



St. Gregorios Teachers' Training College

Meenangadi P.O, Wayanad, Kerala, India- 673591

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DOCUMENT RELATED TO
LIBRARY WORK

Assignment, Seminar




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Task And Assignment IVAN ILICH



Submitted by
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Ivan Illich

He was an Austrian Roman Catholic priest, theologian, philosopher, and social-critic. His 1971 book 'Deschooling Society' criticizes modern society's institutional approach to education. An approach that constrains learning to narrow situations in a fairly short period of the human lifespan. His 1975 book 'Medical Nemesis', imparting to the sociology of medicine the concept of medical harm.

He must be considered as one of the most influential intellectuals on education of the 20th century. He was born in Vienna in 1926. In the 1940s he studied at the Roman Gregorian University and he became a priest in 1951. Illich had Italian, Spanish, French and German as native language. He studied histology and morphology as well as theology and philosophy. He studied medieval history. In 1956 at the age of 30 he was appointed as the vice rector of the Catholic University of Puerto Rico.

The book that brought Ivan Illich to public attention was 'Deschooling Society' a radical critical discourse on education as practiced in modern economies. Giving examples of the ineffectual nature of institutionalized education Illich posited self-directed education, supported by intentional social relations.



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Ivan Illich was a heavy critic of traditional schooling. His proposals were disregarded, the school institution seen as a codified and socially accepted way of responding to social needs in the form of legitimate massive schooling is undergoing a crisis. The school is constructed reality. School is one of the most relevant and influential institutions on social life.

In the 21st century the socialisation that took place in the school context and consequently the school as a meritocratic institution with a formal dimension that fosters the necessary competences for the overall development of the individual and his/her social actions demonstrably.

Illich sees schools as one case of the modern institutions which persuade people to exchange their real lives for packaged substitutes. School education is taken for learning, social services for community spirit and hospitals for health. Educators and health are seen as the result of the consumption of certain treatments. Modern poverty is defined by technocrats in terms of lacking these essential services. This is a modern form of colonization. The poor are in fact further disenfranchised by schooling as they benefit from it proportionally less than the rich. Schooling in developing nations is used to create new elite with a consumerist attitude.




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His philosophical thought

- A critic of modernity
- A deep understanding of the birth of institutions in the 13th century
- An archaeologist of ideas
- He analysed the corruption of institutions
- The institutions ended up performing the opposite of their original purpose
- "corruptio optimi pessima" the corruption of the best is the worst
- conviviality - friendliness

Central features of his philosophy

- Deschooling
- critique of institution
- critique of professionals
- Agent of dehumanization

Deschooling

Deschooling movement is a tendency of making the children withdraw from traditional school education stating that schools are not providing opportunities for developing the innate powers of children and they make the children unworldly.

- formal schooling gives prime importance to rote memorization
- The teacher dominated school atmosphere have made children demotivated.



- school of Im makes children away from practical life
 - schools make children stereotypes so that they are not able to keep unique style of living.
 - highly Result oriented and professionalized school systems do not give regard to the aesthetic sense and creativity of children
- In deschooling society Ivan Illich argued that a good education system should have a purpose.
- 1) To provide all that want to learn with access to resources at any time in their lives
 - 2) make it possible for all who want to share knowledge etc
 - 3) To find those who want to learn it from them and to create opportunities
 - 4) proposed a more autonomous and organic organization of the learning process
 - 5) He argued the oppressive structure of the school systems could not be reformed.
 - 6) He articulated his highly radical ideas about schooling and education

The term deschooling literally means the abolition of schools. deschooling is the belief that schools and other learning institutes cannot produce the best education for each individual. The term is coined by Ivan Illich in his 1971 book the deschooling society to represent his effort to rid society of all traditional forms of schooling. school produces inequalities rather than correct them. school are institutionalized by bureaucracy.



PHYSICAL
 IN ORIGINAL FORM
 10/10/2020

Schools can not foster students self development but rather inculcate a sense of sub servience in the student

Educational views of illich

Illich was an influential philosopher who wrote extensively about problems of institutionalizing education.

- 1) universal education through schooling is not feasible.
- 2) most learning happens informally.
- 3) institutionalized schooling hinders true learning
- 4) The ideal education system allows people to choose what they learn, when they learn.
- 5) True education should empower all who want to share what they know find those who want to learn it from them
- 6) most learning happens casually.
- 7) Education has no aims that are directed towards the society as a way the highest good in education is that of individual achievement
- 8) people of all ages should be able to choose what they learn and where learn it
- 9) institutionalization of education kills convivial relations and leads to dehumanization.
- 10) institutionalization of education has made learning counter products.



