer Mahasweta Devi

Swati Srivastava<sup>1</sup>, Avneesh Kumar Singh<sup>2</sup>  
swatiavneesh@gmail.com<sup>1</sup>, aksphy@gmail.com<sup>2</sup>  
Department of Applied Science and Humanities  
Ambalika Institute of Management and Technology, Lucknow

### ABSTRACT

It is an endeavour to apply the principles of psycho-feminist theory to encapsulate a woman's psycho-physical metamorphosis in male-dominated society. A more recent concern in Devi's writing is the condition of India's indigenous people and of other economically marginalized people. Her narratives document the tribal communities' struggle to overcome the oppression and violence wrought by high-caste landlords, money-lenders, and corrupt government officials. Through her writings translated into several Indian and foreign languages she has championed the cause of the denotified tribes of India. Her works portray women as victims of the politics of gender, class and caste played at various levels of social relationships. Her works are a study in brutality and degradation wrought on women for centuries. It is the physical, emotional, psychological rape that forces woman to strip the cloak of chastity, obedience and meekness off her, transforming this act of disrobing into a symbol of female power.

*Keywords: marginalized, oppression, social, sub categories, ultimately, Martyr.*

### Introduction

English Education was introduced to India in 1835 by Thomas Babington Macaulay's since then it is regarded as a medium of instruction in schools and colleges. The establishment of English education in India had affected women who break down the conservative norms of society and restraint her self- confident and development. Especially in the case of women writers who linked to literary traditions of the West, and to reach the readers in India as well as West. Women feel writing a medium of self expression, to raise a voice against the

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<sup>1</sup> Corresponding author <sup>1</sup> [swatiavneesh@gmail.com](mailto:swatiavneesh@gmail.com)  
HNo. 548/V-111, Vikram Nagar, Manak Nagar, Lucknow, India, 226011

injustice and inequality done to them by the society. Moreover, to change the views of society, in order to change the women's situation.

In the nineteenth Century when British men introduced English Language in India, Bengal was the first city where schools and colleges were set up. Girls started schools, and in the 1880s, Indian women started to graduate from universities. Still a larger number of girls were deprived of school education as they were learning domestic works to be a good homemaker. Moreover, girl education was meant only for privileged class. Gradually a large number of women have arrived on the literary scenes, to manifest the real situation of women to the world. The work of Indian women writers contribute a lot in making the society aware of the women's suffering, experiences, needs and demands for self expression and assertion.

Authors like Mahasweta Devi (1926 - ) picked up her pen not only to raise women emotions and situations. Her works are based on historical, social and political themes, like poverty, hunger, debt and unemployment in India. Her writings rebel against oppression and injustice, protect for the liberation of the most down trodden sections of the society. She also represents the cotemporary status of Indian tribe. Her writing deals with tribal life, she uses literature as an instrument of political and social justice with aesthetic appeal. She mainly depicts the lives of subaltern group in the Bengal, Bihar and Orissa. She consider as a writer of international stature and her translations of her literary works have been read as postcolonial studies. Devi comments on her role as writer:

I think a creative writer should have a social conscience. I have a duty towards society. Yet I don't really know why I do these things. The sense of duty is an obsession. I must remain accountable to myself (Panja 1).

As for her age, Devi was extraordinarily brave and independent. She married a scriptwriter who was a member of the communist party against her parents' will. After India became independent, communists were on the carpet. Members of the party were persecuted. Devi's husband couldn't find a job. In order to support her family, Devi was selling dye powders, teaching in a school. Later, she even became a high official. However, when someone found the works of Marx, Engels and Lenin in her desk, she was accused of promoting communism and immediately expelled from her work. After the incident, she started writing. Her first major work was 'Jhansir Rani' (The Queen of Jhansi) – a story based on the biography of an Indian princess who led a rebellion against the British in 1857.

Devi divorced her husband and left him with their 14-year-old son. She suffered from severe depression and survived a suicide attempt, which made her stronger. She wrote more: novels, short stories, plays, fairy tales for children. She also adopted folk tales. At the same time, she taught English in a school for refugees from Bangladesh, former Indian Bengal.

A turning point came in 1965, when Devi went to Palam in the Indian state of Bihar. While being there, she discovered the world she hadn't known before – without roads, education, healthcare and chance for development. It was the world of tribal population and lowest caste in India – 80 million people, approximately 17 percent of India's whole population. Since then Devi wrote about the things she saw: about slavery work, exile of indigenous tribes from their land caused by greedy landowners, about the lack of access to water, healthcare and infrastructure.

The main theme of her works became the main theme of her life. She abandoned her post as a lecturer of English literature and found employment in a Bengalese newspaper, Jugantar, as a wandering reporter in the region inhabited by indigenous tribes. She wandered from village to village, collected stories and legends. In her reports, she depicted police misconduct, incompetence of the authorities, mistakes and scams during the implementation of governmental assistance programs. She wrote about the exploitation of farmers and miners, the harm of the unemployed and those without land, environment degradation and the need to protect indigenous languages and cultures.

Mahasweta Devi became an advocate of the unprivileged in the whole India. As she claims herself, she lives among 'her own people.' They call her Didi – the older sister. Her home in Calcutta became the place of pilgrimages of the poor and people in need from all over India. Mahasweta listens to them, gives advice, consoles them and incessantly writes: articles to various newspapers, letters to the court and complaints to police.

In 1986, she created pan Indian Ancient Tribes Union. She is a one-woman institution, but seems to be alone in her struggle for a just cause. She claims she does all of this out of a sense of duty and for propitiation. She argues that her work is a form of redress for thousands of years of exploitation of indigenous tribes in India. She confutes allegations that she portrays Indian poverty too bluntly arguing that the shock of the middle class is caused not by her portrayals, but by their ignorance.

My India still lives behind a curtain of darkness, a curtain that separates the mainstream society from poor and the deprived. But then why my India alone? as the century comes to an end, it is important that we all make an attempt to tear the curtain of darkness, see the reality that lies beyond and see our own true faces in the process.’  
(Mahasweta Devi, Ramon Magsaysay award acceptance speech, 1997)

Mahasweta Devi (1926 - ) an extraordinary woman who has written, worked and fought for the marginalized tirelessly for the past six decades. She is a strange mix of an activist and a writer who has carried both duties fiercely all her life. Away from the spot light, she keeps working for the welfare and betterment of those whom the media and the mainstream conveniently keep forgetting. Her writing is disturbing because it shows the reader her or his own true face.

Devi is a reputed Indian writer who was born in the year 1926 into a middle class Bengali family at Dacca, which is located in present day Bangladesh. She received her education from the prestigious Shantiniketan set up by great Indian philosopher and thinker, Rabindranath Tagore that went on to become a part of the Visva Bharti University later on. Mahasweta Devi graduated from the University of Calcutta and this was followed by an MA degree in English from the Visva Bharti University.

Mahasweta Devi started writing at a young age, and contributed short stories to various literary magazines. Her first novel, *Nati*, was published in 1957 among her masterpieces are *Hazaar Chaurasi Ki Maa*, *Rudali*, *Bioscoper Baksho*, and *Chatti Munda O Tar Tir*. She writes about the lives of ordinary men and women, particularly Adivasi (tribal) people like the Santhals, Lodhas, Shabars and Mundas, and other topics of social and political relevance. *Hazaar Chaurasi ki Maa* has recently been filmed.

Devi is one of India's foremost writers. Her powerful fiction has won her recognition in the form of the Sahitya Akademi (1979), for her novel *Aranyer Adhikar*; Jnanpith (1996) which is India's highest literary award, from the Bharatiya Jnanpith and Ramon Magsaysay (1996) awards, for Journalism, Literature and the Creative Communication Arts amongst several other literary honours. She was also awarded the Padma Vibhushan (2006) which is the second highest civilian award from the Government of India. The Honoris Causa (1999) from the Indira Gandhi National Open University. The title of Officier del Ordre Des Arts Et

Des Lettres (2003) and the Nonino Prize (2005) for her activist work among dispossessed tribal communities.

Through her writing she raises awareness against social injustice, discrimination and poverty, especially against tribal and indigenous people in India. As a leading Bengali fiction writer and an eminent social activist, she champions the cause of the 25 million tribal people in India, who belong to approximately 150 different tribes. Her writing reflects the ugliness, squalor and misery in the lives of the tribal people and indicts Indian society for the indignity it heaps on its most oppressed constituents.

Devi became deeply involved in welfare of the tribal communities from early in life, and worked extensively in this area since then. Her pioneering work with the Sabars, a denotified tribal community in the Purulia district of West Bengal, earned her the name “The Mother of the Sabars”. During the course of a long and illustrious career as a social worker in tribal welfare, she was closely associated with the West Bengal Oraon Welfare Society and the All Indian Vandhua Liberation Morcha and was the founding member of Aboriginal United Association. She has also edited a tribal magazine, *Bartika*, since 1980. Devi was recognized for her life-time contributions in both literature and social work,

Mahasweta Devi is firmly rooted in the ground reality, in the solidity of facts. Detailed documentation goes into the making of the narrative. What redeems her ideological biases is this anchoring in facts, empirical and material truths of life. She does not take a tangential view of reality for as a hard-core realist, she believes fiction must stem from actual, historical facts. Authenticity of fiction is the first condition for its effective application for activist purposes. Mahasweta Devi’s fiction begins with a fact – profile of either an area or a character or a local practice, before it snowballs into a gripping story. In *Agnigarbha* for instance, the corpse of Santhal farmer quite metaphorically begins to simmer with fire threatening the very survival of feudalism.

The Subaltern cannot speak. There is no virtue in global laundry lists with ‘woman’ as a pious item. Representation has not withered away. The female intellectual as intellectual has a circumscribed task which she must not disown with a flourish. (Gayatri Spivak 1988)

Devi writing largely deals with subaltern characters located in rural and tribal areas. It depicts the plight of women as wives, sisters and daughters of bonded labourers, women who work as bonded labourers and bonded prostitutes. She travels to remote tribal regions of India, gets

an experiential understanding of the harsh living realities of the indigenous masses, forms and leads a number of grassroots organizations to fight against oppression and to root for justice, writes journalistic reports on exploitation and expropriation, deprivation and degradation, edits journals carrying subaltern voices and translates the issues and the people she is concerned about into the narratives and characters of her fiction. Saumitra Chakravorty, in "The Image of Woman in Mahasweta Devi's Novels" (Chakravorty 15), for example, while discussing the representation of women in Mahasweta's fiction yields to androgenous reading praxis thus:

Mahasweta Devi's women are black, barbaric and beautiful- monolithic, with the primeval purity of the black stone and red soil, they spring out. There is a naked exteriority in this feminine struggle in so far as there is no separation between class consciousness and gender consciousness. These women symbolize power, abundance and motherhood. They are Durga, the divine avenger and Annapurna, the fertile mother-goddess at one . . . Mahasweta Devi's women emerge as sources of simple strength and indomitable rural courage to their men (Harveen 127).

