

## PREFACE TO THE EDITION

It gives us immense pleasure to present this issue of **IJELRS**. The articles in this volume reflect the richness and diversity of contemporary academic thought, drawing connections across literature, education, culture, and the environment. At the heart of each contribution lies a shared commitment to exploring the challenges and opportunities of our time through insightful, critical engagement.

We begin with a study that explores fresh and dynamic teaching models in English language instruction. In an era where classrooms are evolving rapidly, this paper looks at how methods like Synectics, Role Play, and Concept Attainment can make learning more meaningful and interactive. It reminds us that effective teaching is not just about content, but also about connection, creativity, and adaptability.

From the classroom, we move to the world stage with a compelling analysis of climate change and dystopian fiction. Through literary voices ranging from J.G. Ballard to Margaret Atwood, the article traces how fiction has reflected—and often anticipated—our environmental anxieties. These stories do more than warn; they help us imagine possibilities, confront fears, and develop the moral courage to act.

Another thought-provoking piece investigates the influence of Western literary traditions on Indian poetry. Rather than simply imitating, Indian poets have woven together the threads of Western thought and indigenous experience to create something unique. This paper beautifully captures that ongoing dialogue and the evolution of a poetic voice that is both global and deeply rooted in the Indian soil.

Equally powerful is the study of feminist themes in the plays of Mahesh Dattani, one of India's most compelling contemporary playwrights. His works give voice to women navigating the constraints of patriarchy while questioning gender roles, power, and identity. This paper reminds us how theatre can spark difficult conversations and reflect social change in the making.

We conclude with a wide-ranging analysis of language and identity in postcolonial Indian literature, exploring how authors like Salman Rushdie and Arundhati Roy have used language not only as a medium of expression but as a tool of resistance. These writers demonstrate how language becomes a space for reclaiming identity and shaping new cultural narratives in a postcolonial world.

Together, these articles speak to the transformative power of literature, the evolving role of education, and the urgent issues shaping our world. We are proud to bring these voices together in one platform and hope that this issue inspires dialogue, reflection, and further inquiry among our readers.

Prof. Neeru Tandon, D Litt  
Chief Editor

## CONTENTS

SL. NO	TITLE	AUTHOR	PAGE NO
1	Innovative Teaching Models in English Language Instruction: An Analysis of Synectics, Jurisprudential Inquiry, Role Play, Concept Attainment, and Advance Organizers	Alan Yohannan & Ismail Thamarasseri	56 - 63
2	Climate Change and Dystopian Fiction: A Comparative Study	Chitra P.M	64 - 85
3	The Influence of Western Literary Traditions on Indian Poetry: A Critical Analysis	Georgekutty M D	86 - 94
4	Challenging Patriarchal Structures: Feminist Themes in the Plays of Mahesh Dattani	K. Prabha	95 - 101
5	Language and Identity in Postcolonial Indian Literature: A Comprehensive Analysis	J. Jayakumar	102 - 113