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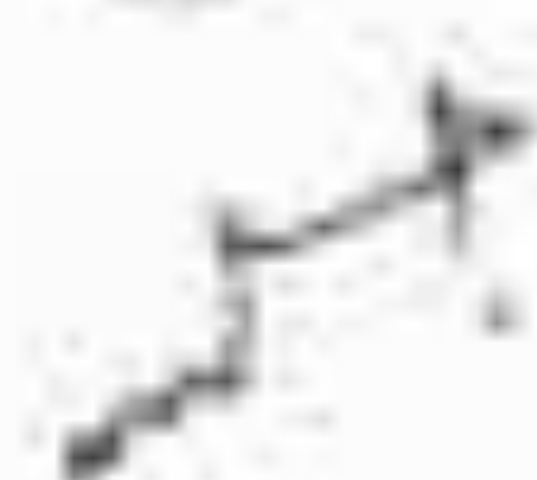
Seminars Report



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Language Trainer

A language trainer is one who trains people to use a language correctly and fluently. A trainer of the English language should be one who knows the different aspects of English. He should know how the language works in training people in English, the communicative aspect is given more emphasis.

Qualities Required for a Trainer

① A thorough knowledge of the language:

A language trainer should be thorough with all aspects of language such as phonology, morphology, syntax and semantics. English being a non-phonetic language, the trainer should essentially know phonetics. He should also be familiar with a second language like Malayalam.



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difficulties in pronunciation. The teacher should also know the first language of the learner.

2. Good Communicative skills:-

In order to communicate effectively, one has to master the communication skill. The teacher should have some acquaintance with the accent of the target language. The teacher has to present good models of communication before the learner.

3. Good knowledge of word accent and intonation :-

In a language like English, word accent and intonation are of primary importance. Intonation has an important role in conveying the correct meaning of utterances. So language learners should make sure that correct word stress and intonation are used.

4. Plans to motivate the learners :-

A language learner must be motivated. The teacher should be able to create an interesting atmosphere for the learner. He should be able to convince the learners that



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correct way of language will make them more acceptable in society. Randolph Quirk says that the language one speaks is as important as the clothes one wears. Quirk helps create a good impression on the audience.

5. Ability to give individual attention: Individual abilities is an essential condition in language training. Each learner's weak point may be different. So the trainer has to pay attention on each trainee. This requires both the ability and patience on the part of the trainer.

6. Knowledge of Psycholinguistics:-

Language acquisition is a subject that comes under periphery of psycholinguistics. Psycholinguistics is a branch of linguistics that studies the relation between language and mind. Some knowledge regarding the involvement of the mind in language with the work done by all these will prove beneficial to the learner.



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Ability for effective feedback :-

Feedback is the means by which a teacher can understand how far the learners have benefited from the process. If it is found that little learning has taken place, the whole process will have to be repeated. Language training is a result-oriented activity, and as feedback is an essential condition for a language trainer.

Above all, the trainer must be dynamic and should be innovative. Patience is another essential quality. He should be able to control and to attract the learners with his new methods of teaching.




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DOCUMENT RELATED TO FIELD
EXPLORATION
FIELD VISIT




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നവോത്ഥാനപരമായ
 മനോഭാവം സ്വീകരിക്കാനും
 വിദ്യാഭ്യാസത്തിലൂടെയും
 പ്രവർത്തിക്കാനും
 കഴിയാതെ വന്നതുകൊണ്ട്
 നവോത്ഥാന മുന്നേറ്റത്തിന്
 വ്യക്തിഗതമായിട്ടാണ്



വ്യക്തിഗതമായിട്ടാണ് മുന്നേറ്റം

മനോഭാവം സ്വീകരിക്കാനും
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സി.പി.ടി.യുടെ അംഗീകാരം നേടിയ അന്താരാഷ്ട്ര
 മാനദണ്ഡം അനുസരിച്ചുള്ളതാണ് അക്കാദമി അധിപതി
 ചെയ്തത്. അംഗീകാരം കിട്ടിയതിനു ശേഷം സി.പി.ടി.,
 അപ് വെ. കോളേജ് ഓഫ് എഡ്യൂക്കേഷൻ, സെന്റ് ജോർജ്ജ്
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ഇന്ത്യയിലെ അതിയേറെ
 പുരസ്കാരങ്ങൾ നേടിയ
 പ്രതിഭാശാലിയായ
 100 പേർക്കുള്ള
 അതിവേഗം അധ്വാനം
 ചെയ്യുന്ന വിദ്യാലയം

നമ്മുടെ പ്രതിഭാശാലിയായ വിദ്യാർത്ഥികൾക്ക് ഉന്നത നിലവാരം
 ഉറപ്പാക്കുന്ന സൗകര്യങ്ങൾ ഉണ്ടാക്കുന്നതിനായി അതിവേഗം
 നടപടികൾ സ്വീകരിക്കുകയും ഇന്ത്യയിലെ അതിവേഗം
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 സൃഷ്ടിക്കാൻ പ്രവേശിക്കാൻ സൗകര്യം



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കുറച്ചുകൂടി അധികം പഠനങ്ങൾ അനുവദിക്കുന്നതിനായി
 പഠനവ്യയനവും ഇനിയൊരുങ്ങിയിട്ടുണ്ട്.