Mahasweta Devi is an important voice inhabiting the literary space in India. Mahasweta's texts had been introduced to the English literary world by Gayatri Chakravorty Spivak's translations and readings of her stories. Since Spivak's pronouncements on her, Mahasweta's works have spawned a virtual translation explosion whereby the majority of her literary production is being translated into English. However, the few critical studies, so far available on Mahasweta's works are in the form of random critical essays/ research papers, book reviews and an odd book-length study on her plays. In response to the question, "What would you like to do for the rest of your life?" in a 1998 interview, Mahashweta Devi replied, "Fight for the tribals, downtrodden, underprivileged and write creatively if and when I find the time".

The fact of marginalization has always been a social problem; today it has become a social reality, which cannot be denied. Since the very existence of human beings on earth, man has ever been yearning for power and sovereignty. Initially, man's desire was a need, a compulsion for his own survival. Gradually, the urge to overpower all aloud him, become his obsession. This obsession is largely practiced in marginalizing women in tribal society. The ground of marginalization can be divided into sub categories according to their nature. In the stream of marginalization, women are in worse situation. They are marginalized on the basis

of unspoken and unwritten laws of the man constructed society. South Asian descent belonging to different generations, make it possible for the voices of these marginal characters or Subalterns to be heard while exploring works of Devi.

In story after story she unfolds subaltern anxieties, especially that of the subaltern women within the sociopolitical domain of the nation, mainly in terms of Principal-Subaltern tension. She explores the impact of hegemonic intrusion of the mainstream into the mental and physical 'geography' of the margins. Her stories emerge as a sensitive delineation of circumscribing gaze of the patriarchy of every hue, so as to unveil not only the cultural texture of female embodiment but also to weave in her narratives, a blueprint for repositioning and thus empowering the female within the masculist nation space. Though through 'Dhouli' and 'Dopdi', she suggests a blueprint for the activist re-appropriation of the female body, yet instead of romanticising this as unequivocal blueprint of empowerment, she conscientiously foregrounds the adhocism inherent in such endeavours and the toll these take on woman's emotional and physical body.

'Draupadi' is one of the three short stories included in the collection *Agnigarbha* (Womb of Fire) published in 1978 and set against the Naxalite activities of 1967-72. 'Draupadi' (1987), captures the experiences of a subaltern woman within the context of the historical juncture. The central character Draupadi or Dopdi, as she is often referred to in the text, is involved in a social movement the Naxalite movement in India. While Dopdi is presented as a strong woman from the outset, it is at the very moment that she should become the silenced victim. Dopdi, an active worker of the Naxalbari movement is hunted down and raped in a bid to subjugate insurgent groups.

*Dhowli, Shanichari and Chinta* are from *Outcast Four Stories* (2002) presents the story of three tribal women, who suffered not only due to menfolk but also ill treated by people of the same clan. These women are outcast in many ways, they do not have their own identity as they are outcast, they are treated as the clay doll of society and their positions are subverted due to the social ignorance and rigid norms of the society.

In 'Dhowli' a widowed Dhowli risks starvation to escape being her brother-in-law's mistress only to fall into the same trap with a wealthy Brahmin landlord's son. Dhowli's sexual exploitation and other atrocities meted out to her are a consequence of the pitiable socio

economic condition that is characteristic of the life of a subaltern female. They called a Panchayat to declare their order:

Dhouli cannot practise prostitution in this village. She can go to some town, to Ranchi, and do her whoring there. If not, her house will be set on fire and mother, daughter, child will be burned to death. Such sinful activities cannot continue in the heart of this village. This village still has Brahmans living in it (31).

‘Shanichari’ depicts the story of a young tribal girl Shanichari by the story name. She was sold to the brick lane owner, where she faces economic, mental and sexual exploitation and that leads to pregnancy. She was taken as sex slave, have to work seven days a week and earn money, which was never given to her. As Devi says,

At the end of the day, when you’re too tired to keep your eyes open, the head mastaan will call out your name in the daily auction. Today you go to him, tomorrow the driver, the day after the munshi (51)

‘Chinta’ reveals the sufferings and sadness of a widow. Chinta was widowed at an early age. She was promised of marriage by her lover, who left her after the birth of two children. She was forced to work as maid in other houses to earn her livelihood. She could not go back to her village as she was an outcast, who ran away with her lover. When it was time to marry her son soon her relatives come to take responsibility but suggested to get rid of her daughters. Then they will organize the repentance rites. As Devi explains in her story,

Chinta had to now spend two hundred rupees as penance for having sinned. She had to feast the people of her village on rice and pithy. She also had to forsake her two daughters. Only if she passed all these tests would she be accepted back by her community (90).

Finally, she has to return to her village because now she has to get married of her only son by giving up her daughters, as these daughters have no legal father. Chinta’s relatives have done the most important task and an auspicious responsibility; they sold off the girls to the flesh trade. But who blames to be responsible for this job??? Yes, Chinta is responsible. As neighbors said,

What a sinner that woman is! She’s given away her daughters! To somebody near Jagubazar. What kind of a mother is she?! Chhi Chhi Chhi! (91).

‘Giribala’, ‘Ma from Dusk to Dawn’ and ‘Sindhubala’ from *In the Name of the Mother* (2011). ‘Giribala’ an average looking girl but had lovely eyes that made her appearance

striking. She lives in a village with her father, belongs from a low and poor class. Aulchand gave her father eighty rupees and a heifer as a custom to pay bride price in their community. Then after marriage left Giribala, at his father's place in order to rebuild his hut, which had been burned down. This story is an account of sufferings and problems which an Indian girl encountered after arrange marriage. Here a poor girl married for money, it reflects the attitude of man towards woman as a community. The girl has no right to choose their counterpart and consider wives a useless housekeeper.

'Imaginary Maps', the stories were originally written in Bengali. It depicts the ecological loss of the forests as base of life and complicity of local developers with the force of money. It portrayals rural India ecology is linked with bonded labour, where woman, indigenous people and forests have been control by money and feudal exploitations. Devi never depicts women as sole victim. Gayatri Chakravorty Spivak notes in "Woman in Difference":

There is always a space in the new nation that cannot share in the energy of (the colonization-decolonization) reversal. This space had no established agency of traffic within the culture of imperialism. Paradoxically, this space is also outside of organized labour, below the attempted reversal of capital logic. Conventionally, this space is describes as the habitat of the sub proletariat or the subaltern. Mahasweta's fiction focuses on it as the space of the displacement of the colonization-decolonization reversal. This is the space that can become, for her, a representation of decolonization as such. (78)

Another short story 'Douloti the Bountiful' (1990) is an eye opener on the abject poverty in which the Indian tribal population lives and, also, on the terrifying fate that waits those who attempt to escape their pathetic circumstances. Douloti, daughter of a deceased bonded slave, is tricked by a wealthy upper-caste man's promise of marriage. She is sold into prostitution. As prostitute, her body is turned into a "gleaming orifice". It is transformed into an object that is valued through being "consumed at the will of the user" ("Ethical Encounters" 153). After being sexually exploited by several men Douloti is infected with a venereal disease. Her attempts to get treatment for her illness are thwarted by the hospital officials who ask her to seek medication at another faraway hospital. However, she decides to walk back home and dies on her way. Her corpse is found sprawling in the courtyard of a school where the teacher has inscribed a large map of India in celebration of Independence Day. Mohan, the tutor, wants his students

to imbibe the lesson of nationalism. Instead they discover Douloti's corpse lying on the map. The story ends with Devi's statement that "Douloti is all over India" (*Imaginary Maps* 160). Spivak says that the persistent agendas of nationalisms and sexuality are encrypted in the "superexploitation" of Douloti's gendered body. A villager provides his age details in 'Douloti the Bountiful':

You'll write my age? write, write may be ten, may be twenty, eh ? What, I have grandchildren; I can't have so few years? How old are people when they have grandchildren? Fifty, sixty? No, no, how can I be sixty? I have heard that our brave master is fifty? I am Ghasi by caste, and poor. How can I have more age than he? The master has more land, more money, everything more than me. How can he have less age? No sir, write ten or twenty. (31)

'The Hunt' (1993) also dwells on the theme of sexual harassment. Devi focusses on violence that is often employed to subdue and control women. Here a tribal woman falls prey to a rich man's lascivious desires. But Mary the semi-subaltern protagonist puts a stop to his sexual advances by resorting to violence. She murders the offender with her machete. This turning point in Mary's life comes on the night of a tribal spring festival when after a period of thirteen years gender roles are momentarily reversed as women assume the role of hunters and men that of clowns. By assuming the role of a hunter as per the ritual, Mary gains courage and eliminates the threat looming over her, thereby averting her own destruction. 'The Hunt' shows Mary's revenge against sexual patriarchy. Devi's stories thus highlight the dismal conditions in which the subaltern women are forced to live where they continually bear degradation at personal, socio-economic and political levels. However, her work also highlights the fact that it is primarily woman herself who can transform herself from a victim to a subject who follows the courage of her convictions and brings about a metamorphosis in her life.

In 'Pterodactyl, Puran Sahay and Pirtha'(1995) Devi portrayals that tribal people consider land as their mother. Therefore, dislocation reflects loss of self, the origins of the tribal Nagesias of Pirtha in the very same roots from where originated the hallowed Indian civilization and its divinity:

The characteristics of the Indian Austric are medium height, black skin, longish heads, slightly flat noses but otherwise sharp features . . . Krishna was dark, so was Rama. If you are very dark then you are black, if slightly dark, dusky. The Austrics laid the foundations of Indian civilization. They cultivated rice, raised vegetables, and made sugar from sugarcane. One of the branches of their language is Mon-Khmer, and is alive in khasi and Nicobari tribal tongues. Again the munda branch has many

divisions, and into these language groups fall sixteen aboriginal tribes. These Nagesia tribals are also among them. When did they cultivate rice, grow vegetables, make sugar from sugarcane? Why are the descendants of the 'bedrock of the people', whose forbearers laid the foundations of the civilization of India, why are they sounding their signal in such desperation? (114-115)

In her story, 'The Breast Giver,' from her collection of short stories called, "Breast Stories" (1997) Mahasweta Devi outlines women's identity as body, worker and object. In a tale of a Bengali wet-nurse, Devi shows female protagonist, Jashoda, living in a 1960's India as she is compelled to take up professional motherhood when her Brahman husband loses both his feet. With her only ability held in her always full breasts and her desperate economic destitution she is swiftly utilized and praised for her expert weaning of wealthy offspring, which she does for 25 years, before losing her usefulness and consequentially dying from breast cancer.

