Chapter 5

5.0 Introduction

The students in the rural areas are mostly educated in vernacular medium. These students come from remote areas and are of poor families. They are quite irregular in class and are not competent enough to learn English as a second language. They have a big fear for English and they often accept their fate. These students face great difficulty while learning English and resort to unfair means in order to pass their exams. Even the student who have opted for major English are not good at comprehending the basics of English. These students know the market value of English and they are at times advised by the elders or relatives to opt for English as their major subject. The colleges in rural areas do not have any fix pattern or criterion for giving admissions to students. Infact, all the students who have secured passing marks in English or who have failed in the past and then secured passing marks in English are granted admission, while the students without realizing seriousness of the matter take up the subject and keep on failing many times. The students do not buy text books inspite of the scholarship awarded for this purpose, by the government, instead they buy guides and learn by rote. The traditional mode of education has in fact stressed rote learning and created rather an authoritarian role for the teacher. The students do not have the culture of discussing their views and feelings in an educational context. They feel inhibited to express themselves. The challenging syllabus and at times difficult texts prescribed by the Board of Studies pose major problems for these students. The researcher has a long experience of teaching in such an institution in a tribal area, where English is taught as a compulsory subject as well as offered as major subject. These eternal problems of the students and the teacher’s frustration had prompted him to indulge in this research. In this modern world where everything is witnessing a change, there is a need for introducing modern tools to teach English as a second language. The introduction of multi-media aided teaching and learning can definitely bring the desired results and enable students to learn with interest and curiosity. The researcher felt that introduction of films as multi-media tools in the classroom can definitely help the teacher and the taught to bridge the gap between them. In fact teaching and learning with the help of such a tool can create a big difference and remove boredom.
from the classroom and also enhance the prospects of learning. In order to teach a novel with the help of its version at U.G level, it becomes necessary to examine the relationship between a novel and its film version. The relation between the two can throw some light on the possibilities and limitations. Further the researcher had tried to study the need for various tasks that may help the learners in language learning or literary appreciation. On the basis of the given tasks the response of the learners can be studied and it can be examined whether such study with the help of multi-media enhances the approaches to the literary text or novel. The chapter further presents the observations, findings implications suggestions and concludes.

5.1 The Relationship between the literary text Samskara and its film version

Cahir (2006, p. 98) says “Films exist as independent works of art, however, when film scholars, critics or students explore the meaning and merit of the novel-based film, they may add the intricacy of seeing the movie in specific relationship to its literary source. In the process of doing so, one text, the novel or the film, is not privileged over the other. One is not, de facto, more important, held in higher order, or inherently better. Instead the novel and the film are seen as independent entities, to be assessed independently and, simultaneously, to be explored inter-relationally” When we set the allied but different novel and novel-based film side to side, each, hopefully, illuminates the other. The hinging together of the two works helps us to see, perhaps in deeper and more critical ways, ideas, motifs and aesthetic practices within each of the two, separate individual works. The novel may help us to understand the film more thoroughly, much as the film may helps us understand the novel more fully and guide us to see the book in new ways. Examining the works together, however not only aids an appreciation of each separate work (the novel and the film, separately) but also yields a third consideration the insights and concepts that emerge through consideration of the relationship of the two works. When we examine the novel and the novel-based film hinged together, we look at them relationally, much as we do when we consider the two separate paintings combined as a diptych. We examine them intertextually, explaining the complex relationship of the book and the film. This intertextual study of the two works may provide insights that an
isolated, separate consideration of each work could not have yielded. In the process of intertextual consideration, we form critical appraisals of the film and of the book.

The critical evaluation of a film translation of a novel should not be purely arbitrary. Instead, it needs to be grounded in an informed aesthetics, a defined standard against which all critical appraisals of literature – based films are gauged. At its most basic and constitutive, four fundamental qualities contribute to the success of a literature based film.