പഠനവ്യയനത്തിന് പലതരം
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 Pollen, Propolis, bee wax



മേൽ കാണിച്ചിരിക്കുന്നവയാണ്
 പഠനവ്യയനങ്ങൾ



പഠനവ്യയനങ്ങൾ തിരഞ്ഞെടുക്കുന്നതിനായി
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ഈ പഠനവ്യയനങ്ങൾ തിരഞ്ഞെടുക്കുന്നതിനായി



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പട്ടണത്തിലെ മരം

മരം വളരുന്നതിനു
 പലതരം പട്ടണ
 നടപടികൾ എടുക്കണം
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നവീകരണ പ്രവർത്തനം തുടങ്ങി. പട്ടണത്തിൽ
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10/10/2023

DOCUMENT RELATED TO PREPARATION OF TEAM PAPER

Model Examination Edu 01



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EDUCATION IN CONTEMPORARY INDIA

Physical Science


SS 1/2

- 1) UEE - Universalization of Elementary Education
- UEE has 3 main aspects. They are
- 1) Universal Provision: Includes the right to free and compulsory education for all children between age 6-14.
 - 2) Universal Enrollment: Includes all children between age 6-14 should be enrolled in school.
 - 3) Universal Retention: Once the child is admitted to school he should remain till completion of the course.
- Article 21-A says State should provide free and compulsory education to all the children in the age period 6-14 in such a manner as the state, by law determines.
- 2) NAI Talents means new education. To meet the challenges of education, creating a stream of life centered educators and providing an active program. All the India conference at New Delhi chose the scheme and appoint a committee under the chairmanship of Dr. Zakir Husain. to study and prepare syllable for the scheme.
- Zakir Husain Committee gave the following
- Free and compulsory education should be provided to all children in the age period of 6-14.



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These were accepted ~~in 1986~~. Two systems of education known as 'unaided' systems of education or 'Maid Tola' or 'unaided' systems of education.

- 3) Othupalle are the traditional religious educational institutions of Muslims attached to these and many other areas like 'Case of Mulla Mulla, Muslim Law as Judge Teacher institutions and the only educational institutions would be followed by Uaj. Othupalle are the center of primary level of learning. After compulsory education children refer to Dars, Center of higher level of learning.
- 4) The 86th constitutional amendment Act inserted Article 21-A in the Indian Constitution for 'giving free compulsory education for all children in the age period of 6-14 as the fundamental right' which is called Right to Education Act (RTE) 2009. The law is called as 2009.
- 5) One of the key programme proposed by National Policy on Education is operation blackboard (OBB) implemented in 1987. The main aim of the project is to provide quality primary education to minimum essential facilities to all physical facilities to all children elementary schools by the provision of two ^{separately} large classrooms appointing two teachers, one of whom should be female. The revised given to the project was given by 
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6) In context of Secularism in India, it is a matter of another religion nor hegemonic nor anti-religious. It implies that in India there is no state religion and ~~no~~ ^{no} ~~of~~ ^{of} ~~imposition~~ ^{imposition} of any religion. All individuals are free to hold and practice the religion he or she belongs to. State will ^{discriminate} ~~not~~ ^{not} ~~discriminate~~ ^{discriminate} individual or group on the basis of religion. To provide the secularism proper education should be provided.

7) Marginalization is the process in which some thing or someone is pushed into the edge of the group and accorded with less respectability. It is a social phenomenon in which minority or subcaste excluded and their basic needs and demands are ignored. Marginality is the process that affected by various of people can be social, being excluded from social, political and economical aspect. Marginality and self discrimination will have serious effect for individual or community.

8) SSA - Sarva Shiksha Abhiyan

- The main objective of SSA is to provide quality education to primary schools.
- To ensure  all children are enrolled in school or alternative school by 2013.
- To give 5 years of primary education to all children by the end of 2007.



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23) Types of Education

Education was broadly classified into 3 categories. They are formal, informal and non formal education. Both of the 3 are essential for education of a child.

1) Formal Education

Formal education is transfer for all. In this there will be teacher student facing or interaction in a classroom situation, a fixed and pre planned syllabus to be covered according to a fixed time table, public examination at the end, promotion to next class only when the student passes the examination. It is a more organized system of education to impart the knowledge with knowledge given by the teacher. It is a hierarchical, chronologically graded and legally not unregulated system. There will be a number of formalities such as age of admission, curriculum, syllabus, timetable, method of teaching, quality of teacher, supervisor and examination all to what an institution is legally bound.

Formal education is the education that is commonly as deliberately planned for the modification of behaviour with a particular end as preceptor and   Formal education is provided through school, colleges.

Characteristics

- Planned, purposeful, organized systematic educational activity
- It has predetermined definite aims
- Start and end with particular age, limited.
- Educator prepared thought lessons.
- Institutionalised.
- It has a fixed syllabus to be covered during a timetable.
- It has some intended interaction both teacher and bright.

