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CHAPTER: 1

CONVEPTUAL FRAMEWORK

1.1 Introduction

1.1.1 Concept of Education

“Education is something which makes self-reliant and selfless.” – Rigved

According to Rigved education is power. It offers a new identity to all the receivers of education. It enables a man to do something for the welfare of his own. It removes all ignorance and sufferings and makes one selfless. Education gives a compromising nature which helps to adjust in all different situations and hazardous problems of life. It provides a new insight to view the situation from different angles. Thus, education makes one self-reliant as well as selfless. An educated person has ability and capability to disseminate the society in full fledge manner.

According to the Upnishad, “Education is for liberation.” As education is only a master key to unlock the doors of new ideas and knowledge. It liberates one from ignorance and provides a new identity. It frees one from unnecessary customs and rituals and helps to recognise one’s true sense. It buries all of our foolishness and ignorance

According to the SHRIMAD BHAGVAT GEETA, “Nothing is more purified on the earth than wisdom.” Education is a flame which enlightens human being from within. To know the world by senses and to know our soul by education is quite different education. Education filters the sacred thing one the earth. It purifies human being and makes him knowledgeable. “By education I mean an all-round drawing out of the best in the child and man-body, mind and spirit. Literacy is not the end of education or even the beginning”. M.K.Gandhi.

Mahatma Gandhi believed we all are creatures alike. We all have an ignorant person dwelling within us. But education gives consciousness to us and makes a human being a learned one. According to Gandhiji knowledge is not outside. The whole process of creation and destruction happens inside us. We can draw out the best qualities, characters, and personalities by education. Anybody can be a best and learned one just by receiving education.

1.1.2. Ways of obtaining education

Education means to know something, to learn something. While learning is a womb to tomb process, a child from his birth starts learning from his surroundings. Education is not merely dependent to school, college or any institution, one can be educated by his or her family, friends, relatives, nature and all the things which he/she can feel with his or her five senses.

There are two major ways of getting educated. One is formal and another is informal education. Formal education is received mostly under the guidance of some experts or learned teachers. While informal education is completely independent to the will or desire to the learner and mostly received from family, society, friends and relatives. All the advices and proverbs given by our elders are type of informal education. Formal education needs teachers, books, atmosphere and money while informal education is completely free and easily received by anyone. There is no force to anybody to receive or avoid informal education, but formal education now has become free and compulsory from government of India in order to develop skills and reduce unemployment in India. Both the ways of education are beneficial and meant for welfare of human beings.

1.1.3 Role of a Teacher in Education

A teacher should have faith in the inherent potentiality of each and every student, for the “Atman” (self) is lodged in the hearts of every creature. At the same time, he should be able to recognize the differences in their capacities of assimilation owing to diverse backgrounds as has been aptly pointed out. “Though all men have same eyes and ears yet they are unequal in their intellectual capacity accordingly a teacher should act as a resource person for all students.” By catering to the students’ diverse needs. This is possible if a teacher has love for knowledge. A teacher should read new books to acquire new dimension of knowledge and to become enriched with new ideas.

1.1.4 Literature and Education

The glory of literature has been always chanted by many scholarly writers and educationalists for ages. We can never find a civilization which had no literature to maintain past experience, scientific inventions and innovation as well as imaginative stories.

We cannot consider everything as literature which is written or printed. But which imparts knowledge and helps to learn the human tendency and provides solutions of the problems can be called literature. Education and literature are inseparable from each other as literature helps to educate people at many ways.

Education provides different angles to think about one sphere of life. The basic interest of reading or teaching literature is not to impart knowledge but to make students or readers feel amused or entertained. Sometimes people tend to say literature is a superficial image of society or it is merely a fictional invention and far away from the reality.

We can portray many facets psychological portray many personalities in the form of literature. Subjects like history, sociology and languages can easily be taught well with the help of literature. Literature not only informs the society but also imparts moral values. By the help of literature and education an individual can achieve knowledge and right attitudes he learns different behaviours. The literature collectively moulds and shapes the youth of any generation.

