

QUALITATIVE GAPS BETWEEN TEACHER AND STUDENT WHILE STUDYING ENGLISH LITERATURE AT POST-GRADUATE LEVEL

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Literature of any language is the peak of its creativity. Literature is permanent wealth of language. It is confluence of both intellect and emotional existence of linguistic society. In concern of Higher education Literature is carnal point of discussion. Here it is observed that study of Literature has been being only as primary preparation of degree certificate. It is shocking experience that no. of well ranked students in Universities haven't genuine interest in reading original works of authors. Such type of Exam-oriented education will seriously affect the competition with foreign Universities which are entering in our country. So students should be promoted by teachers to read original works rather than only paraphrased content of literary work. Literature is like a river where no one can learn to swim only observing from river bank. But one has to throw oneself into water. To run away from original works is crime in this field.

Social sciences can be practically understood in society, same for natural sciences and their laboratories. But in case of Literature Books are all, they are society, laboratory and encyclopedia of Literature. We can't run away from original texts which are eternal source of intellectual and emotional pleasure. Then literary experience will become an odyssey in the galaxy of words and their meanings.

Aims & Objectives:-

- 1) To enhance major gaps between teacher and student while studying major genres of English Literature.
- 2) To focus on appreciative problems experienced by student and teacher due to disorientation towards original works of Literature.

Following are the four major genres of English Literature. These will help to compress vast and bulky area of Literature with focusing on particular objectives.

Poetry:

Poetry is crown of Literature. Large part of English Literature has been conquered by poetry. Reading and understanding poetry has been being the most difficult ordeal both for teachers and students. Understanding poetry itself is an undistinguished art. But it is observed that students are not so interested to understand and appreciate poetry. They make preparation on already provided paraphrased material by teachers. Though teacher reads poetry in the class student are not able to achieve the mystic pleasure experienced by the teacher. In concern of classical poets like Shakespeare, Spenser, Milton though their language is old..., meaning woven in words is so skillful that it breaks all criteria of old and modern English. Here paraphrased content will help to grasp the meaning, but for real poetic pleasure student should turn toward

poetry itself. Critical comments, Structure of poetry, figurative elements, imagery, symbolism these like extra devices are easy to dictate without original work. These also will be applicable for preparation. But real significance of these devices in poetry will be remained aloof without taking original work.

For instance in Arun Kolatkar's poetry like 'Jejuri', 'Kala Ghoda Poems' there are no. of elements which signify working of subconscious mind through poems. They are presentation of 'Surrealism'. This term will be defined, explained in another consideration, but related to Kolatkar's work we should have playing of subconscious presented in poetical techniques. All types of poems small, large and medium size have formed their unique remark of some dream, strange world. In 'Jejuri' poems like 'Chaitanya' give intellectual relief, within agnostic approach of the poet. There isn't direct presentation of filthy urban life in 'Kala Ghoda Poems'. But major theme is handled with no. of other themes. Though in University exams major themes are important, basic themes which support major themes should also be read by students. And this will definitely take place in reading of original work.

Novel:

Modern Age is an age of Novels. It is the most popular genre of English Literature. As it is easy to understand by common people .So it should not be noted that its appreciation is so easy. But paradoxically in case of teaching, it is very hard to dictate matter of Novel. Though teacher has read that novel in original form, he is not able to dictate each and every incident in figurative manner. There may be illustrations of characters, narrative techniques, and major themes in lecture of teacher. But foundations of these elements which author has cleverly embedded in the plot of the novel might not be understood by teacher and student without reading it's original masterpiece. Paraphrased content or concise summary of novels will become only short cut passage ignored about a real highway! Characters of novel are not only sketches or detached commentary belonging to subject, but novels` characters should be understood rather than only be studied. Another problem which has been experienced about large lengthy novels like 'Don Quixote', 'Germinal', 'War and Peace' that as being bulky in their size they are hard to be compressed their matter in limited lectures. Those splitting format of plot also may damage the organic form of novel. This results into ambiguous understanding of novel by students.

For instance take an example of John Fowle's novel 'The French Lieutenants Woman'. In this novel there is a very simple plot and realistic story of a widow. With help of other material teacher can dictate major themes, plot construction, characterization and other superficial material. But novel has primarily focused on its narrative technique. Three possible endings, incidental comments of author and intermixed satire on both Victorian Past and Modern Present these like hidden elements can't be clearly understood without original work. Another example is James Joyce's two novels like 'The Portrait of Artist as A Young Man' and 'Ulysses'. First is structural prequel to second novel. It is not hard job for teacher to explain development of stream of consciousness technique in both novels. But what students will face is understanding of the development of characters; autobiographical enhancement of author which will become more ambiguous without original work. Psychological Novel intends involvement by reader into its characters. Such a way detached way of teaching and complimentary way of understanding will become problematic path both for teacher and student. Though such novels are hard to understand teacher should promote students to read them in original forms.