Cahir (2006) gives the four characteristics which contribute to the success of a literature based film. They are:

- The film must communicate definite ideas concerning the integral meaning and value of the literary text, as the filmmakers interpret it.
- The film must exhibit a collaboration of film making skills.
- The film must demonstrate an audacity to create a work that stands as a world apart, that exploits the literature in such a way that a self-reliant, but related, aesthetic offspring is born.
- The film cannot be so self-governing as to be completely independent of or antithetical to the source material.

Thus the most successful film based on literary works translate words onto images by both interpreting and exploiting the source text. The literary text is strip-mined for the riches the filmmakers can use to promote their own vision of the work and, as a result, the film that emerges, like any translation, is a separate entity, with a life of its own but a life fertilely tethered, to its literary parent. Our own reading of literature might differ radically from the filmmakers, but in the most effective literature to film translation, the filmmakers, equipped with definite ideas about the source text, are true to the literature, faithful in their fashion.
5.2 Tasks for language and literary appreciation

In the colleges or institutions located in rural areas, very often there is a huge gap between the teacher and the learner for various obvious reasons. The students face great difficulty in learning English as a second language or if the student has opted for major English then the problems are too many. The students are very often unwilling to give their personal opinions or response in the classroom. This may be due to their traditional mode of education, which stresses rote learning. And the teacher in such a set up plays an authoritarian role. Therefore it is not the part of the students culture to discuss their own opinions and feelings in an educational context. There are certain social factors responsible, inhibiting students from expressing themselves because most of the students are from different status or rank. Students are at times individually sensitive to particular issues raised in a text. For these and such reasons along with others, the Researcher felt that there was need for various tasks that may help, the learners in language learning and for literary appreciation. Lazar (1993, p. 42) suggest that, “tasks and materials for exploiting literary texts should be designed with the likely behavior of students in mind”.

Literature should be used with the language learner and the tasks should be so designed that students get involved in them. If the materials are carefully chosen, students will feel that what they do in the classroom is relevant and meaningful in their own lives. Literature is highly valued and for this reason, students of English may experience a real sense of achievement at tackling literary materials in the classroom. If students are familiar with literature in their own language then studying some literature in English can provide an interesting and thought provoking point of comparison. Literature exposes students to complex themes and fresh un-expected uses of language. Thus a good novel or short-story may be particularly gripping in that it involves students in the suspense of unraveling the plot. Literature can provide students with access to the culture of the people whose language they are studying. At lower levels, students may be unable to cope on their own with an authentic novel or short-story in English, but at higher levels students may be so absorbed in the plot and characters of an authentic novel or short story, that they acquire a great deal of new language almost in passing. If recorded literary material or film version of the novel is available then students can acquire a great
deal of new language by listening to it or reading the subtitles of the film in English. The use of literary texts is often a particularly successful way of promoting activities where students need to share their feelings and opinions, such as discussion and group work. This is because literature is very rich in multiple levels of meaning. Focusing on a task which demands that students express their own personal responses to those multiple levels of meanings can only serve to accelerate the students acquisition of language. Literature and certain tasks based on it can expand students language awareness by asking to explore sophisticated uses of language. e.g. A grief ago, so in a way using literature with students can help them to become more sensitive to the overall features of English. If we encourage our students to grapple with the multiple ambiguities of the literary text then we are helping them to develop their overall capacity to infer meaning. This very useful skill can then be transferred to other situations where students need to make an interpretation based on implicit or unstated evidence. Literature also has a wider educational function in the classroom in that it can help to stimulate the imagination of our students, to develop their critical abilities and to increase their emotional awareness. If we ask students to respond personally to the texts we give them, they will become increasingly confident about expressing their own ideas and emotions in English. They will feel empowered by their ability to grapple with the text and its language, and to relate it to the values and traditions of their own society and so we can say literature or the tasks or material based on it can help in educating the whole person.

5.3 The Response of the Learners

The Researcher has mentioned here as to how we select material which might encourage personal response. It is best to select material which are in line with the major interest of the students. we can gradually assess the students interest by spending a reasonable amount of time with a class on regular basis.