Jashoda's only usefulness in the male dominated cultural setting is her maternal plenitude, her duty of raising children out of an imaginary order as she dives into the symbolic law of the father. This usefulness is the responsibility of all mothers of patriarchy. As she extends her task to countless children, other than her own, Jashoda becomes 'Martyr' a role that suggests both significance and sub-ordination, and even worship, while she simultaneously secures her never ending lack of milk and nourishment. Devi writes;

Jashoda is fully an Indian Woman whose unreasonable, unreasoning, and unintelligent devotion to her husband and love for her children, whose unnatural renunciation and forgiveness, have been kept alive in the popular consciousness by all Indian women from Sati-Savitri-Sita through Nirupa Roy and Chand Osmani.' (47)

The short story 'Breast-Giver' highlights the commoditization of the breast which is considered to be the emblem of Motherhood as an object which vacillates between notions of filial piety and gendered violence. Here the wet nurse Jashoda's fertile maternal body with its milk-laden bosom becomes the root cause for her suffering in isolation and her consequent demise. As the title suggests, *Breast Stories* is a trilogy of short stories; it has been translated and analyzed by Gayatri Chakraborty Spivak and, in Spivak's view, the 'breast' of a woman in the story becomes the instrument of a vicious denunciation of patriarchy.

Mother of 1084 (orig. Hajar Chaurasi Maa) (1997), is a story of Sujata's multiple oppressions within a stifling, familial, patriarchal and feudal order. However, it could also be read as a story of how Sujata moves out of her cocoon of social respectability and civilized façade,

only to discover the little known, primitive, underground world of the Naxalites or that of her son, about whom she knew very little while he was alive. Going beyond, it's also a story of how an apolitical mother, ultimately pushed over the threshold, is compelled to recognize the basic human need to formulate or re-formulate her moral, political or ideological position in a crass narcissistic, utterly commercial world of bhadrals such as Chatterjees. If it's any indication of what Mahasweta actually wanted to communicate, I'd like to believe, her position is unambiguously clear. It's only in the process of formulating or defining one's moral, political, ideological position that an individual could possibly hope to heal several inflictions of oppression, or prepare himself or herself to fight the mechanics of oppression at personal or collective level, thus paving the way for self-liberation.

Speaking about the plight and depravity of the tribals in an interview with Gayatri Spivak, Mahasweta Devi says:

India makes progress, produces steel, the tribals give up their land, and receive nothing. They are suffering spectators of the India that is travelling towards the twenty first century.... Although they fought bravely against the British, they have not been treated as part of India's freedom struggle (Imaginary Maps:iii).

Mahasweta Devi discusses how tribal was rendered invisible in the nationalist discourse by completely erasing the various tribal rebellions from the history of resistance. Her writings call for re-examination of the tribal with a fresh insight which can lead to better understanding of their socio-political standpoint.

Devi's play *Byen* (1998) presents a horrible plight of subaltern women. She examines the issues of subalternity that have been misinterpreted. Chandidasi Gangadasi, the main protagonist is separated from her husband and son when she is accused of being a Bayen, a woman who breastfeeds dead children and has the ability to curse others. The villagers are afraid to kill a Bayen, and instead imprison her in a small hut by the railroad tracks. The play demonstrates the transformation of a working class woman into a public scapegoat, and ultimately, a subaltern woman with no bodily or social agency. Chandidasi is labeled as a Bayen after several village children die of disease. Since she works in a burial ground and is, at the time, lactating, Chandidasi is singled out as a Bayen by the community. The play demonstrates the way that her subaltern status is constructed by the society around her (Devi 1998: 75-91). The need for a scapegoat combined with inherent gender bias supports the transformation of Chandidasi into a subaltern. She is forced to accept the constraints and restrictions of this condition because of fear of violent reprisal from the community, all of

who collectively have control over her life. Her subaltern status denies her access to her child, and thus, her inability to fulfil the role of mother further preserves her position as a subaltern. It is only after her death at the end of the play, when Bhagirath, her son publicly decries her treatment that the villagers are willing to accept that she is not a Bayen. This affirmation of her motherhood posthumously removes her status of Bayen, but of course, at this point it is too late to have any significance. Despite the fact that she is dead, this reaffirms that the denial of Chandidasi's motherhood is fundamental to the construction of her subaltern status. The fact that the contemptuous gaze of her community spurred her banishment is suggestive of the panoptic enforcement of subalternity.

'Vanaja' (1998) portrays a working class girl who is employed as a servant in the home of a wealthy landowner, Rama Devi. Vanaja wishes for Rama Devi, who was once a famous Kuchipudi dancer, to teach her dance, and she slowly gains notoriety in the village for her performances. This idyllic quest for fame is shattered upon the arrival of Rama Devi's son, Shekhar, who destroys Vanaja's attempt to transcend her low social role. When money is being distributed to the servants of the house, Vanaja publicly corrects Shekhar's calculations, humiliating him in front of the house staff. From this point on, Shekhar torments her and threatens to have her expelled from the house. This culminates in Shekhar raping Vanaja in a fit of rage. Until this point, she has rejected his attempts to socially dominate her, and finally, he physically forces these expectations upon her body. In this case, not only is sexual violence a horrific act of cruelty, but also it enforces Shekhar's dominant social position, and thus reinforces Vanaja's position as a subaltern. Since her behavior was seen as transcending her social class, she is forcibly subordinated through violence against her body. After the rape, Radhamma, an elderly servant in the house helps her recover physically, and implies that she has faced similar abuses, which demonstrates that sexual violence is regularly applied against women of their social class. Sexual violence becomes a means of enforcing social expectations of class upon the female body, and both Vanaja and Radhamma are subject to these actions in response to their supposed transgressions of class.

Kamakshi, the protagonist of 'The Spinster' (1998) segment of *Naalu Pennungal*, is rejected for marriage in favor of her younger sister, which then brands her as unsuitable for marriage, as suitors assume that she must have some notable flaw if her younger sister has married before her. After her sister's marriage and her mother's death, Kamakshi is taken to live in her sister's home, and fulfils the role of a secondary caregiver for her two nieces. Throughout her stay, Kamakshi is viewed as a burden upon the family. Though she is aware

that is she is being viewed negatively, Kamakshi remains in the house because of her affection for her nieces, and she constantly states that she feels like they are her daughters. Eventually, as gossip spreads that Kamakshi's brother-in-law is keeping her as a second wife, Kamakshi's sister demands that he send her back to their ancestral home, where she will be forced to live alone. The film ends with Kamakshi solemnly accepting her fate, stating that she enjoys living alone. Though this segment is contextualized within Kerala, the film presents a critique of the societal reliance on the association between a woman's wifeliness and her social worth. Kamakshi's suitors automatically disregard her after she is passed over for marriage in favour of her sister, assuming that the fact that she is unmarried is linked to some inherent flaw. As Kamakshi remains unmarried, she is dehumanised and transformed into an object of social scorn. Her own sister rejects her after rumours spread about her, suggesting that the label of "spinster" transforms her into a burden and denies her the right to any familial connection. Even more troublesome is the assumption that an unmarried woman in her in-laws' home cannot fulfil any legitimate social role; Kamakshi's role as a caregiver to her nieces is ignored, in favor of the notion that she is acting as a concubine to her brother-in-law. Ultimately, Kamakshi's banishment to her ancestral home, where she will presumably carry out the rest of her life in solitude, is reminiscent of Devi's *Bayen*, as her subaltern status denies the right to social and familial interactions. Furthermore, the fact that the contemptuous gaze of her community spurred her banishment is suggestive of the panoptic enforcement of subalternity that Chandidasi is subject to. Kamakshi is denied any personal agency because she is not married, and she is thus restricted to an existence similar to that of a prisoner.

The story 'Dhouli' (2002) presents the sad plight of a Dusad (untouchable, lower caste) young widow who is seduced and impregnated by Misrilal, the son of a wealthy, upper-caste Brahman named Hanumanji Misra. Misrilal gets rid of the responsibility of the newborn child and its mother by marrying another woman belonging to his own caste and by settling in Ranchi, a distant Indian city. When Dhouli begins to sell her body in order to earn bread for her son and for herself, Misrilal returns and becomes instrumental in forcing her to leave her village and move to the city to become a prostitute.

Devi's second story, 'Shanichari,' (2002) an Oraon girl is marginalized like Dhouli in her own society for coming back with a diku's child in her womb. A middle aged woman, Gohuman, has sold Shanichari to a brick kiln owner in Barasat, West Bengal, where she faces economic and sexual exploitation leading to pregnancy. Subsequently, Shanichari is sent back to her native village, but only to face ostracism. Somewhat differently, however, in the story, 'The

Fairy tale of Rajabasha,' (2002) a self-imposed ostracism, not from her own society, but from the world, is the consequence of the love of Josmina for her husband Sarjom. Both of them are sold to a landowner in the far away Indian state of Punjab, where Josmina faces the same treatment as Shanichari, even though she eventually manages to come back home with the prospect of beginning life afresh. But this bright vision of hope turns out to be a hallucination, as she develops the symptoms of motherhood, a condition forced upon her by her master in Punjab. In the end, to save her beloved husband from being ostracized from his own community, Josmina commits suicide.

Devi first novel *Jhansir Rani* was published in 1956, based on the life of the Queen of Jhansi. The novel traces the history of 1857 uprising against growing resistance of the British. Her main concern of writing is on tribal people, she is also working for their welfare since an early age. Her novels present the true picture of past and present times. Her most read novel *Mother of No 1084* (1974) portrays the sufferings of tribal people or untouchable caste in the late seventies century. It also depicts the story of a mother whose son is killed for his nexus with Naxalities. It provides a documentation of Naxalite movement of the seventies.

Her novels *Sal Girar Dake* (*In the Name of Birthday*), *Aranyer Adhikar* (*Rights over the Forests*), and *Chotti Munda ebang Tar Tir* (*Chotti Munda and His Arrow*) deal with tribal history. *Aranyer Adhikar* (1979) deals with the Ulgulan of the Munda tribals, not much talked about in the history, which took place between 1895 and 1900 in the forest regions, South of Ranchi. Devi exposes the exploitation of the tribals and its effect on their lives. She tries to present a real picture of the movement. The novelist through a Munda narrator tells the history of his tribe to the young generation.

*Chotti Munda ebang Tar Tir* (1980). portays the live and tribal revolution of Chotti Munda the central character, against the moneylenders, landlords and local contractors who exploit the tribals. Devi's novels highlights on the tribal struggle for existence.

*Sal Girar Dake* (1984) set in eighteenth century. It depicts how the East India Company penetrates into the forest of Chotanagpur region in the 1750s. The Company opens post offices and railways in the tribal areas but destroy the forest. The two communities the Paharia and the Santals are united in their struggle against the Britishers. Though they were defeated yet they learned the importance's of unity.