Informal education

An individual cannot learn without some form of learning under the influence of his own environment. In other way he learning this education is passed in indirect manner called informal education. Also called accidental or incidental education. It is a lifelong process that happens in every stage of development.

For example child learn pickup the vocabulary by going to school, son of a farmer learn the knowledge about agriculture, A girl child learn cooking and childcare from mother. Thus for informal education is the 'manifestation of behaviour, conscious and necessary and spontaneously without any conscious learning effect.

This type of informal education takes place in family, peer group and social media.

Characteristics

- Unplanned, non purposeful, unorganized systematic educational activity.



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- Being individual, it not make stress for any one.
- It is a lifelong process
- No definite syllabus and time table.
- Not taking part through lesson.
- No pre-determined climate room.

Non-formal education

There are a number of people don't get education they desire. They are housewives, retard persons school dropouts, employees, who want to get place from school. They are fulfilling their needs through non-formal education.

It is a planned and organized and systematic education that comes outside the established formal system. It is not rigid or formal education. At the same time not unplanned and unstructured that that of informal education. It is not a parallel to formal education that has definite limitations. It different from both formal and informal type of education. But they are complementary and necessary for education. Field play club activities, co-curricular activities can be considered as formal system.



Non-formal education is a big umbrella. They are a variety of programs.

1) Non-formal education for child below school going age.

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Adult education: Adequate facilities for the advancement of adult should be provided.

Improvement in teachers conditions: Commensurate stress on social and personal activities of teachers. Incentives, instead of working, activities should be provided.

Meets of Kothari Commission

- The report of the commission is a masterly piece of work among the all aspect of education of India.
- It provides comprehensive study of educational problems in the context of national needs and aspirations.
- Realistic study of educational problems that linked with social, economical and political aspects of human life.
- Provide reasonable and respectful deals of pay to all categories of teacher subject.

Demerits

- The position of head of school left undisturbed by the commission.
- They committed a mistake in placing Sanskrit as post compulsory.
- The views of commission on medium of instruction not only conflicting, but also contradictory.
- The recommendations of the commission creates some



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- Class Science: Approach of low of number of the
 characteristics of scientific educational philosophy
 He want to create a world that where there is not
 community level and organization. It is possible to
 review that social state of education. It is possible to
 write. Actually real education is the application of
 low of quantitative education

- Education through another language: Another simplified
 subject as the subject of study and a modern
 material according to the subject of education through
 foreign language leads development and understanding
 of learner

12) In traditional board education were centered around
 subject material. Recent some permission and
 social treatments. Therefore are behind the curtain
 but to new approach child grows more personal.
 The movement led for more important to child,
 called child centered education. All the educational aspects are
 centered around the child. He can learn within fear
 and frustration. Duty of teacher to learn themselves
 how to learn and helping the student.

13) Globalization is the integration of world
 society through the use country flow of
 information, technologies, and ideas. Globalization play
 an important role in education too. In education if
 aim to provide the children a better future.



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11) Gandhiji's system of education called Basic education because:

- It was based on Indian culture
- comes first in life
- forms basis for entire educational structure
- plan for the rest of life
- closely related to the needs and interests of child
- Related to the needs of community
- Basic education: also called unaided schooling or low-fee non-aided (new education)

Features

Free and compulsory education: Gandhiji want to provide free and compulsory education to all children in the age period 6-14.

Self centered education: Gandhiji want to begin education with teaching craft. Merely to learn it will develop the intellectual ability of child and school can be made self supporting.

Self supporting and self sufficient education: aware of the economic condition of India villages. They should in a well position to spend money for education of their children. So Gandhiji viewed for a self supporting and self sufficient education, it will provide technical knowledge.

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Foreign education is a result of globalization
Means of Globalization

- Secondary education in underdeveloped countries
- Secondary university education and private universities
- multicultural education
- lead to the decentralization of educational administration
- tend to be drawing new knowledge skills
- improving the productivity.

Demerit

- claims of advanced countries as education may be false and misleading
- individualistic and self centered education
- Aimed to meet to culture
- Become commercialized, privatized, for profit education.

15) Educations play an important role in respecting diversity. Education helps underdeveloped countries through accumulating culture, develop pluralism among citizens and ultimately develop clarity towards race among citizens

through new mixed culture emerge
of education. The present thought which culture are ignored and must not waste society
divisions; present thought which cultural differences are



[Handwritten notes and scribbles in the bottom right corner, including the name 'Jyoti K.A.']

- Globalization and Technologies: Educators help to create a globalized world. Technologies, mass migration and emigration linked with our country like never before.

- Self awareness: Educators help to develop self awareness among students. Under certificate structure like strong level can teach us about ourselves. By examining how we react and adjust with new situation we learn more about the way in which cultural differences shape our thought and behaviour.

- Diversity education: Strategy help for developing diversity consciousness. Through diversity education we develop mutual understanding and know the area of diversity.