- We can give students a list of certain literary texts with a brief summary of their content and ask students to select the ones they would like to study.
- We can provide students with a questionnaire designed to find out what kinds of material they read in their own language and what they would like to read in English.
- We can give students a list of twenty to thirty topics and ask them to choose five that they find interesting. Select literary texts connected with these topics or themes.
- We can provide opportunities within the classroom for personalization, by letting students work individually on those texts which interest them the most.

If the students are unwilling to respond in the classroom we should design tasks and materials for exploiting texts with the likely behavior of students in mind. We can get students working in small groups or students may be allowed to choose with whom they would like to work in small groups. Students could be asked to reveal their own reactions to a text only when writing a short paragraph or essay for homework to be read only by the teacher.

5.3.1 Some ways to encourage students to respond

Students could be asked to free associate or brainstorm around the central theme or title of a text before they read it and they find out how do their own ideas compare with those in the text.

- We can give students the base outline of the situation in the text and then ask them to recount their own experiences of this situation before reading the text.
- A questionnaire can be provided about some of the issues or situations raised in the text and then we can ask them their own views or responses to the text.
- We can ask students to imagine that they themselves are certain characters in a text. What would they do in the situation of the character in the text? They could even write a letter of advice from one character to another.
- Students could be asked to complete sentences which will lead them into the main themes or topics of the text.
• One can provide learners with a guided fantasy linked closely to the setting of the text. For e.g. Students are told to close their eyes and imagine the noises, sights, sounds, feelings etc that they might experience in that setting.

It is vital to ensure that students have adequately understood the language of the text and that a teacher has provided the necessary historical, literary or cultural background to students to make sense of the text.

5.3.2 The Response of the Students

The Researcher had selected the novel Samskara by U.R.Anatha Murthy which was translated from Kannada into English by A.K.Ramanujan. The Film version of the novel with the same name had been directed by Pattabhi Rama Reddy. The undergraduate students i.e. second year and third year students were the participant learners. These students were introduced to the text on regular basis for some days. They were updated about the title Samskara and the various meanings of the same. The students were given the exact meaning of the title as interpreted by the writer as well as the director i.e. Samskara meaning ‘A Rite for a Dead Man. They were informed about the writer and the translator and about the main intention behind writing the novel. The novel is considered a trend setter in Kannada literature and beginner of the Navya movement, which initially was stuck in controversy due to its bold theme and content, which offended a particular community. But later the novelist won the Sahitya Academy award for the same. The students were introduced to the plot, character and setting along with its dominating theme and cultural content. The summary of the novel was given and important points were emphasized. Later the students were updated about the film as a multimedia tool and its role in teaching and learning. In today’s times most of the students are already aware of computer and films as important tools of multimedia, but in spite of that they need to be informed in detail about its various uses, advantages, and disadvantages etc. The researcher provided sufficient information and knowledge about film as an important multimedia tool and its relevance in this fast changing knowledge based society. The students were given certain information about film as an art, its techniques and film language etc. Also they were provided the information about the relationship between literature and films and how both exercise influence on each other and add to the
meaning. In spite of being individual arts both have the creativity and ability to deliver something concrete. Later the students were shown the film Samskara in Kannada with English subtitles which was directed by Pattabhi Rama Reddy. As expected the students were quite eager and curious to locate what they had heard or understood about the novel in the film. The students were spell bound and very happy which was visible on their faces. They watched the entire film with patience and total silence. After the film viewing experience, the students were briefed about the further plan of the Researcher. The selected passages from the novel were photocopied and were distributed among the fifteen undergraduate students selected for the purpose. The students were asked to read the first photo copy comprising of the beginning of the novel carefully and later locate the same scene in the film version of the novel. The students were then asked to trace the interface between the novel Samskara and the film Samskara. The film scene was screened again and again for them to read the subtitles properly. Thus all the seven selected passages of the novel Samskara had to be located by them in the selected scenes of the film Samskara as well. Though it was a very time consuming process, it provided a novel way of understanding the novel and the film version independently, and also about their relationship. The researcher has designed certain tasks based on the novel and the film Samskara. Most of the tasks were objective in nature and easy to relate and attempt. The tasks have been designed according to the students ability and aptitude. There were seven “Tasks” based on the novel and film version. The students tried out the tasks of the novel and film version Samskara. The response was prompt in some cases while some of the students struggled to answer certain tasks which have been included as per suggestions from the validators of the tasks. The students were given enough time to attempt the tasks and within the given time their response was very encouraging. These tasks were assessed. The next day the students were provided with a questionnaire to obtain their response. The response was good and positive. The questionnaire included all types of questions. i.e. questions where they were expected to give their personal informations regarding their parents, their parents profession, their likes, dislikes etc. and the rest of the questionnaire was entirely on the questions based on the text and film version of the text, film as multimedia tool and their final response regarding their experience. The students were asked to agree or disagree with the questions asked.
5.4 Multi-media Approach to the Literary Text