Devi through her writings brings in front the problems and history of tribal peoples. She urge the readers to understands the conditions and suffering of these people and even used their dialects, proverbs and language for the better understanding of their situations. Her characters are not imaginary but she has personally met. Mahasweta Devi's creations had

been introduced to literary world through Gayatri Chakravorty Spivak's translations and readings of her stories. Gayatri Chakravorty Spivak one of the most influential theorist of U.S, her area of concern is Third world identity. She has been translating the works of Mahasweta Devi.

The marginalized tribes are, however, shown to be much more liberal and tolerant in their attitude towards women. The tribal woman is marginalized in more than one way as she lives in a constant fear of victimization. Devi does not romanticize the tribal woman rather her writings are so realistic that they shake each reader out of his slumber and ask for renewed understanding with regard to tribal identity and their rights.

The power of fiction, conceived as feminist historiography, as an analytical category that offers critical insights into the study of patriarchal power politics, and also various ways of resisting it. Deploying the potential of narrative, this category highlights the important role that women have always played in society, and also demonstrates the modes in which this importance has always been camouflaged.

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## **All You Want to Know about the Dictionary**

Monika Pradhan  
Utkal University  
Bhubaneswar, Odisha  
mnkpradhan38@gmail.com

Pramod Kumar Tiwari  
National Institute of Technology Goa, India  
tiwaripramod1107@gmail.com

### **ABSTRACT**

The article let us understand front-end and back-end of the dictionary, background of it which ordinary persons are generally unaware of. We may say that a dictionary is collection of words in one or more specific languages, often listed alphabetically, with usage information, definitions, etymologies, phonetics, pronunciations, and other information. We also get to know history of the Dictionary. Most importantly to get to know how new words are being included. Also about various types of dictionary with our special case of Oxford English Dictionary, how it is generated and to aware people how exactly new words are being included and necessity of the dictionary which is more than merely knowing the meaning of a word.

## 1. Introduction

All of us use dictionaries. The fattest and the heaviest book on every student's shelf, the dictionary is one of the essential items that everyone should possess. But this proximity of it has made it so common that only a few people have an idea of the complex ways that the dictionary has to move through in order to get its content and structure. Through this project I have attempted to understand that process. The various aspects related to the dictionary form the content of this project. Thus this project is a study of the dictionary.

My earlier assertion that people seldom or never have any idea regarding the production process of a dictionary was proved right when I discussed my project topic with one of my friends. The first questions raised were, "what will you write about the dictionary? What is there to know about it?" The facts that these questions were asked proves that people have little or no knowledge on the dictionary. An average student knows only the application of the product, not its origin and development. So, this project also intends to throw light on some of the factual details on the origin and development of the English language dictionary.

The importance of a dictionary in modern life is immense. Its functional relevance is further increased in semi-advanced and underdeveloped countries with perceptible growth of education. With advancement of mass literacy in the new millennium the referential value of dictionary will increase further among the newly literate people around the world. It is probably the only resource that can give us the best and most important information about words. The general conviction is that the information provided in a dictionary is accurate, authentic and reliable.

The art of writing a dictionary or the science of compiling a dictionary is known as Lexicography. The practitioners of the profession are known as Lexicographers. The practice of compiling a lexicon is a thoroughly complex process. A word may have varied states of characteristic features, all of which may not be needed to a lexicographer, since his work is mostly guided by the purpose of dictionary and the type of users. Words are presented in a dictionary such a way that they can be accessed in real life situations. For instance, whatever theoretical basis for enumerating different meanings of polysemous words is accepted, meanings are arranged and presented keeping in mind the practical utility of the dictionary for different users.

Its usefulness goes beyond the spellings, pronunciations and definition it lists; it is a companion for solving the problems that arise as a person develops his or her reading, writing and creative thinking abilities. Some people, who seem very witty and

intelligent in their writing, can surprise you with their limited vocabulary when they speak to you in person.

You simply cannot lag behind in this competitive world, to succeed; you have to be up-to-date with your word power because at the end of the day communication skills matters a lot. Sometimes it is the easy words that cause the most problems. A student looking up the word "*bunk beds*" will have to look up the two words separately. When the definition of "*bunk*" is added to the definition of "*beds*" there is no way that the student will be able to form the right picture in his mind of a real bunk bed.

If you get a good dictionary, you will be better than 90% of learners. A good dictionary will be *your guide*. It will teach you new words, how to pronounce them, and how to use them. It will help you understand texts. Successful learners use their dictionaries all the time: when reading books, at classes, when writing e-mail, when doing homework, when surfing the Web.

### **1.1. The need of a case study**

I have included a case study in this work as this project aims to throw light on the theoretical and practical aspects of compiling a dictionary. A case study will serve to enhance the understanding of these aspects. The case study has been done keeping in mind that it is only through a case study that an exposition on the complex procedure of making a dictionary can be attempted. The case study has been attempted on the Oxford English Dictionary.

### **1.2. WHY OED?**

The choice of the case study is the Oxford English Dictionary. It is the standard reference dictionary in English Language. The OED is compiled by a widely experienced editorial board, includes the highest number of words in terms of current and common usage and has explanations on a wide variety uses of the words. The authority of OED is accepted all over the world by scholars as well as laymen who make it the most appropriate choice for a case study. In fact, a project on dictionary that includes a case study will remain incomplete without a study of one of the world's most referred to dictionary.

## **2. Motivation**

Main motivation for selecting this topic is to aware people how exactly new words are being included and necessity of the dictionary which is more than merely knowing the meaning of a word.

Research has shown that the better your vocabulary, the better your chance succeeding in your studies. Using dictionaries is an excellent way of building your vocabulary and every student should own and use at least one good dictionary.

### **2.1. Why use a dictionary?**

Using a dictionary will help you

- Understand the learning material and your assignment questions. This is very important because if you misinterpret even one word in an assignment, you risk getting the answer wrong.
- Choose the most appropriate words so that your writing is clear, interesting and reads well.
- Use words correctly so that you say what you mean and your writing is easy to understand.
- Spell words correctly – incorrect spelling may be penalised in assignments, and it certainly gives a bad impression.
- Build your vocabulary - looking up a word not only helps you understand and use that word but the process of looking it up helps fix the word in your memory.

#### **If you're a lawyer**

Judges quote from the dictionary all the time. Many different dictionaries get cited. So when preparing a brief, make sure that you look up key terms and refer to their definition. If a key term has multiple meanings, then use a thesaurus to find the correct unambiguous term. A major part of legal research is sitting down in front of a search engine to find case law. Some of the user interfaces of major search tools for lawyers are difficult to use. If you don't use the exact words for the search, you will miss something or get too many documents. A good dictionary lets you check the spelling of words before you launch a search. And a thesaurus lets you find synonyms and other related words.

#### **If you're a teacher**

The dictionary means that the teacher is not forced to analyze each word to see whether each learner is familiar with the use of this word in this context. The ability to use a slightly more advanced vocabulary without risk reinforces this vocabulary for those who have seen it and allows others to rapidly acquire the vocabulary, giving them the confidence to take on more challenging texts. The value of this risk-free uncertainty certainly depends on the cultural importance of embarrassment for the learner. The active acquisition of vocabulary - by selecting a word - engages the student and reinforces the learning process more than a passive glossary. Further, by presenting several senses the process of selecting the correct one introduces the cognitive process of disambiguation that the reader having a larger vocabulary

needs to acquire. Out of all the possible meanings, the learner must pick the correct one, therefore moving from a lexical to a semantic understanding of the term within the text.

### **If you're a student**

Teachers will always prefer writing where you vary the vocabulary. What does this mean? It means that you should not use the same word too many times in a row. When you see you are about to use the same word again, look it up in the thesaurus. You can use some of the synonyms, or find more specific terms under "Examples" or other related terms if they fit the sentence. Start out your research on any paper with a dictionary. It will get you keywords, phrases, and synonyms that will help you formulate your searches using online databases and search engines. It is good to have a dictionary handy when you are reading a document.

### **If you're learning English**

A dictionary is a great companion to stretch a small vocabulary. When you come across a word you're not familiar with, a dictionary helps you by defining the word and giving you examples of its use in a sentence. If you hear the word rather than reading it you may not be sure how to spell it. While you are looking up the word, you have an opportunity to learn a number of related words. The word may have several meanings. The more you learn English, the greater the number of secondary meanings you want to look up. These are usually in order of how commonly the sense is used. The better your English, the more senses you want to become familiar with. This will avoid confusion in the future as you start reading more complex documents. It is also useful to look up synonyms while you are there. Looking up synonyms is a good way of confirming that you have actually understood the word. Are the synonyms listed by the dictionary interchangeable in a sentence with the word you are looking up? If not, you may have the wrong sense of the word. Another great tool for learning is "related terms". You can look up more general or more specific terms. Looking up more general terms is great for reading; it helps better understand the word but letting look at words that have slightly different meanings and understanding why they are not synonyms. Another way of using a dictionary is to translate a term into your language.

### **If you're learning another language**

An online dictionary is wonderful if you are learning a new language. If you don't know a language at all, then you have probably tried one of the many online translators; they take a page of foreign language that looks like complete gibberish and turn it into a page of English that is only mostly gibberish. If you know the rudiments of the language, then you are better off reading it yourself with only a little help from an online dictionary for the words you're not sure of.

### **When you're surfing web**

The web is a fine source of information, but first you have to ask it the right questions and then you have to understand the answer. The first step (and also several of the middle steps) in finding information on the web is to create a good query for a search engine. This means making sure that you are using the right word, that it is correctly spelled, and you may want to add synonyms to broaden the search. When the query comes back, you want to properly understand the web pages you see or send a follow-up query.

### **When someone uses a word you don't understand in a meeting**

What do you do when you are sitting in a meeting and someone uses a word you don't know? Be the first one to admit your ignorance and ask the speaker, or hope that the word isn't important and risk missing the entire point? If you have an internet-enabled mobile phone, or a Palm or Blackberry, you can use online dictionary anywhere, not just when you are sitting at a computer. It's very discreet if you want it to be, or you can look like you are studiously taking note of the important parts. Simply type it into your mobile device and you will get an instant definition. Even if your spelling is not quite right it should find it for you.

### **When you're writing**

A dictionary is an essential tool for writers. You have to make sure that words are spelled correctly. An automatic spell checker will find nothing wrong with a "two carat diamond ring" or other homonyms; you need a dictionary to make sure you are correctly spelling the *right* word. Editors will always tell you to vary your vocabulary. This means that you should not use the same word too many times in a row.