6) Based on constitutional principle: It take ^{set} ~~wide~~ approach from ideals and values of democracy, socialism and secularism.

- Future common educational structure: Encourages a common 10+2+2 educational structure. First 2 years of primary education consist of 5 year up and 3 year up. Next 2 year for high school. +2 is a part of higher secondary education and 2 year university education.

- Openness based model: Providing maximum essential facility for all elementary schools.
- Minimum level of learning (MILL): Minimum level of learning at each stage.

Transition of learning: ...



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Program (I.T.D)

- Mahodhaya Vidyalyaya : To provide quality education to gifted and talented children by the special class.
- Open and distance course : provide them for whom unable to continue their education their own lives such as house wife, employes and retired people.

17) Aims of university education : Improving talents, creating knowledge, social efficiency, cultural development and the various aims of university education.

2) Duration of course and working days : After completing 12 year of school education can admitted to colleges. Number of working days 180 including examination date.

3) UUC : University board Commission should be appointed to supervise the colleges.

4) Professional education : professional education in the areas medicine, law, engineering, commerce, education should exist.

5) Practical universities : It establishes rural, urban, secondary school colleges to promote social, economic, cultural, and educational for women. To possess separate university will quality facilities.

6) scholarship : Scholarship for students and

1) Sangha Duraya Bahat Durant period education were
 imparted through Sangha and Uthava.
 Sangha is a word in pali and Sanskrit meaning
 Community. Sangha for monks and nuns are 1st
 established by handovered bodies in Sri Lanka by
 to provide a means for who wish to practice Dharma
 fully in most direct and disciplined way free from
 household responsibilities and where Sangha's have
 historically performed function of maintaining the
 integrity of doctrine and propagation of Buddhist teaching
 Uthava - word in pali and Sanskrit used to describe
 monks Buddhist monasteries. During Sangha some monks
 who lived in temporary huts in a made of wood and
 when it rains a roof of thatched mat not very hot
 them but to shelter them permanent monasteries
 established by noble classes. The permanent
 monasteries called Uthava. Some of the established since
 became important educational institutions with a number
 of students like Mahavihara.

2) In the 19th century were considered as the
 of the community. In India they are
 who are not aware of their rights and privileges and
 the government is not by self help system.

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2) When the number of Christians increased in Kerala, they began to teach into churches in the form of Sunday schools.

Church Mission Society (CMS) came to Kerala at Kottayam in 1813 when Syrian Christians opened a college.

Government schools and schools for girls were established under CMS CMS college Kottayam established in 1807-1817 which is considered the 1st English education institution in India.

CMS for Mission opened:

- English school at Muttam at 1818
- open 6 boys school and 4 girls school, it is closed at 1826.
- English school at Thekkum at 1836
- English school at Sreekrishnan at 1846 it was become second grade college affiliated to University of Madras in 1875.

In 1859 the Act was passed to provide grant for and for private schools as a result the number of private school increased.

In 19th century Malabar district came to notice.

The CMS school goes to B.S.M - Royal Evangelical

- In 1846 CMS school started at Kottayam Malabar Christian College.



By ~~the~~ ~~above~~ ~~the~~ ~~class~~ ~~of~~ ~~ignorant~~

By getting educated they can contribute their share to improving status of other women.

Education help women to enhance social status.

It will open wide opportunity for employment and women ~~become~~ become economically stable.

Government independence is the factor that leads the ^{and} developed. By getting education women become economically independent ~~and~~ and can enjoy their freedom and status in the society.

- 2) Sree Narayana Guru is a solid contributor in social and educational reforms in Kerala. He worked against the Brahmin ascendancy. In the temple made by Guru Sree Narayana Guru. He started a school. He saying 'an eye' and religion and urged unity. He elected religious outlook. He converted the future of modern Kerala society.

Sree Narayana Guru's popularity. Yogan - SAMP. Yogan established in 1902. Yogan is the center of inspiration of guru. It is annual meeting to replace

at ~~the~~ ~~beginning~~ of 1909. A number of educational institutions and now university. It established SAMP Yogan and it make great contribution for education in education of Kerala.

- Bemina
- Victoria English school established in 1862
into one by government and it became government
Bemina college
 - Victoria college Punjab was an school established in 1884
 - Zamindar's Education Society's College was a school established
at 1877 for the young ladies of Zamindar family