Film and Literature have aesthetic equivalent in methods and style. Affinities exist between literary form and cinematic form. Much like literature, a film achieves its distinct style through its organizing and editing methods; its particular rhythms, tones and syntax; and its genre and subject matter – like a work of literature, a film is the result of the process of composition, the meaning of which is “to make by putting together”. Literature and film composition unlike a painting, for example, both comprise a series of constantly changing images. The compositional structure of both is created from the splicing together of a sequence of smaller units: a paragraph (or stanza) in literature and a shot in film. Paragraphs, stanzas and shots simultaneously function as both singular, separate units and as integrated, insuperable parts of the entire work. The splicing together of smaller units create the design-whole of the book. Cahir (2006, p. 46) justifies that “Our understanding of the meaning and significance of the literary or film text can be enhanced through a close reading of the smaller units that form the work. In analyzing a literary work, we look at a paragraph, a sentence, or a single word. Much in the same way, in analyzing a film, we look at a paragraph, a sentence, or a single word. Much in the same way, in analyzing a film, we scrutinize a shot, a sequence of frames that make up a shot.”

Film as a multi-media tool certainly enhances the approach to the literary text. If we see film as a multi-media tool along with the source novel, it will help us to see, perhaps in deeper and more critical ways, ideas motifs and aesthetic practices within each of the two, separate individual works. Novel may help us to understand the film more thoroughly much as the film helps us understand the novel more fully and guide us to see the book in new ways. Not only that but if we examine the works together, it will help to appreciate each work separately (i.e. the novel and the film separately) and there will also be a third consideration: the insights and concepts that emerge through consideration of the relationship of the two works.

Bhatt (2012, p. 4) says, “The irresistible charm of literature has always attracted film makers and has also succeeded in enhancing the appeal of the literary forms”
Thus adapting a movie on a book always draws large audiences to movie halls. The strong plots can provide a required respite. It also benefits the author. Increase in the sales of such books proves it. Above all Cinema is a brilliant way to introduce a new generation of readers to text.

The power of a film is indisputable. Since the beginning of movies, they have captivated audiences. We feel like watching films and this power seems unique to film. As the philosopher Cavell (1971) remarks, in The World Viewed, “the sheer power of film is unlike the power of other Arts. There is something about movies specifically which succeeds in connecting to human psyche in a deep way. Movies carry some sort of psychic charge that no other art form perhaps no other spectacle-can quite match.”

McGinn (2007) Says that, “films engage our perceptual faculties in fundamental ways, particularly through the visual stance of looking into” i.e. we are predominantly visual creatures, particularly and movies amply reward our inquiring eyes, our insatiable desire to look and see.

A professor of Mudra Institute Of communication Ahmedabad (MICA) A.F. Mathew is one such faculty who uses the film medium regularly. Yumlembam (2011) reports this through times of India Ahmedabad that Prof Mathew uses films for relevant example for the topics to be discussed and he feels that, “Films are successful tools to excite the interest of the students which makes them absorb and retain the lessons better.”