1.1.5 Language and Human Life

Humans have language for communication. Language is a human speech, either spoken or written. Only human beings have this gift of speech. Das M. L. (2005) says in his essay, "Communication in the beginning was a matter of signs and gestures; then came sounds, then the hieroglyphs, ideograms, then the rules of grammar were made." The emergence of language is said to be the outcome of countless, nameless revolutions that went with the onward march of civilizations. "It took thousands and thousands of years for man to develop language as a suitable vehicle for transporting what he felt or thought, dreamt or discovered, experienced and stored as knowledge to be disseminated," (*ibid*)

Language, the most common system of communication, allows people to talk to each other and to write their thoughts and ideas. It continues to grow, evolve and change adapting to the material need of users, and taking new shapes under the impact of every technological, social and Cultural Revolution in the society.

Language is a great tool which makes human culture possible, distinguishes man from the rest of the animal world. It is an affair of a pair or group. It has multiplicity of functions. It enables us to influence people's behaviour.

Language has been an ever-growing ever-changing phenomenon, changing under the impact of social and technological changes, and the users of language have always been adopting the effective use of language, be it with the help of language laboratories or learning in the classrooms or trying it in different kind of media.

Wherever there is human society, there is language. A common language enables human beings to work together in an infinitely varied ways. Language has made possible the development of advanced, technological civilization, "Without language for communication, there would be little or no science, religion, commerce, government, art, literature, and philosophy." (*ibid*)

There is virtually no context in human life where language does not play an important part. Whether in employment, at home with the family, or enjoying oneself in leisure periods, language plays an intimate role in constructing relationships and identities as well as enabling people to get things done. Without language, the existence of human beings is impossible. Language is the 'species specific' and 'species uniform' possession of human beings. It is nature's special gift to humankind. Without language human civilisation as we now know would have been impossible. Language is ubiquitous. It is present everywhere – in our thoughts and dreams, prayers and meditations, relations and communications, and *sanskars* and rituals. Besides being a means of communication, and a storehouse of knowledge, it is an instrument of

thinking as well as a source of delight. Language dissipates superfluous nervous energy, directs motion in others, human-beings and animals, sets matter in motion as in charms and incantations, transfers knowledge from one person to another, from one generation to another. Language can also make or undo human relationships. It is the use of language that makes a life bitter or sweet. Without language man would have remained only a dumb animal. It is our ability to communicate through words that makes us different from animals. Because of its omnipresence, language is often taken for granted. But many a time it has become the serious concern, not only of linguists but also of philosophers, logicians, scientists and literary critics, to name only a few.

1.1.6 English Today: Significance of English as a Global Language

English, the first global language in the history of mankind, seems to be the most extensively and more frequently discussed of all modern languages. At no point in human civilisation any language has travelled as far and wide as the English language. In Asia alone there are 350 million users of English (Power 2006).

English is also the language of globalisation. It indeed seems to be an equaliser in the sense that it has brought people of all social strata, castes, religions, creeds and cultures, professions, fields of knowledge, linguistic backgrounds, etc together. Therefore educators need to develop pedagogies that enable him/ her to move beyond the politics of class, caste, gender, and language, etc. In a plural lingual country like India, the English language has brought people together by providing a common tool for communication. The language, in this sense, can be said to have attempted to bring about unity (through communication) in (linguistic) diversity. It has helped reduce the gulf between the haves and the have-nots by providing equal opportunities to people of all social classes. In fact, the socially oppressed have found a saviour in the language. Since it is perceived as a ladder for socio-economic progress, an increasing number of the *dalits* and women have started learning the language. Thus, the language is perceived as an empowering tool, as well. High proficiency in English has helped a large number of Indian scholars, business people and professionals to do well in the international arena, too. Our leaders

of the freedom struggle too were well conversant with the language which facilitated negotiation and dialogue between the two sides.