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EPC WORK

Engaging with Subject- related Reference Books

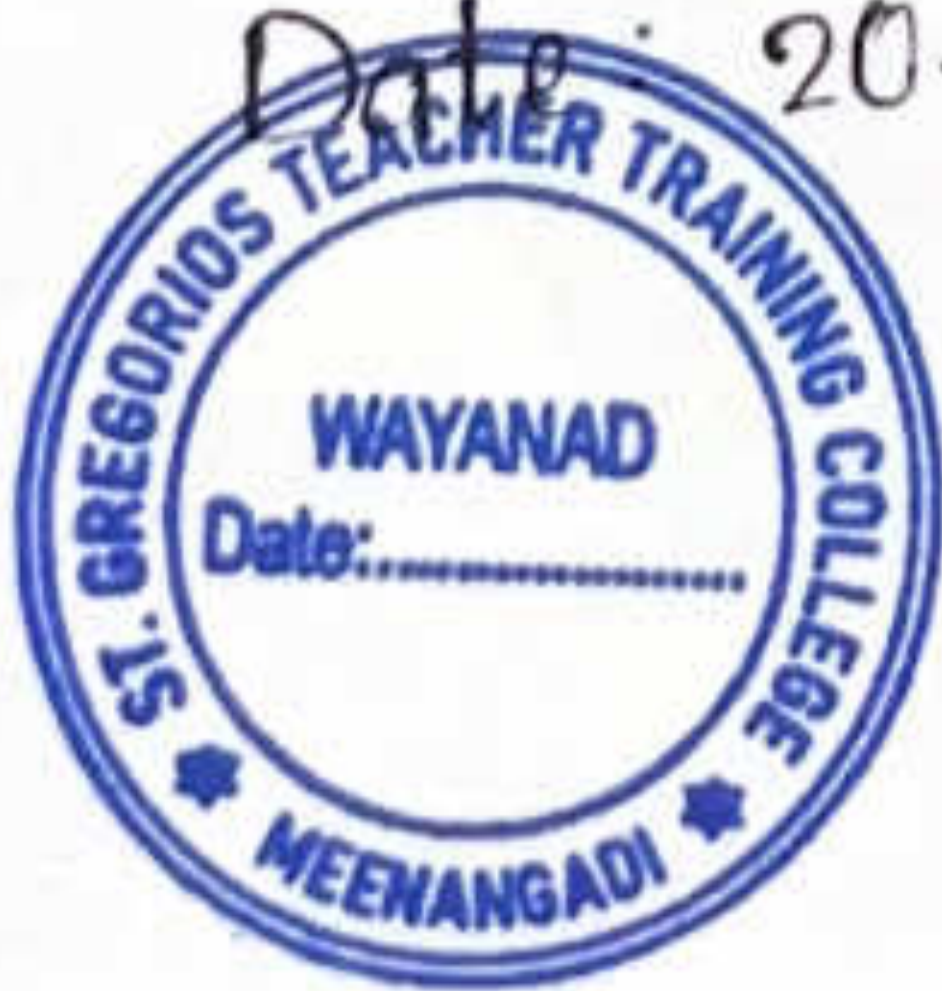
"Structuralism"

Submitted by,

Sarahi Simon

B.Ed. English

Date: 20-02-2023



Submitted to,

Mrs. Binsha K.S.

Dr. Tomy K.O.

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Introduction

As part of two year B.Ed. curriculum, I was assigned to do a task on engaging with subject-related reference books, for that we have to choose a topic related with our subject area. While general reference sources tend to be broad and multi-volumed works that cover a wide variety of topics and are great for quick reference, subject specific reference sources tend to focus on a specific discipline or subject within a discipline. Reference materials are resources that a student can use when completing academic or social and emotional learning tasks. These materials provide pertinent and useful facts and information that can make work accurate and easy to understand. Here I have chosen the topic "Structuralism".




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Structuralism

Almost all literary theorists beginning with Aristotle have emphasized the importance of structure, conceived in diverse ways, in analysing a work of literature. 'Structuralist criticism', however, now designates the practice of critics who analyze literature on the explicit model of structuralist linguistics. The class includes a number of Russian formalists, especially Roman Jakobson, but consists most prominently of a group of writers, with their headquarters in Paris, who applied to literature the concepts and analytic distinctions developed by Ferdinand de Saussure in his "Course in General Linguistics" (1915). This mode of criticism is part of a larger movement, French structuralism, inaugurated in the 1950s by the cultural anthropologist Claude Levi-Strauss, who analyzed, on the model of Saussure's linguistics, such cultural phenomena as mythology, kinship relations and modes of preparing food.

As a result of literary studies, structuralist criticism conceives literature to be a signifying system that uses the first-order structural



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system of language as its medium, and is itself to be analyzed primarily on the model of linguistic theory. Structuralist critics often apply a variety of linguistic concepts to the analysis of a literary text, such as the distinction between phonemic and morphemic levels of organization, or between paradigmatic and syntagmatic relationships, and some critics analyze the structure of a literary text on the model of the syntax in a well-formed sentence. The undertaking of a thoroughgoing literary structuralism, however, is to explain that how a competent reader is able to make sense of a particular literary text by specifying the underlying system of literary conventions and rules of combination that has been unconsciously mastered by such a reader. The aim of classic literary structuralism, accordingly, is not (as in New Criticism) to provide the interpretation of single texts, but to make explicit, in a quasi-scientific way, the tacit grammar (the system of rules and codes) that governs the forms and meanings of all literary productions. As Jonathan Culler put it in his book *Structuralist Poetics*, the aim of structuralist criticism is 'to construct a poetics which



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literature as linguistic stands to language'. Roland Barthes, Genard Genette, Julia Kristeva, and Tzvetan Todorov were; at least in some part of their careers, prominent structuralist critics of literature.