5.4.1 Film as a Multimedia Tool

The Researcher used film as multi-media tool at a rural college with undergraduate students of S.Y and T.Y. B.A special English as participant learners. The Film that was selected for the trial was Samskara based on the novel Samskara written in Kannada by U. R. Anantha Murthi and translated into English by A.K Rumanujan, The students were informed about the novel Samskara in detail to begin with. They were updated about its plot, theme, setting etc. along with its cultural background. Then after the film was screened for the students. They watched the entire film in order to understand and study the film version of the novel but in order to understand the novel better the students were then given the photo copies of certain passages from the novel which were selected by
the Researcher. They were then asked to read the first sample of the passage carefully which was about the routine of the Acharya. After they had finished reading the passage they were shown the scene or clipping from the film Samskara which depicted the routine of the Acharya. The students were easily able to identify with the scene and carefully watched it. The students were briefed about the film as a multimedia tool and film as an art form and film language in a separate session so they were eager to compare and trace the interface between the novel and the film. The students were given seven such samples to read and watch. The Researcher designed tasks related to the text and the film version. The tasks were mainly objective and prepared keeping their aptitude in mind. The tasks were mainly designed to improve their understanding of literary text and language acquisition. The tasks comprised of small exercises which tested them for literary understanding and language acquisition competency. The response factor was considered and the tasks accordingly designed. The tasks included were regarding the title, the theme, plot, characters and the setting of the novel. The students had to mention whether the sentences selected from the text matched with the subtitle of the film. They were asked to attempt language exercises where in they had to complete certain spellings selected form the text and film. They were also asked to complete sentences which led them to understand the theme of the novel. Tasks for arranging sentence in correct order were designed to introduce them to the plot or an episode of the novel and film. There are mostly objective tasks where they have to mention true or false or attempt fill in the blanks. The open ended tasks were specially designed as per the suggestion of validating committee. In order to see or mark the enhanced approach, the students were first tested by asking questions from the text directly before showing them the film version, but the students were not so responsive and failed to understand the minor details of the text, but after showing the film shots or clippings corresponding to the passages of the text, they were tested through tasks designed for them. Most of the students attempted all the tasks and were able to give prompt written answers. They were eager to show their enhanced learning by taking part in discussion of the open ended questions. Thus the response was positive and encouraging. The students preferred multi-media method of teaching and were attentive throughout.
5.5 Major Observation

The present research has been carried out keeping students of rural arts colleges in mind because the present scenario in higher education in urban centers is fast changing as far as teaching and learning of English as a second language is concerned. The old traditional system of the teacher playing an authoritarian role and students as merely passive listeners is being criticized and a demand and implementation of newer and dynamic method of teaching and learning are encouraged and welcomed. Due to poverty and backwardness the tribal areas have not witnessed visible change. Also lack of awareness and fear of learning English have kept the students away from the actual world which is fast moving ahead. Thus it becomes necessary to urgently bridge this gap by introducing newer and better methods of educating students in such institutions which are located in remote areas. The need of the hour is to encourage the students to learn English as a second language or major English by adopting newer methods which can remove their fear and help them to learn with fun and activeness. The use of multi-media can thus prove beneficial and facilitate the teaching learning process. The film as a multi-media tool can be a useful tool to remove their fear and problem related to the study of English. The students can use film version of a literary text to remove their problems and learn without any inhibitions.