For enabling learners to learn the language, educators need to create a teaching - learning environment that is conducive. A number of studies have been done in the area of ELT and use of innovative methods in teaching English Language to learners (Jane S. 1985, Medina 1993, Smith 1998, Campbell 1998, Jain, S. 1987, Natraj, S. 2005). In addition, numerous studies have been done to evaluate the effectiveness of materials in teaching English. Researchers have used audio visual materials, language games, charts, stories, songs, language laboratory tasks, etc to teach English across various grades (Holden, S. 1981, Bright & McGregor 1982, Craig C. 1988, Jane S. 1985, Medina 1993, Smith 1998, Campbell 1998, Jain, S. 1987, Natraj, S. 2005). The following is a detailed account of ELT in India.

1.1.7 Understanding the meaning and importance of language

Language has been an inevitable and necessary requirement of today's era. Language is the only media of expressing the ideas and feelings of human being. Language is the master key to know any civilization. By decoding the expression of the language or literature of various countries we can come to know the human psychology and tendency. Language is the medium of not only communication but has become a mandatory tool to explore trade and business at global level. Language can enhance your knowledge about all the fields and sectors.

For instance English is one of the widely spoken language across the world. Almost in all the sectors and fields English is majorly demanded language. English language has made the world very small. She has become the world language as English is accepted everywhere all over the world.

We can say that language is the most important invention of mankind. All the civilization of the past always had been contributing to refine and enrich the language by preaching and teaching religions.

1.1.8. Language teaching

Language teaching is an important and interesting task for the teachers and the classrooms. There are multiple languages taught in India. The learners have to learn minimum three languages in India. A child learns his mother tongue at home which is an example of language acquisition and natural language learning. Then a learner has to learn the national language, and lastly the language which is used to link with world.

Language learning in the classroom demands different methods and approaches to use language in contextualization as well as fruitfully. As language play vital role in many of the interviews presentation and all the vocational and profession fields.

Language teaching to second language learner becomes difficult some times. Language teaching includes alphabets spellings phonetics and all the grammar rules used meaningfully in context to the situation.

1.1.9 Learning a foreign language

Experience of learning a foreign language is sometimes funny and enjoyable but sometimes boring and monotonous. In the modern era the trend of learning foreign languages is accepted everywhere across the world. People have craze to get mastery over multiple languages of the world. By earning different language one can expand their knowledge and business.

Learning a foreign language depends on the learner's interest and the tools and methodologies of the teacher used in the classrooms.

Language learning is not limited to the explanation of teaching grammar rules and some isolated sentences. It contains teaching all the four skills such as reading, writing, listening and speaking. Among them two are receptive while another two are productive skills. A teacher needs to work on receptive skills a lot to make any student speak a second foreign language. Language learning is a science which needs many experiments to teach language in the class faithfully.

1.1.10 Objectives of teaching English in today's world.

There must be some purposes or aims to learn any language of the world. There are some certain and necessary objectives after learning English as a foreign language. English has now become the lingua franca. It has become the only window from where we can peep into the world. Through English, we can explore the world.

English is one of the most widely spoken languages across the world. Now English is the demand of the new modern age. Most of the 12+3 courses are prescribed in English. In such conditions, students do not have any other option than leaning English. Most of the researches and the experiments done by the linguists and the scientists in the world are in English. So it is inevitable for new researchers to learn English.

1.1.11 The position of English in the world

English holds the highest position in the languages which are taught in all the language classes of the world. As it is accepted by many of the countries of the world as a world language, English has now been the most required and demanding language.

Anybody who wants to expand the range of his knowledge, business and experience has to be socialized with English well. Now English covers most of the judiciary and government sectors of all the countries. English is the only language of strongest and important medium of communication and information. People have now become imitator to pronunciation the same phonemes and sounds to produce the same sound of native English speaker. It is a major mania among the youth and people of all classes of the present era.