### **To avoid looking stupid**

Some people use fancy words to stifle open discussion, particularly in meetings. Or you may be new to a field and willing to learn, and for any word there's always a first time. Psychologists will tell you that one of the major motivators in life is to avoid looking stupid. If you actually are stupid, then no dictionary will help you. But if you're not, an online dictionary is a good way to quickly and discreetly bring yourself up to speed on the vocabulary that others are using.

## **2.2. How to choose a dictionary**

There are a number of different kinds of dictionaries depending on the word you're looking up and what you want to know about it. Choose from:

- Monolingual (one language), or explanatory dictionaries, e.g. English-English dictionaries.

- Bilingual (two languages) dictionaries, e.g. English - Māori / Māori - English.
- Specialized dictionaries, e.g. dictionaries for specific subjects (such as maths, biology, commerce, IT, etc.), technical terms, abbreviations, idioms, quotations, slang or jargon, etc.
- Thesauruses, i.e. dictionaries of synonyms (words with the same meaning) and antonyms (words with the opposite meaning).

For modern words and technical terms you'll need a dictionary that's not more than five years old. If you have an older dictionary, it can still be useful, but remember that the meanings of words change over time and new words are constantly being introduced - maybe use an online dictionary for new words. New Zealand uses British English in preference to American English so choose a dictionary that uses British rather than American English (e.g. 'colour' and 'lift' rather than 'color' and 'elevator'). All dictionaries are slightly different so it's worth spending a little time making sure you know how to use your dictionary.

### **2.3. How to use a Dictionary effectively**

A dictionary is a very important tool for anyone who is learning a new language. With a good dictionary you can do the following:

- look up the meaning of an English word you see or hear
- find the English translation of a word in your language
- check the spelling of a word
- check the plural of a noun or past tense of a verb
- find out other grammatical information about a word
- find the synonym or antonym of a word
- look up the collocations of a word
- check the part of speech of a word
- find out how to say a word
- find out about the register of a word
- find examples of the use of a word in natural language

To be a good dictionary user, however, it is not enough to know what to use the dictionary for. You must also decide which the best dictionary is for any of the purposes listed above. As well as this, you need to be able to find what you are looking for quickly; you need to be sure that you have found what you were looking for; and, most importantly, you need to know when to use your dictionary.

### **Knowing which dictionary to use**

Electronic dictionaries are the best choice for ESL students. Most of them contain native-language equivalents and explanations, as well as definitions and example sentences in English. They can speak the English word to you, and they are easy to carry around. However, they are expensive and easy to lose, so put your name on yours!

A cheaper possibility, if you are going to work at the computer, is to use an online dictionary. A very good one for ESL students is the Longman Dictionary of Contemporary English. Alternatively, if you open Google and type, for example, define: superstitious, you will get a long list of different definitions of *superstitious*.

A good monolingual dictionary is recommended for students who already have a high standard of English and want to learn about word use.

### **Finding words quickly**

This is a skill that you need to practice. Ask someone to write down 5 words and see how long it takes you to find them. Of course, you will need to know the English alphabet perfectly, so practice this too. Use the guide words at the top of each dictionary page; and keep practicing until you can find any word within 10 seconds. You should also practice finding words in your own language in your bilingual dictionary. If you use an electronic dictionary, take some time at home to learn how it works and, again, practice finding words quickly.

### **Finding the right meaning of an English word**

Very often when you look up a new English word, you find that it has more than one meaning. If you are not sure which one is correct, here's what you can do:

- First, check through all the meanings and find the one that makes most sense in the context where you found the word. (Very often, many of the different meanings are similar and this should be enough to give you a good idea what the word means.)
- Second, if you really want to make sure, think what the word is in your own language and look it up in a bilingual dictionary. If one of the English translations is the original word you looked up, then you can be satisfied that you have found the right meaning.

### **Finding the right spelling**

Another problem you may have is when you want to check your spelling but you can't find the word you're looking for. What can you do?

- If you are sure of the first few letters, just look down the page until you find the right spelling. (Again, it is helpful to check the meaning is the one you expect.)
- If you are not sure of the first few letters, try some other possibilities. You know for example that some words that start with an *-n* sound have *k* as their first letter; e.g. *knife, knight*. So if you can't find the word under *N*, try looking in the *K* pages.
- If you still can't find the word, think what it is in your language and look it up in your bilingual dictionary.

### **Finding the right English translation of a word in your language**

When you look up a word in your own language in a bilingual dictionary, you will probably find that there is more than one English translation. If you are not sure which to use, you could try a *back translation*. This means that you look up the English translations one by one in a monolingual dictionary. If a word has a definition that matches the word in your language, you are safe to use it.

### **Knowing when to use the dictionary**

If you look up every new word you see or hear, you will spend your whole day with the dictionary in your hand. That's no good! You have to be clever and choose the right words to check and the right time to do it. Try to follow the advice below and you will become a much more efficient language learner:

- When you find a new word while reading, finish the sentence (better: the paragraph). If you haven't guessed the meaning and it still seems important, then you can look it up. To avoid interrupting your reading for too long, you should find its meaning in your own language using a bilingual dictionary.
- When you hear a new word in class (or the teacher has written it on the board), wait and continue listening. What the teacher says next may help you to understand the word. If you look in your dictionary, you will not hear what comes next, and this will make understanding the lesson more and more difficult. If you think the word is very important, you could copy it from the board or write how you think it is spelled. Then later you could ask the teacher or another student what it means.

### **3. What actually a Dictionary is**

Dictionary, reference book that lists words in order—usually, for Western languages, alphabetical—and gives their meanings. In addition to its basic function of defining words, a dictionary may provide information about their pronunciation, grammatical forms and functions, etymologies, syntactic peculiarities, variant spellings, and antonyms. A dictionary may also provide quotations illustrating a word's use, and these may be dated to show the earliest known uses of the word in specified senses. The word *dictionary* comes from the Latin *dictio*, "the act of speaking," and *dictionarius*, "a collection of words. In Layman's Language a dictionary is nothing but a place where one gets almost all the words with their meanings, but to be fair a dictionary is certainly more than this.

According to Wikipedia a dictionary is collection of words in one or more specific languages, often listed alphabetically, with usage information, definitions, etymologies, phonetics, pronunciations, and other information.

According to dictionary.com, an online dictionary, it is a book, optical disc, mobile device, or a magnetic tape, a magnetic disk, etc even an online lexical resource containing a selection of the words of a language, giving information about their meanings, pronunciations, etymologies, inflected forms, derived forms, etc., expressed in either the same or another language; lexicon; glossary. Print dictionaries of various sizes, ranging from small pocket dictionaries to multivolume books, usually sort entries alphabetically, as does typical CD or DVD dictionary applications, allowing one to browse through the terms in sequence.

A dictionary is a reference book that focuses on defining words and phrases, including multiple meanings. The most frequently used type is a language dictionary that includes the majority of frequently used words in a language. These books are made for different types of users: scholars, office workers, schools, and second language learners.

According to *Nielsen* a dictionary may be regarded as a lexicographical product that is characterized by three significant features: (1) it has been prepared for one or more functions; (2) it contains data that have been selected for the purpose of fulfilling those functions; and (3) its lexicographic structures link and establish relationships between the data so that they can meet the needs of users and fulfill the functions of the dictionary.

There are other types of language reference books besides the Standard English dictionary. There are those for the different dialects of English, ones for other languages, and bilingual dictionaries that help users translate from one language to another. There are those of living languages and others of languages that are preserved only in fragments of ancient manuscript. Still others address specialized areas of language use, such as idioms or political slang.

Variations on this type of book provide some ingenious new types of reference works. Multi-function reference books may combine the properties of a dictionary and a thesaurus. Books that are organized thematically assist the user when he doesn't know exactly what word he wants. Misspelling dictionaries have entries for the common misspellings of words so that the user can find words even when he doesn't know how to spell them correctly.

The Oxford English Dictionary defines a dictionary as a "book dealing with the individual words of a language (or certain specified class of them) so as to set forth their orthography, pronunciation, signification and use, their synonyms, derivation and history, or at least some of these facts, for convenience of reference the words are arranged in some stated order, now in most languages, alphabetical, and in larger dictionaries the information given is illustrated by quotations from literature".

#### 4. History

The oldest dictionary was bilingual Sumerian–Akkadian dictionary discovered in Syria around 2300 BC. The earliest monolingual dictionary was a Chinese dictionary at 3<sup>rd</sup> century BC. Arabic dictionaries were compiled from 8<sup>th</sup> Century to 14<sup>th</sup> Century AD. The first Indian dictionary khaliq-e-bari was compiled by Amir Khusro in 1320 in Hindvi and Persian words. The first English dictionary John of Garland was invented in 1220.

The history of how English Dictionaries came into being is like reading an adventure story. The hero (or editor) seemed in constant battle with those in authority until, in the end, a volume is produced. It is worth noting as well that English Dictionaries have never been produced by the British Government, official body or learned committee. It was always left to enthusiastic eccentrics. The first purely English alphabetical dictionary was *A Table Alphabeticall*, written by English schoolteacher Robert Cawdrey in 1604. The only surviving copy is found at the Bodleian Library in Oxford. The task of setting up standards for the English tongue fell to a critic, biographer and poet Samuel Johnson (1709-1784). When Johnson's "*Dictionary of the English Language*" was published (1755), it listed about 43,500 words illustrated by 118,000 quotations. Although not the first dictionary of English, Johnson's work helped stabilize English, and it also gave dictionaries the authority they enjoy today. For his achievement, Johnson, who had never finished college, was given a Master of Arts degree from the University of Oxford — just in time to be displayed on the title page of his dictionary. In 1806, American Noah Webster published his first dictionary, *A Compendious Dictionary of the English Language*. In 1807 Webster began compiling an expanded and fully comprehensive dictionary, *An American Dictionary of the English Language*; it took twenty-seven years to complete. To evaluate the etymology of words, Webster learned twenty-six languages, including Old English (Anglo-Saxon), German, Greek, Latin, Italian, Spanish, French, Hebrew, Arabic, and Sanskrit. Webster completed his dictionary during his year abroad in 1825 in Paris, France, and at the University of Cambridge. His book contained seventy thousand words, of which twelve thousand had never appeared in a published dictionary before. Nowadays, the name Webster — no longer copyright protected — has become synonymous with English dictionaries in the United States, and it has been used by different publishers to add authority to their products. "Websterisms: A Collection of Words and Definitions Set Forth by the Founding Father of American English" is an amusing account of the crusty character who did the most to "fix" American English.

#### 5. Types of Dictionary

Dictionaries can be classified into different types on the basis of several criteria, varying from the nature of the lexical entry to the prospective user of the dictionary. Below are presented some main criteria for the classification of dictionaries.