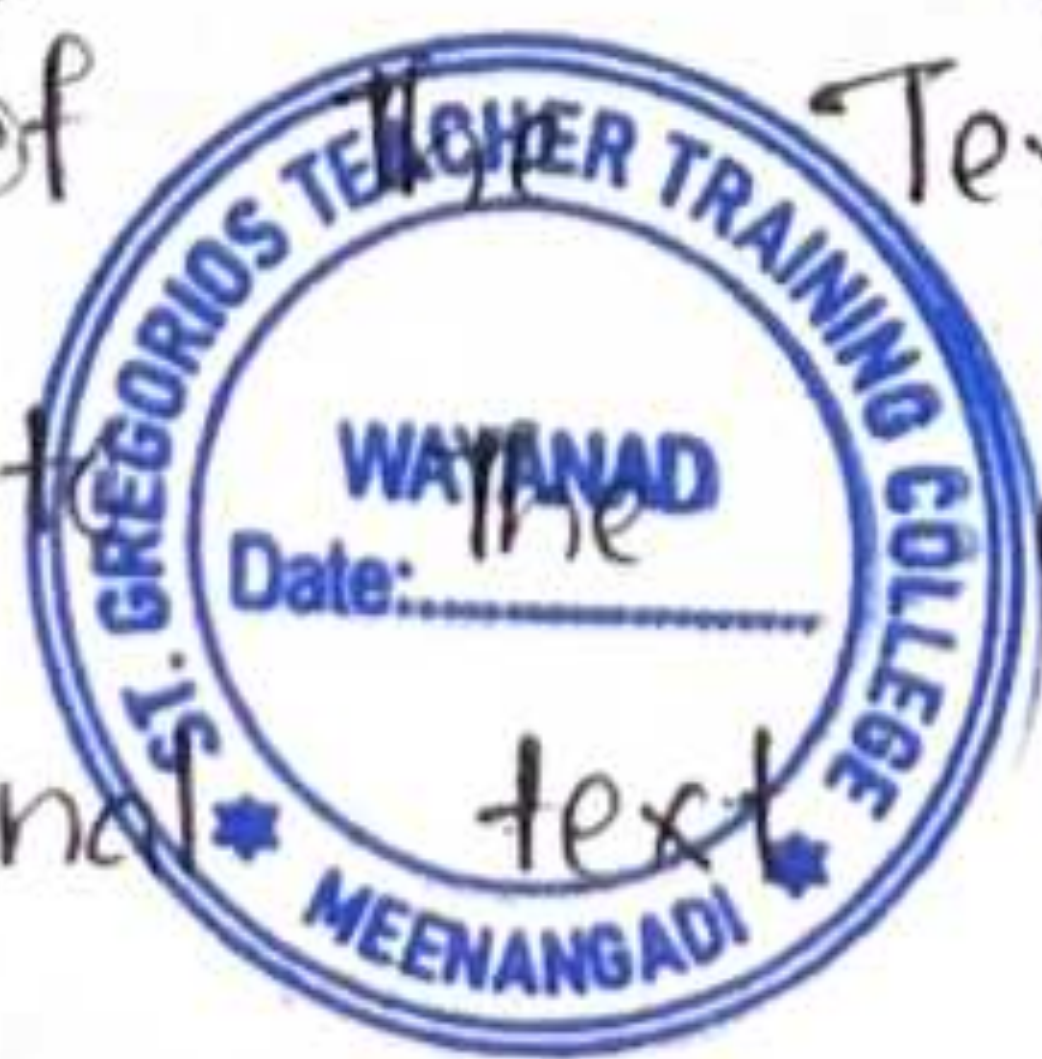
Structuralism is in explicit opposition to mimetic criticism (the view that literature is primarily an imitation of reality), to expressive criticism (the view that literature primarily expresses the feelings or temperament or creative imagination of its author), and to any form of the view that literature is a mode of communication between author and readers. More generally, in its attempt to develop a science of literature and in many of its salient features, the radical forms of structuralism depart from the assumptions and ruling ideas of traditional humanistic criticism.