Drama:

This is the only performative Art of Literature. Generally dramas are very short and also easy to understand. So they are widely read by teachers and students. Now debate should be concentrated on classical Dramatists. Dramas of Shakespeare, Marlowe, and Ben Jonson are available both in Old English form and modern English paraphrased form. This is a point of discussion here. First of all it should be noted that those dramas of Elizabethan Age in Old English version are very hard to understand without parallel information. Unfortunately no. of material is produced with the help of paraphrased modern version of old drama. It damages certain vigor of original drama which had been written by dramatist with great creativity. Drama is mainly written to be performed on the stage. It is unfortunate that we do not take this into consideration. Act wise summary can't describe such performative principles of drama. The most serious problem observed due to act wise summary of modern translation of classical drama is the omission of classical dialogues. Such a way famous sentences in dialogues like 'Frailty thy name is Woman', 'Life is but a walking shadow', 'to be or not to be this is the question', these sentences will definitely be omitted in Modern English version. Thus students will always be remained alien for classical dialogues. Those very emotions of characters while expressing such dialogues would never be understood by students. So reading both old English versions with modern English content will be most effective solution on this problem.

In case of Modern Drama the question of understanding has wide range of arguments and counter-arguments. Only in Twentieth Century there developed no. of various trends in Modern Drama like poetic drama, symbolic drama, epic drama, kitchen-sink drama, drama of ideas and others. In these dramas actions are rare, dialogues and their arrangement as per characterization is presentation of the mastery of that author. He applies such a skill in his dramatizing that Dramatists like Bernard Shaw also were unaware about dramas made by them. It became an unconscious product of dramatist's intelligence. Social problem presented by Shaw was the result of both characterization and dialogues of that drama. Epic dramas included no. of extra literary material. But 'Alienation Technique' will be understood only in the form of original not only in dialogues and characters but also in other devices like songs in dialogues, unexpected endings and epitomic symbol behind characters. 'Ghost Sonata' is Expressionistic Drama, which can be easily understood without its original form. It has most interesting story, but is the soul of such drama. And these symbolical things will not be understood without original work. In case of 'Absurd Drama' reading them and comprehending is an absurd entertainment itself. Here also reading them with critical perspective is very important. In such a way teachers should provide good introduction and direct students towards particular concepts. Only students should have willed to read them directly with the help of teachers.

Critical Theories:

Criticism is the play of mind on the aesthetic qualities of literature, as having its object an interpretation of literary values. Such a way it is the most difficult and rarely understood genre of literature. Both students and also no. of teachers haven't any genuine interest to read original works of criticism. First of all structure of criticism must be understood. It is in Gerard Genette's language, 'a discourse upon discourse' – write up upon already written up. Thus it is in form of secondary vision on original literature. Suppose there is 'William Blake's Poetry' is an original work. Northrop Frye's criticism on Blake, 'William Blake: A Fearful Symmetry' as a critical secondary work. While studying it, if teacher gave only complementary notes without original reading; then it will be third discourse on same subject. In this way original attitude in original

work and critical attitude in critical work both will be denied due to such third discourse. Reader of this third discourse will be kept far away from that of original discussion of subject. It will create great confusion in the mind of reader.

Reading and Understanding original work of Modern Criticism is the most challengeable task for teachers and students. There will be no. of opinions made after reading these texts. Practice of reading is very important. Here experience of novel, poetry and other prose reading is not expected, but reader should have an experience of critical reading. Only it can enrich comprehension of those texts. Though Critical text is not appealed for any emotional assemblages like other genres, it has completely made on Intellectual development of reader's mind. Teacher in their lectures may introduce background also aim and primary guidelines of that text. He also may discuss about principal critical terms in that text. After which it is the role of the student to read that text completely. Though he could not understand it completely whatever he has understood also will be helpful for his thinking. It is practice work which will help him to pass first step of critical reading.

Figurative language is the soul of poetry, Characters and plot are the soul of novel, Dialogues are integral part of drama but in case of Critical text there are certain concepts or critical terms which are the building material of that text. These terms are not important only in the context of text; but they might be applied in other texts with suitable reference. Terms like 'collective unconsciousness', 'panoptic state', 'écriture feminine', 'hysteric language', 'Oedipus complex' etc. are general in nature. These may be applied in comments on novel, poetry and also drama. Though criticism is hard, it is an inevitable source to improve thinking level of literary students and teachers. So original reading at any cost will be helpful to achieve such goal.

Conclusion:

Complete development of student is the principal goal of Higher Education. In case of Literature fulfillment of literary values in original works must be interestingly understood by students. To encourage them and guide them will be important role of the teacher. Teacher should himself have knowledge of original reading. It is not practically expected for Post Graduation courses that all those original texts must be read and understood completely. But whatever will be read should be guided by the teacher. It should not be one sided reading both of teacher and student. They should discuss on it among themselves. There are no. of problems have been observed about P.G. courses like Unavailability of original texts, deficiency of qualified teachers and communicative problems with Universities. These are results of absence of any foundation which should be improved into Graduation level of those students.

Finally, it must be re-mentioned here that literature is certain subject where there isn't remain any alternative for original work. Reading and Understanding master pieces of Literature itself is a unique experience. For which both teacher and student should involve thoroughly. Only then Role of Literature in post graduate level will be truly justified.

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