1. Density of entries: whether the word list is general or restricted and special? Does it also cover regional and social dialects, jargons and slangs and archaisms?
2. The number of languages involved: monolingual, bilingual, multilingual etc.
3. The nature of entries: whether lexical only or also encyclopaedic, the degree of concentration on strictly lexical data.
4. Axis of time: whether diachronic (dynamic) or synchronic (static).
5. Arrangement of entries: alphabetical or semantic or causal.
6. For some special purposes: whether normative or referential.
7. The prospective user: whether meant for the general reader to find out general linguistic information or for special users to know some special aspects of the lexical unit say etymology etc.? Is it meant for the general language or only for the language of literature, there too, the language of some author, here again the language of some of his works?

## 5.1. General Dictionaries:

### 5.1.(a) Encyclopaedic and linguistic Dictionaries:

The encyclopaedic dictionary is a combination of an encyclopaedia and a linguistic dictionary. It also includes items that are generally characteristic of an encyclopaedia in addition to the items of a linguistic dictionary. In the amount of the information and the manner of its presentation, again, it combines the features of both. As a matter of fact, there can be no division like a linguistic dictionary and non-linguistic dictionary equating the latter with encyclopaedic dictionary. As already stated any dictionary combines the features of both. The bigger dictionaries like The Century Dictionary, The Oxford English Dictionary, Malayalam Lexicon, Tamil Lexicon, Hindi SabdaSagar etc., are encyclopaedic but all of them are linguistic dictionaries.

Even the abridged and concise dictionaries present encyclopaedic information in so far as they include proper names and explanation of culture items although it has been contended if proper names could be included in the purely linguistic dictionaries because it may make the dictionary encyclopaedic. So, many dictionaries give them not in the main body of the dictionary but in appendices. An ordinary dictionary includes them only when they attain the status of the common words.

The linguistic dictionary deals with only the lexical stock i.e. words as speech material and may be roughly called 'word book'. The linguistic dictionary usually attains the status of the encyclopaedic dictionary in different ways, given below:-

- a) When a linguistic definition becomes inadequate to describe the lexical item, especially when it is a culture bound word, the lexicographer has to include encyclopaedic information e.g. Maltokudko:la-n. 'an earthen pot in which the umbilical cord is preserved'. Hindi baghnakh, baghnakhaa n. ekaabhuaan?ajisme N

baaghkenaakhuuncaaNdiiyaasonemeNmar?hehotehEN. 'a type of ornament in which the nails of a tiger are studded in gold or silver'.

- b) In the definition of certain words the encyclopaedic definition determines the underlying concept': Coal Hard opaque black or blackish mineral or vegetable matter found in seams or strata below earth's surface and used as fuel and in manufacture of gas, tar etc., (COD) cf. this definition with coal n. a black, hard substance that burns and gives off heat. (Ladder Dictionary)
- c) When we give different meanings of a polysemous word and mark them with labels, we give a hint that the meaning belongs to a particular branch of human knowledge like botany, astronomy, medicine etc.,. Impliedly indicating the encyclopaedic information there. The same thing happens to the quotations in illustrative examples with citations. Again, when we just refer to some work for further details about any type of cultural information, we give indirectly encyclopaedic information.

### 5.1.(b) Historical and Etymological Dictionaries:

The historical dictionary is concerned with a systematic study of changes affecting a lexical unit during its life i.e. within a period from which there is evidence. e.g. in OED from the days of King Alfred to the present time. In order to present these changes in the structure and meaning of a word the lexicographer traces it back to its earliest available occurrence in the literature of the languages and records its development in subsequent stages of the language. In order to do this the lexicographer makes use of all the available works of the language. All the occurrences of the lexical units in different contexts in all works are found out. These contexts are analyzed and compared with each other. By doing this, the lexicographer finds out the different senses of a lexical unit and finer nuances of its meanings. Then these meanings and sub meanings are arranged in chronological order. As for the forms, the changes in their shape are also recorded chronologically. But this is by no means a simple task. The number of words in a language is very large and changes in case of all the words are difficult to record in all their minor details. Moreover, the semantic changes of individual lexical items are arbitrary and cannot be generalized.

The etymological dictionary, as stated earlier, traces the present word to its oldest form and gives the parent form. The interest of an etymological dictionary is primarily in the pre-history of the language. For arriving at the parent form the lexicographer takes recourse to historical comparative method, wherein on the basis of recurring correspondences of form and meaning of words in different cognate languages, the protoword form or etymon is reconstructed. The etymological dictionaries have been classified in several categories on the basis of the range of coverage, the number of languages covered etc. the most common is the one which classifies the dictionaries on the fact whether the focus of the dictionary is a single language or many languages. The dictionary with one language as focus deals with the lexical items of one language. The entry of the dictionary is given in that language. The origin of the

words of this language is traced back to the proto language. In this process cognate forms from related languages are cited. Since the help of comparative method is taken by giving cognate words such dictionaries develop into comparative dictionaries.

## **5.2. Special Dictionaries:**

### **5.2.(a) The first group includes the dictionaries of the following:**

- a) **Dialects:** Dialect dictionaries: dialect dictionaries present all the characteristic of a general dictionary in their description of the lexical units. But they deal with the word stock of a particular geographical region or social group. The dictionaries usually contain words not found in the standard language i.e. words which are variations of the standard form, or words whose meanings are restricted to a particular area or social group. The preparation of these dictionaries is generally associated with dialect surveys. The entries are selected from the data collected on the basis of extensive field work, preparation of linguistic atlases, recording of all the regional variations of the lexical units etc.
- b) **Technical terms – glossaries:** The dictionary of technical terms<sup>6</sup> deals with technical terms in a language. Terminology is a major and vital part of the vocabulary of any language. These dictionaries are generally prepared by special bodies and commissions formed especially for the purpose. They contain either terms peculiar to a particular subject field or general words with special meanings for special fields.
- c) **Special professions, arts and crafts etc.:** Closely related to the dictionaries of technical terms are those of different professions, trades, crafts, sports etc. These dictionaries present words peculiar to a particular profession e.g. Dictionary of fishing terms etc. Many dictionaries of agriculture terms have been compiled in India; Grieson's Behar Peasant Life is a good example of professional dictionary.
- d) **Slangs, jargons and argot etc.:** Not very far removed from these dictionaries are the dictionaries of slangs, jargons, argot etc. These dictionaries contain closed set of words used by a particular class of people. These words are either newly coined words or general words with some new special and secret meaning attached to them. In both cases the secrecy of the word is strictly maintained and is considered a taken of group solidarity. Any violations in the norms results in the disowning of the person in the group.

### **5.2.(b) Special dictionaries classified on the basis of the formal aspects of the lexical units are of the following types:**

- a) **Spelling or orthographical dictionaries** give spelling of words with their phonetic variants. They give tones, stress and accents also, wherever relevant. To this group belong dictionaries which give information whether words would be written together or separately. These dictionaries are normative in character and are used as reference points

for correct spelling. The general dictionaries are also refereed for correct spelling, especially by the foreigners. But the orthographical dictionaries differ from the general dictionaries in not giving any other information than spelling.

- b) Pronouncing dictionaries record contemporary pronunciation. They are also normative and are referred to for correct pronunciation. The information supplied in these dictionaries is different from the general dictionaries. They present variant pronunciation as well as the pronunciation of grammatical forms.
- c) Word formation or derivational dictionaries give different word forming elements viz., prefixes, suffixes etc. Some of the learner's dictionaries attain the nature of word formation dictionaries is so far as they give lists of prefixes and suffixes. To this class belong the dictionaries of roots, verbs etc. Whitney's Dictionary of Sanskrit verb root belongs to this class. The Dhatupaha of Panini is a dictionary of this group.
- d) Dictionaries of homonyms present the homonyms of a language. Some of them give illustrative examples.
- e) Dictionaries of paronyms give paronyms in the language.
- f) Grammatical dictionaries are prepared to serve as guide or help book for the understanding of (correct) grammatical system of the language. This is more helpful, when the grammatical system of the language is very difficult and complex. In a grammatical dictionary, the whole grammatical structure of the language is given in the introduction. The different grammatical categories and paradigms are numbered. These numbers are given for gender, type of declension etc. These dictionaries are very useful for teachers of the language.
- g) In Reverse dictionaries the entry words are arranged in the alphabetical order of their final letters. Their earlier counterparts are the Rhyming dictionaries which were prepared as tools of aid for the poets for composing poems as rhyming was very important for the purpose. The scope of these dictionaries has become very wide at present. In these dictionaries words with similar endings appear at one place which give a sort of grammatical specification. Indentical word forming suffixes and indentical compound forming components are put at one place. These are very useful for preparing teaching materials and manuals.
- h) Dictionaries of abbreviations and acronyms: they present the abbreviations and acronyms commonly used in a language. Many dictionaries give list of common abbreviations as appendices.

### **5.3. The dictionaries classified on the basis of their semantic aspect and their relational values in the lexical stock of the language are the following:**

- a) The dictionaries of synonyms give the list of synonyms (near synonyms to be more specific). Sometimes this dictionary simply enumerates the different synonyms of particular lexical items but sometimes they are accompanied by illustrative examples of

the occurrence of the synonyms. Needless to say that the second process is more useful. These dictionaries help in finding the finer distinctions of meaning of a particular lexical unit in terms of its relation to the other members of the group. They are useful for the writers to find out a proper word in writing. For learners these dictionaries are useful as they provide information on relation of words. Indian languages have a rich tradition of the dictionaries of synonyms. Starting from Nighantu, through Amarakosa, Halayudha and Hemacandra to the present times there is long history of the compilation of dictionaries of synonyms in India. Most of the Indian languages have a number of dictionaries of synonyms.

- b) The dictionaries of antonyms give antonyms of a language and can be useful in finding out finer sense distinctions of polysemous and synonymous words.
- c) The Ideographic or ideological also called systemic dictionaries present words which are semantically related. They are grouped according to concept words or content words. "Lexical items in Ideographic Dictionaries are grouped into families where each one of them stands for one particular psychological dimension" (Srivastava 1968, 124). Dictionaries of synonyms are in one sense one of the sub-types of Ideographical Dictionaries.
- d) The dictionaries of Frequency Count present the frequency of the lexical units in a language. They usually represent a special corpus of reading material and are useful for the preparation of children's dictionaries, learner's dictionaries, teaching material etc.

#### **5.4. Special dictionaries classified on the basis of their collocation value are the following:**

- a) Dictionaries of collocations: these dictionaries give usual collocations of the lexical units. They give list of all the words that can be collocated with the head word. But such dictionaries are usually limited in their scope and present only words of a few grammatical categories viz. nouns, verbs and adjectives etc. They are useful for language teaching.
- b) Dictionaries of Usages: these dictionaries generally aim at providing guidelines for the correct and standard use of words and are normative in character.