1.2. The Life sketch of Bernard Shaw

George Bernard Shaw, son of George Carr Shaw, a failed corn merchant with a drinking problem and Lucinda Elizabeth Shaw, a professional singer, was born on 26th July 1856 in Dublin, Ireland and died on 2nd November 1950 London, UK. Shaw's childhood was troubled. When Shaw was just age of 16 years, his mother left her husband and son and moved to London.

Shaw remained in Dublin with his father and completed his schooling which he hated passionately and worked as a clerk for an estate office which he equally hated it may not be accidental that Shaw's play, including *Misalliance*, are filled with problematic parent child relationship: with children who are brought up in isolation from their parents; with foundlings, orphans, and adopted heirs; and with parents who wrongly presumed that they are entitled to their children's obedience and affection.

Bernard Shaw moved to London in 1876 and set work as a novelist he wrote five novels which were not successful. He was a noble prize and Oscar winning Irish playwright critic and socialist whose works influenced on the western theatre, culture and politics from 1880 to his death in 1950. He wrote more than 60 plays, among them were *Man and Superman*, *Mrs. Warren's Profession*, *Major Barbara*, *Saint Joan*, *Caesar and Cleopatra*, *You never can tell*, *The Doctor's Dilemma*, *Getting Married*, *Great Catherine*, *The Apple Cart*, and *Pygmalion*.

With his range from biting contemporary satire to historical allegory, Shaw became the leading comedy dramatist of his generation and one of the most important playwrights in the English language since the seventeenth century. He tirelessly wrote and spoke on behalf of its wide-ranging vision to transform British society, advocating a minimum wage for the working-class universal healthcare, women's right to vote, and the abolition of hereditary privilege.

1.3 Introduction to the play under study

Once two gentlemen namely Professor Higgins and Professor Colonel Pickering met on a rainy night at a convent garden. Professor who was a scientist of Phonetics bet that he had such knowledge of phonetics that he could convince high London society, in a matter of month, that he had capability to transform the cockney speaking convent garden's flower girl, Eliza Doolittle into a woman as well cultured, well behaved and well-spoken as a Duchess. The next morning the girl met Higgins and asked him for speech lessons so that she could speak well to attract her customers in order to work in a flower shop. Higgins mocked at her mercilessly, when she offered a shilling to pay him.

Finally, Higgins agreed to teach her lessons of speech. Pickering goaded him on by agreeing to cover the cost of the experiment if Higgins could pass Eliza off as a duchess at an ambassador's garden party. The challenge was ace, Higgins home to demand the return of his daughter, Eliza in order to hit Higgins up for some money. Finally Higgins offered five pounds to him on his way out, the dustman failed to recognize the new, clean, pretty flower girl as his daughter.

For a couple of months, Higgins provided Eliza training to speak properly. Eliza passed through two tests; the first had occurred at Higgins mother's home, where Eliza introduced to the Eyensford Hills, a trio of mother, daughter and son. The son Freddy was very much attracted to her, and further taken with what he thought was her affected "small talk" when she slipped into cockney. Mrs Higgins worried that the experiment will lead to problems once it is ended, but Higgins and Pickering were too absorbed in their game to take heed. A second trial which took place some months later at an ambassador's party was a resounding success. The wager was defiantly won, but Higgins and Pickering were how bored with project with caused Eliza to be hurt. She threw Higgins' slippers at him in rage because she did not know what was to become of her, thereby bewildering him. He suggested her to marry somebody. She returned him the hired jewellery, and he accused her of ingratitude.

The following morning, he rushed to his mother in panic because Eliza had run away. Mrs Higgins, who had been hiding Eliza upstairs all along, chided the two of them for playing with the girl's affections. When she entered, Eliza thanked Pickering for always treating her like a lady, but threatened Higgins that she would go work with his rival phonetician, Nepommuck. The outrage Higgins could not help but start to admire her. As Eliza left for her father's wedding, Higgins shouted out a few errands for her to run, assuming that she would return to him at Wimpole Street. Eliza, who had a lovelorn sweetheart in Freddy, and the wherewithal to pass as duchess, never made it clear whether she will or not.