5.5.1 Personal Observation

The researcher has been teaching English as a second language as well as literature in major English classes in a Arts college located in tribal area. His observations as a teacher of English has often frustrated him and made him think of the sorry plight of the students who need urgent help in the form of new ways and means to change the present methods of teaching and opt for newer methods. Multi-media tools can come to the rescue of these students. The film version of a novel can be a useful Multi-media tool to understand the source novel better and vice-versa. The researcher while trying out this method observed that, the text Samskara by U.R.AnanthaMurthy might have posed several problems for the students because of its different cultural background and symbols. Not many students could guess a true interpretation for the title so they had to be given enough time to understand it. Also the protagonist of the novel who belongs to a
Brahmin community of Karnataka’s rural area and their culture and tradition were new for them to sink in. The theme and central idea of the novel along with the terms used in the text to describe a typical south Indian context posed problems for them. The names of the village and characters were strange for them too. All in all the text Samskara having a dense content and layers of meanings and poetic descriptions and explanation from the Hindu scriptures, references to mythological characters was a new and tough experience in learning for them and that also in English. At such a juncture the film version of the novel brought a big relief for them. The use of multi-media brought a fresh change and removed the usual boredom prevailing in a traditional classroom where the teacher calls all the shots. The students were eager to see the film first, given a choice to them. The film form and techniques and language were new for them to learn but the interest in the film, helped them to have patience to know about them. The entire process of reading the passages and tracing the passage in the film version was time consuming and needed patience but still they managed to go through due to their willingness to experiment and learn. The subtitles and shots of the film version posed serious problems but they were screened again for them to read and understand properly. The issues highlighted in the novel and the old Brahmin traditions are no more prevalent in today’s society but then the novel and film version presented it artistically so as to turn it into a normal contemporary problem. The tasks were interesting for them but the new technique of brainstorming or relating between two different forms did make them struggle to answer for a while. Though it turned out to be a blessing in disguise for them. It made them work hard and learn the English language. The moving pictures of the film enabled them to understand certain concepts and ideas better than the text itself. The sound, costumes, music were sort of new concepts for them but aided in understanding the text better.

5.6Major Findings

- The film version and the literacy text put together help the learner to comprehend the message of the text.
- The film as a semiotic representation of the culture allows the learner to have a better grasp of cultural dimensions the text and its multiple layers of meaning.
➢ Preparation of tasks for generating language and appreciating the text builds a bridge between the literary text and its film version.

➢ The use of multi-media makes the classes more interactive, effective and interesting.

➢ Cinema is a brilliant way to introduce a new generation of readers to text.

➢ The novel may help us understand the film more thoroughly much as the film may help us understand the novel more fully and guide us to see the book in new ways.

➢ When we examine the novel and film together it not only aids our appreciation of each separate work (the novel and the film separately) but also yields a third consideration: the insights and concepts that emerge through consideration of the relationship of the two works.

➢ Films are successful tools to excite the interest of the students which makes them absorb and retain the lessons better.

➢ A film motivates thought and action and assures a high degree of attention and retention as compared to the printed word.

➢ Multi-media provides complex-learning environment and which also gives students their own real control over their learning environment.

➢ Multi-media could be designed to mix education and entertainment i.e. “edutainment” such sources give continuous source for knowledge for all users.

➢ Tasks based on novel and film version certainly enhance the learning process.

5.7 Pedagogic Implications

Valicha (1988) says “A semiotic approach based on an axio-aesthetics of film (which relates film to culture as part of the process of understanding film) seems an appropriate model for the study of film, especially Indian film”.

The film image carries a primary kind of signification. This is its denotative function. It is self-referring and is marked by the intention to communicate something meaningful. The film image is also connotative because it signifies meaning in terms of narrative. This image also expresses subjective values which attach to the sign by virtue of its form and function. Film creates a ‘subject’ or ‘subjects’ through its narrativization. These consist of characters, themes, points of view, values and so on. Film can deal with consciousness
and probe human motivation; in this way, it can build up complex structures of meaning. These structures of meaning are built out of the ‘linguistics’ of film namely, its image structure, its verbal structure, its music or sound structure. The film version and the literary text put together help the learner to apprehend the message. The film as a semiotic representation of the culture allows the learner to have a better grasp of the text and its multiple layers of meaning. The tasks designed for generating language and appreciating of the text can be highly effective and enhancing and help understand the text better through its film version. The use of multimedia can certainly make the classes alive, expressive and constructive as well as creative. Film as a multimedia tool enhances the approach to the text and helps us to see the text in new ways.