#### **5.5. Dictionaries of special lexical units are generally the following:**

- a) Dictionaries of phrases or phraseological dictionaries: these dictionaries present the phraseological units of the language and are usually accompanied with illustrative examples.
- b) Dictionaries of proverbs and idioms: they deal with proverbs and idioms of a language.
- c) Dictionaries of neologism: such dictionaries present new words introduced in the language and the new meanings acquired by the existing words. They provide good material for the revision of the dictionaries. The addenda given in some dictionaries are very much nearer to this type of dictionaries.

- d) Dictionaries of borrowed words: these dictionaries deal with words which are borrowed in the language from time to time. These dictionaries, in a limited sense, come under the class of etymological dictionaries.

Other dictionaries of this class are dictionaries of surname, toponyms, dictionary of false friends, common vocabularies, etc.

## **6. How new words are included**

Merriam-Webster says one of the most common questions it is asked is how a new word gets added to the dictionary. The answer is simple: The word gets used. That's the only way. Lexicographers - the people who make dictionaries - don't make words; they find them and record them. They are like the entomologist who goes into the rain forest looking for new species of beetles. Similarly, you can't invent a word and petition to have it admitted into the dictionary. You can invent a word and use it, of course, and if your word catches on it might end up in the dictionary some day. However, this is extremely unlikely.

To decide which words to include in the dictionary and to determine what they mean, Editors study the language as it's used. They carefully monitor which words people use most often and how they use them. The editors scour the texts in search of new words, new usages of existing words, variant spellings, and inflected forms—in short, anything that might help in deciding if a word belongs in the dictionary, understanding what it means, and determining typical usage. Any word of interest is marked, along with surrounding context that offers insight into its form and use.

When editors come across something interesting, they mark the word or phrase and collect information that explains how it is used and what it means. This process is called “reading and marking.” Once a new word or phrase has been marked, editors enter it into a computer system.

They also create a “citation,” which includes three things: the word or phrase, as an example of the words, phrases, etc. can be used in context and bibliographic information about its source. When a word or phrase becomes a citation, it is simply a contestant in a contest. There is no guarantee that a citation will be added to the dictionary. Before a new word can be added to the dictionary, editors must find enough citations to prove it is widely used. Having many citations, though, does not guarantee admission into the dictionary. If citations do not provide a clear definition of the word or phrase or if all the citations come from one source, it may be rejected. New words or phrases must be found in several citations from a wide range of publications over a significant period of time to win their way into the dictionary.

## 7. Case Study: Oxford English Dictionary

Oxford has a range of over 500 dictionaries, thesauruses, and language reference works caters for the needs of very young children up to the accomplished academic, and for speakers of different languages across the world.

### Different types of dictionary

1. The *Oxford English Dictionary* – the definitive record of the English language since 1150
2. Dictionaries of current English for general reference and academic study
3. Dictionaries for children and students to the age of 16, supporting different curricula and international qualifications such as the iGSCE
4. Dictionaries for learning English – designed for learners of English as a foreign language. These are published for different countries around the world.
5. Bilingual dictionaries for people learning and using other languages. Oxford publishes dictionaries in over 40 languages, from modern European languages to classical languages, as well as languages from around the world, including Russian, Chinese, Japanese, Gujarati, and Swahili.
6. Dictionaries looking at different varieties of English, such as Canadian, Australian, and South African English.

### The Oxford English Dictionary

Perhaps the most famous English dictionary in the world is the *Oxford English Dictionary* (*OED*). The dictionary was the brain-child of the Philological Society of London, whose members started collecting examples of word usage for what was to become the *OED* in the late 1850s. In 1879 Oxford University Press agreed to take over the work, appointing an editor and revitalizing the data collection: words and their meanings were sent to the dictionary's office or 'scriptorium' by members of the public on 'slips', creating what was then the world's largest paper-based corpus or word bank. The dictionary was published in installments between 1884 and 1928, but it soon had to be expanded as new words and meanings continued to flood into the language, and so over the period 1933-86 five supplementary volumes were published.

Today, the *Oxford English Dictionary* is the accepted authority on the evolution of the English language over the last millennium. It is an unsurpassed guide to the meaning, history, and pronunciation of over 600,000 words, both present and past. It traces the usage of words through 2.5 million quotations from a wide range of international English language sources across the English-speaking world, from classic literature and specialist periodicals to film scripts and cookery books. Entries also contain detailed etymological analysis, making the *OED* a unique historical record of the English language.

The Second Edition of the *OED* is currently available as a 20-volume print edition, on CD-ROM, and also online, where the text is now for the first time being completely revised to produce a Third Edition. Updated quarterly with some 2,500 new and revised entries, *OED Online* offers unparalleled access to ‘the greatest dictionary in any language’.

Oxford publishes an extensive range of dictionaries to meet the changing needs of dictionary users, including versions on CD-ROMs and online. The range includes dictionaries for students at college and university, dictionaries for family reference, and for use at work.

The world-famous *Concise Oxford English Dictionary*, now in its eleventh edition, has been in print for over 90 years.

Oxford also prides itself on creating dictionaries with age-appropriate content. This is particularly important for children when they are first starting to use dictionaries. Through a rigorous approach of including child-friendly definitions, examples in the context of the younger audience’s experiences, and example sentences from children’s literature spanning a century of works, the *Oxford English Dictionary for Schools* leads the way and heads a complete range of children’s dictionaries for use at home and school.

### 7.1. History of the OED

The *Oxford English Dictionary* has been the last word on words for over a century. But, as with a respected professor or admired parent, we count on its wisdom and authority without thinking much about how it was acquired. When the members of the Philological Society of London decided, in 1857, that existing English language dictionaries were incomplete and deficient. The new dictionary was planned as a four-volume, 6,400-page work that would include all English language vocabulary from the Early Middle English period (1150 AD) onward, plus some earlier words if they had continued to be used into Middle English. Murray and his team did manage to publish the first part (or ‘fascicle’, to use the technical term) in 1884, but it was clear by this point that a much more comprehensive work was required than had been imagined by the Philological Society almost thirty years earlier. In April, 1928, the last volume was published. Instead of 6,400 pages in four volumes, the Dictionary published under the imposing name *A New English Dictionary on Historical Principles* – contained over 400,000 words and phrases in ten volumes. Nevertheless, as soon as the original ten volumes of the *New English Dictionary* were completed, Craigie and Onions, the two editors still involved with the project, began updating it in 1933; a single-volume *Supplement* to the Dictionary was published. Also at this time the original Dictionary was reprinted in twelve volumes and the work was formally given its current title, the *Oxford English Dictionary*. However, in 1957, Robert Burchfield was appointed Editor for a new *Supplement* that would replace the 1933 volume and include much new information on the language (especially on twentieth century vocabulary) obtained in the intervening years. It soon became clear that the traditional methods of compiling entries would have to be

updated, and that the source material should be transferred from paper to an electronic medium. The enterprise must change to deploy project managers and systems engineers as well as lexicographers. In all, the Project team succeeded in accomplishing around 85 per cent of its work by software, but the remaining 15 per cent required the critical eye of the editors. The culmination of this mammoth task was the setting in type and subsequent printing of the *Oxford English Dictionary*, Second Edition. In 1989 this was published on time, to great acclaim. The finished work, edited by Simpson and Weiner, fills 22,000 pages which are bound in twenty substantial volumes. In 1992 the *Oxford English Dictionary* again made history when a CD-ROM edition of the work was published. Suddenly a massive, twenty-volume work that takes up four feet of shelf space and weighs 150 pounds is reduced to a slim, shiny disk that takes up virtually no space and weighs just a few ounces. Today, once again, the *Oxford English Dictionary* is under alteration. Continuing the technological innovations, the Dictionary is now available as an online publication designed to take full advantage of this powerful and accessible medium. The content of the Dictionary is also being comprehensively revised.

*"English dictionaries are collections of precedents, rather than official codebooks of meaning."* Language should never be a barrier to thought or expression of emotions. Language must never become an END in itself! It is merely a MEANS by which we transmit thoughts from ourselves to others - either written or spoken.

## 7.2. For non-English background

In the 1940s, A.S. Hornby, an English Language teacher working in Japan, compiled the ground-breaking *Oxford Advanced Learner's Dictionary (OALD)*. Hornby realized that people learning English as a foreign language need a special type of dictionary: a learner's dictionary. His ideas put the learners' first, providing clear explanations, example sentences, and help with using words correctly.

Now in its seventh edition, and standing firm as the best-selling advanced learner's dictionary for over 50 years, the *OALD* has more words, more synonyms, and more help than any other advanced learner's dictionary.

Oxford publishes dictionaries in a number of different countries, including:

1. **Australia and New Zealand** – where OUP publishes dictionaries and thesauruses for Primary and Secondary schools. Monolingual dictionaries for adults and Higher Education are also available. There are also specific dictionaries developed for Primary and Secondary schools in **Papua New Guinea**.
2. **Canada** – where OUP offers a range of monolingual Canadian dictionaries for the adult and school markets as well as companion thesauruses.

3. **China** – for regional and international markets, OUP China publishes English-Chinese dictionaries and a broad range of college, academic, and general titles about and for China, again both in English and in Chinese.
4. **Malaysia** – where OUP publishes local dictionaries in Malay, English, Chinese, Arabic, and Tamil. These are developed for Primary and Secondary schools. OUP also offers local learners and monolingual dictionaries developed for the adult and Higher Education markets.
5. **India** – where OUP publishes bilingual dictionaries in Hindi, Bengali, Oriya, Gujarati, Marathi, Kannada, etc. The range includes dictionaries for school and higher education students as well as the general reader.
6. **Pakistan** – where OUP offers a range of English–Urdu dictionaries for the general reader and school students. Dictionaries for Sindhi speakers are in development.
7. **Kenya and Tanzania** – where Kiswahili dictionaries have been created for Primary schools and for general readers.
8. **South Africa** – where a wide range of local dictionaries are available for schools and general readers. As well as monolingual local dictionaries, the new bilingual range includes dictionaries for speakers of Afrikaans, IsiXhosa, IsiZulu, Siswati, Sepedi, Sesotho, and Setswana.

### 7.3. Oxford English Corpus

People find dictionary-making fascinating. The 250th anniversary of Samuel Johnson's *Dictionary* in 2005 was widely celebrated, and the recent BBC television series *Balderdash and Piffle* had a huge response to its call to viewers to help track down elusive word and phrase origins for the *OED*. But how are dictionaries written today? And how do you know that what is included in a dictionary is accurate and up to date?