In the late 1960s, the structuralist enterprise, in its rigorous form and inclusive pretensions, ceded its central position to deconstruction and other modes of post-structuralism which subverted the scientific claims of structuralism and



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its view that literary meanings are made determinate by a system of invariant conventions and codes. This shift in the prevailing point of view is exemplified by the changing emphasis in the lively and influential writings of the French critic and man of letters, Roland Barthes (1915-1980). His early work developed the structuralist theory that was based on the linguistics of Saussure - a theory that Barthes applied not only to literature but to decoding, by reference to an underlying signifying system, many aspects of popular culture. In his later writings, Barthes abandoned the scientific aspiration of structuralism, and distinguished between the 'readerly' text such as the realistic novel that tries to 'close' interpretation by insisting on specific meanings, and the 'writerly' text that aims at the ideal of 'a galaxy of signifiers', and so encourages the reader to be a part or producer of his or her own meanings according not to one code but to a multiplicity of codes. And in "The Pleasure of Text" (1973) Barthes lauds, in contrast to the comfortable pleasure of a traditional text that accords

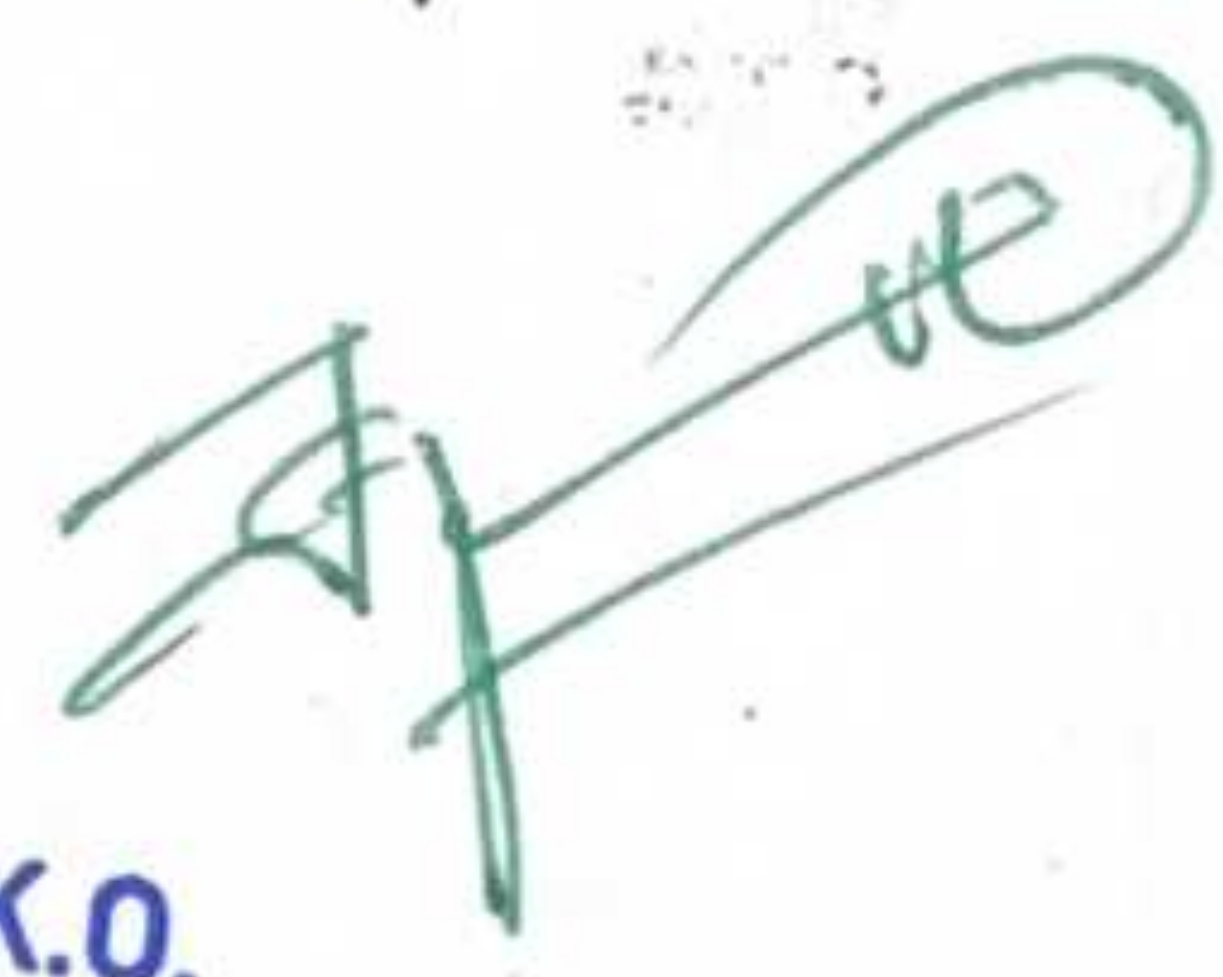


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codes and conventions, the jouissance (or orgasmic bliss) evoked by a text that incites a hedonistic abandonment to the uncontrolled play of its significations.

Structuralist premises and procedures, however, continue to be deployed in a number of current enterprises, and especially in a semiotic analysis of cultural phenomenon, in stylistics, and in the investigation of the formal structures that, in their combinations and variations, constitute the plots in novels.




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Conclusion

Overall, structuralism is one of the impactful and controversial approaches that set its aim to determine underlying structures of literary texts. It can also be applied to study any meaningful event. Using semiotics, structuralism analyzes the signs, functions and impact of any event. Thus, the broad approach offers insights into what makes people the way they are.



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