1.4 Statement of the problem

The researcher undertook the following problem in the light of literary text -----

Educational Implications of Bernard Shaw's *Pygmalion*.

1.5 Significance of the problem

Bernard Shaw's play *Pygmalion* can be considered as an illustration of a good portrayal of teacher learners relationship and how learning takes place with the efforts of both visa versa. A teacher facilitates students in order to make him understands by his own experience. This play is important for teacher because, in this play both the professors plays a vital role for motivating Eliza, one of them always threaten her and other is always give her respect.

1.6 Operationalization of terms

1.6.1 Pygmalion

The term ***Pygmalion*** has been derived from the famous story of Ovid's *Metamorphosis*. Here in which ***Pygmalion*** started disgusting by the shameful lives lived by the women of his area. That's why he determined to be live alone and unmarried for whole life. ***Pygmalion***, with his wondrous sculpture art skill created a statue of one of the most beautiful woman he had met or seen ever. The more he adores her more fell in love with the statue; lastly he wished she had been alive human being. He named the statue Galatea. For whom he was crazy. Finally he is drowning to the temple of Goddess Venus the goddess of love and prayed her to give her the girl as beautiful as Galatea. She saw Pygmalion's creation and his devotion to the statue and granted his wish and touched her brought Galatea to life. Finally the great sculpture Pygmalion got married to the girl who formed in to living being from a non-living statue.

1.6.2 Educational Implications

Educational implications are the consequences of education. The term could also be used in reference to the result or consequences of something on education.

For this study educational implications mean the use of the play *Pygmalion* by Bernard Shaw in establishing healthy relation between teacher and learner in terms of education.

1.7 Objectives of the study

- To carry out a study of the *Pygmalion* as one of the better known plays of Bernard Shaw.
- To study the relationship of teacher and student in the play *Pygmalion*.
- To understand the importance and usefulness of scaffolding in enhancing the language learning competency.

1.8 Research Questions

1. How does the story of *Pygmalion* inspire a teacher to carry out a better relationship to his students?
2. Does the social background affect the study or a capability of a teacher?
3. What are the aims and place of practice in order to learn anything?
4. Can only psychological support or scaffolding help students in better learning and understanding?

1.9 Rationale of the study

Several reasons for the selection of this qualitative study are given below.

- (1) The researcher believes that literature is very important for human beings. The researcher has a personal interest in the play, *Pygmalion*. This play has some historical aspects. The

researcher has found one interesting factor in this play that is the relationship between the teacher and the student. It is highly motivating so, the researcher decided to work on it.

(2) This study explains that a language teacher should not limit himself /herself to chalk and talk method. Only he should be resourceful. He should use different techniques of explore the techniques of language learning audio-video etc.

(3) One of the most important reasons behind the study of this topic is students should not be treated like animals or objects. In the play, ***Pygmalion*** the student Eliza who is treated like a doll, and not like a human being, finally leaves the instructor. Education brings awareness to savage people and helps become good social beings with awareness to live in a well cultured and mannered society.

(4) The major influencing thing in the play, ***Pygmalion*** is the reinforcement as well as scaffolding which are provided to Eliza by two professors of phonetics.

1.10 Delimitations of the study

Delimitations of the present study can be stated as follows.

The present study is limited to the play ***Pygmalion*** by Bernard Shaw.

The researcher has limited herself to study the educational implications only. The researcher has not tried to study the play from any other point of view such as language and plot.

1.11 Research design

This research is qualitative and descriptive type in research. Content analysis technique of data collection and analysis is employed. The researcher carried out character analysis, event analysis, and studied speeches and quotations to arrive at educational implications.

1.12 Conclusion

This research is descriptive and qualitative in nature. It is the study of a famous play by one of the leading playwrights of English literature. This chapter provided the conceptual frame work of the research. It includes the rationale, the objectives and research questions. The next chapter is 'Review of related literature'.