A corpus is a collection of texts of written (or spoken) language presented in electronic form. It provides the evidence of how language is used in real situations, from which lexicographers can write accurate and meaningful dictionary entries. The *Oxford English Corpus* is at the heart of dictionary-making in Oxford in the 21st century and ensures that OUP can track and record the very latest developments in language today. By analysing the corpus and using special software, we can see words in context and find out how new words and senses are emerging, as well as spotting other trends in usage, spelling, World English, and more.

The *Oxford English Corpus* gives us the fullest, most accurate picture of the language today. It represents all types of English, from literary novels and specialist journals to everyday newspapers and magazines as well as the language of chatrooms, emails, and weblogs. And, as English is a global language, used by an estimated one third of the world's population, the *Oxford English Corpus* contains language from all parts of the world – not only from the UK and the United States but also from Australia, the Caribbean, Canada, India, Singapore, and

South Africa. It is the largest English corpus of its type: the most representative slice of the English language available.

Oxford Dictionaries are continually monitoring and researching how language is evolving. The *Oxford English Corpus* is central to the process and to Oxford's £35 million research programme – the largest language research programme in the world.

Meanings of words and phrases change and so do spellings, despite the existence of 'standard' or 'correct' spelling. A strength of the corpus is that it contains not only published works in which the text has been edited (and made to conform to standard spellings and grammar) but also unpublished and unedited writing like emails and weblogs.

#### **7.4. The Oxford Reading Programme**

The *Oxford Reading Programme* exists to provide Oxford lexicographers with evidence of how words are used today in the English-speaking world, and to alert them to the emergence of new words.

The programme maintains a network of voluntary and paid readers who provide editors with quotations which illustrate how words are used. Until the 1990s the quotations were kept on alphabetically filed slips of paper. Now they are entered on a searchable database called 'Incomings' which currently contains some 62 million words; on average, 17,000 quotations are sent in by readers every month.

The *Oxford Reading Programme* has its origins in the programme of reading that was started in 1857 for the *Oxford English Dictionary*.

The range and quality of an Oxford Dictionary is beyond compare. Whatever your language needs and abilities, Oxford University Press have a dictionary for you.

#### **7.5. How do you decide whether a new word should be included in an Oxford dictionary?**

Most important resources of Oxford University Press are the **Oxford English Corpus** and the Oxford Reading Programme. The Corpus consists of entire documents sourced largely from the World Wide Web, while the Reading Programme is an electronic collection of sentences or short extracts drawn from a huge variety of writing. They continually monitor the Corpus and the Reading Programme to track new words coming into the language: when they have evidence of a new term being used in a variety of different sources it becomes a candidate for inclusion in one of their dictionaries.

New terms can achieve enormous currency with a wide audience in a much shorter space of time, and people expect to find these new 'high-profile' words in their dictionaries.

### **12 New Words Added to the Oxford English Dictionary in 2013 are:**

#### **1. AU PAIR (V.):**

The concept of the au pair originated in Europe after World War II. Before the war, an abundant supply of domestic servants had been available to look after the children of middle and upper-class families, but changes in social attitudes, and increases in wages and taxes after the war, made the old system inaccessible to most middle class parents. At the same time, social change increased the number of middle class girls who needed to earn their own living, and rising educational aspirations for girls made experiencing foreign cultures and learning foreign languages more common aspirations.

## 2. BRAGGADOCIOUS (ADJ.):

**Braggadocious** is basically a geometrically constructed sans-serif stencil typeface designed by W.A. Woolley in 1930 for the Monotype Corporation. The design was based on Futura Black. Though a stencil face, Braggadocio bears comparison with the heavier weighted Didone faces like Thorowgood, Poster Bodonii, and Fat Face. A product of the Art Deco era, Braggadocio shares similarities with Architype Albers and Futura Black, the typeface used in the wordmark of Au Bon Pain, a U.S. restaurant-bakery chain.

## 3. CLUNKER (N.):

**Clunker** may refer to:

- A decrepit car.
- A western canadian term for a large hiking boot, often found in outdoors stores
- A cruiser bicycle built during the mid Seventies, in Marin County, California.

The inspiration for the Mountain bike.

## 4. DEFRIEND (V.):

An **internet relationship** is an interpersonal relationship between people who have met online, and in many cases know each other only via the Internet. Online relationships are similar in many ways to pen pal relationships. This relationship can be romantic, platonic, or even based on business affairs. An internet relationship (or online relationship) is generally sustained for a certain amount of time before being titled a relationship, just as in-person relationships. The major difference here is that an internet relationship is sustained via computer or online service, and the individuals in the relationship may or may not ever meet each other in person. Otherwise, the term is quite broad and can include relationships based upon text, video, audio, or even virtual character. This relationship can be between people in different states, different countries, different sides of the world, or even people who reside in the same area but do not communicate in person.

## 5. FLASH MOB (N.):

A **flash mob** (or **flashmob**) is a group of people who assemble suddenly in a public place, perform an unusual and seemingly pointless act for a brief time, then quickly disperse, often for the purposes of entertainment, satire, and artistic expression while performing. Flash mobs are organized via telecommunications, social media, or viral emails.

The term, coined in 2003, is generally not applied to events and performances organized for the purposes of politics (such as protests), commercial advertisement, publicity stunts that involve public relation firms, or paid professionals. In these cases of a planned purpose for the social activity in question, the term smart mobs are often applied instead.

#### **6. GEEKERY (N.):**

"Geekery" refers to a minor fashion trend that arose in the mid 2000s in which young individuals adopted stereotypically "geeky" fashions, such as oversized black horn-rimmed glasses, suspenders/braces, and high water trousers. The glasses—sometimes worn with non-prescription lenses or without lenses—quickly became the defining aspect of the trend, with the media identifying various celebrities as "trying geek" or "going geek" for wearing such glasses, such as David Beckham, Justin Timberlake, and MyleeneKlass. Meanwhile, in the sports world, many NBA players wore "geek glasses" during post-game interviews, drawing comparisons to Steve Urkel.

#### **7. LIVE BLOG (N.):**

The word blog was very popular, which means providing a commentary on an event while it takes place, typically in the form of frequent short updates. Similarly, live blog is Post commentary about (an event) while the event is taking place, typically in the form of frequent short blog updates.

#### **8. MOCHACCINO (N.):**

A **mocaccino**, also called **caffè mocha**, is a chocolate-flavored variant of a caffelatte. Café mocha takes its name from the Red Sea coastal town of Mocha, Yemen, which as far back as the fifteenth century was a dominant exporter of coffee, especially to areas around the Arabian Peninsula. Mocha coffee has a chocolate flavor. The café mocha was created to mimic that natural flavor.

#### **9. MOUSEOVER (N.):**

In computing, a **mouseover**, **mouse hover** or **hover box** is a section of a computer user-interface that is raised when the user moves or "hovers" the pointer over a particular area of the GUI. The technique is particularly common in web browsers where the URL of a hyperlink can be viewed in the status bar. Site designers can easily define their own mouseover events using JavaScript and Cascading Style Sheets. In case of multiple layers the mouseover event is triggered by the uppermost layer.

Mouseover events are not limited to web design and are commonly used in modern GUI programming. Their existence might not even be known to the user as the events can be used to call any function and might affect only the internal workings of the program.

**10. VEEPSTAKES (N.):**

**Veepstakes** describes the quadrennial process in which candidates for President of the United States select a running mate. If the ticket wins, the running mate becomes the Vice President of the United States and first in line to the presidency.

Once the Republican Party and the Democratic Party choose their presumptive nominees for the election, the candidates themselves choose their running mates. Running mates are heavily vetted before being announced in the weeks prior to the party national convention. The selection of a running mate is given considerable attention because the individual chosen can be seen to broaden the ticket's appeal by complementing and balancing its strengths, ideologically, geographically, and with respect to credentials on either foreign or domestic policy.

**11. WHIP-SMART (ADJ.):**

It means Very quick-witted and intelligent. However *Whip-Smart* is the second album by American singer-songwriter Liz Phair, released in 1994, the follow-up to Phair's critically well received debut, 1993's *Exile In Guyville*. Despite not being as critically well received as her previous record, *Whip-Smart* debuted at #27 on the Billboard 200

**12. YOUNG ADULT (N., ADJ.):**

A **young adult**, according to Erik Erikson's stages of human development, is generally a person in the age range of 20 to 40. For a variety of reasons, timeliness on young adulthood cannot be exactly defined—producing different results according to the different mix of overlapping indices (legal, maturational, occupational, sexual, emotional and the like) employed, or on whether 'a *developmental perspective*...or the *socialization perspective* is taken. 'Sub-phases in this timetable of psychosocial growth patterns...are not rigid, and both social change and individual variations must be taken into account'—not to mention regional and cultural differences. Arguably indeed, with people living longer, and also reaching puberty earlier, 'age norms for major life events have become highly elastic' by the 21st century.

**Conclusions**

This project attempts to understand, the background processes at work in the building up of a dictionary- the back-end of it and the structure and use of the words on the page of the dictionary- the front end. We know that the dictionary is a place where one gets almost all the words with their meanings, but the project reveals that the dictionary is certainly more than this. Majority of users have limited knowledge regarding the scope and structure of the dictionary. It has many facts in it to surprise the curious reader. For example, in many languages, words appearing many different forms, but only the un-declined or un-conjugated form appear as the headword in most dictionaries. Dictionaries aren't just for looking up spellings and meanings of a broad selection of terms; you'll find biographical, geographical, and medical dictionaries, among other specialized volumes.

It is worth noting as well that English Dictionaries have never been produced by the British Government, official body or learned committee. It was always left to enthusiastic eccentrics. The task of setting up standards for the English tongue fell to a critic, biographer and poet Samuel Johnson (1709-1784). When Johnson's "*Dictionary of the English Language*" was published (1755), it listed about 43,500 words illustrated by 118,000 quotations.

In the course of my research I also came to know that dictionaries can be classified into many different types on the basis of several criteria, varying from the nature of the lexical entry to the prospective user of the dictionary.

To decide which words to include in the dictionary and to determine what they mean, editors study the language as it issued. They carefully monitor which words people use most often and how they use them. The editors scour the texts in search of new words, new usages of existing words, variant spellings, and inflected forms—in short, anything that might help in deciding if a word belongs in the dictionary, understanding what it means, and determining its typical usage. Any word of interest is marked, along with surrounding context that offers insight into its form and use. Its uses are more than just knowing the meaning of a word, advantages of a dictionary also includes:

1. To look up the spelling of words.
2. To get the correct pronunciation/audio.
3. Inflected forms of words.
4. Capitalization.
5. Etymology.
6. Word division.
7. Contextual usages.
8. Synonyms.
9. Antonyms.

I have attempted a case study in my work on the OED (Oxford English Dictionary) to illustrate how the theoretical ideas related to the dictionary are put into practical application to make dictionary as we find it.

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