5.8 Suggestions

Introduction of literary text in classes of literature is of course a meaningful step, however the average learner from Mofussil areas fails to comprehend the text which is dense in literariness. It is therefore advisable that the prescribed text should be fully annotated and glossed. Secondly they should also be simplified and abridged in order to become accessible. In addition to this, these texts should be illustrated so that certain difficult and complex events fall under their comprehension.

The syllabus should incorporate film versions/cartoon versions, which may prove useful for the learners to comprehend the text. In a globalized world where virtual reality is an important aspect of teaching and learning process, visuals should form a part of the text to be taught and literary texts need to be analyzed with a view to add in to communicative competence of the learner. The communicative competence increases accuracy, fluency and appropriateness in the learner.

In a multilingual and multicultural country like India, it calls for better understanding of the diversity that is found here. In order to develop a better grasp of such a complex cultural entity, the leaner should be provided with additional tools to comprehend the literary text.
5.9 Conclusion

In this day and age when information is available at a click and where everything is changing for better, it is high time that class rooms also become active and interactive. Class rooms should not be used only to exchange information or continue being traditional and passive or lifeless. Classrooms need to become places of continuous interaction between teachers and students to discuss ideas. There is an urgent need to evolve newer methods of teaching in the rural areas where still education is not taken seriously and where many people are illiterate and need special attention and care. Though nowadays government is trying its level best to uplift these people and bring them in the mainstream, a lot needs to be done to improve infrastructure and introduce new methods in education to make the entire system meaningful and productive. This research was a step forward in this direction. The student in rural areas need to be introduced to newer methods which can give them opportunities to express themselves and participate and contribute in the fields(spheres) they want to. Multi-media is one such option which can bring new life to such classrooms. As the researcher wished to make a semiotic inquiry into the interface between selected novels and their film versions and give certain insights for teaching literature at the U. G. level, the use of multi-media tool i.e. the film was at the centre of the research. The relationship between literature (novel) and cinema has always been closely intertwined. It has proved a successful symbiosis over the years. Both have always been an integral part of human culture and have profoundly shaped our personality, the way we think and behave. The immense charm of literature has always attracted filmmakers and has also succeeded in enhancing the appeal of the literary forms. Prasad (1999, p. 206) says “During the last fifty years, the scope of the Novel has widened to include every subject. It has become world influence through films and translations and has become the most popular medium through which an author can reach an increasingly literate public”. Thus films and novels have always exercised influence on each other and have a sort of an interrelationship. Thus films based on novels can help the students to get the required message if they are used correctly and meaningfully.
Yumlembam (2011, p. 4) reports through Times of India, Ahmedabad that Prof. Saral Mukherjee of Indian Institute of Management, Ahmedabad says “Students react differently to Visual mediums. The tendency to remember becomes much higher if this medium is used in a right manner.” Further we can say that film, in its very making, is articulation and such articulation is not possible without assuming semiotic rules governing such communication. A film is a text, and is governed by textual rules.

Valicha (1988, p. 19) says, “A semiotics of film is possible if one accepts that semiotics in neither a province or by-product of linguistics. But one should at the same time accept the hypothesis that moving images ‘say’ something and, since not everybody understands them, there must be semiotic rules governing this kind of communication.”

Film as a multimedia tool is designed to mix education and entertainment and thus it gives continuous source for knowledge for all users. To conclude one can say that though films provide complex learning environment, students can have control over their learning environment. It motivates and initiates students to participate and learn. The moving images, sound, music, costumes etc provide a wonderful opportunity to think, guess, imagine, and learn.

The Tasks based on the novel and its film versions lead the students to understand both mediums and value both as individual arts. The Tasks are a key to help students to appreciate literature and through it acquire language proficiency.

Thus one can say that Multimedia and its use in the classroom can provide the much needed relief. It can break the monotony of the traditional classrooms and can make the classrooms, ideal places for giving and taking of new and fresh ideas. Film as a multimedia tool is effective and enhances the study of the text. In fact it adds to the meaning and helps it prosper.