

**JOINT CONFERENCE**

**The 6<sup>th</sup> International Conference**  
***The Future of Europe***

**&**

**The 4<sup>th</sup> International Conference**  
***Synergies in Communication***  
**Book of Abstracts**

**Under the auspices of The Faculty of International  
Business and Economics**

12 – 13 November 2015

**PLENARY SESSION DAY 1****KEYNOTE SPEAKERS****Alice Cojocaru Istrate**

British Council Romania

**English-Medium Instruction – Are Students Losing Out?****Abstract**

Whether they study in their country of citizenship or abroad, millions of students nowadays are involved in English-medium instruction programmes and it is estimated that their number will grow in the future. This keynote speech looks into the current trend, examines the growth of EMI programmes and then explores the challenges and benefits of such programmes. There will be reference to a recent report published by the British Council and to a possible way to approach teaching a variety of subjects through the medium of English.

**Laura Grünberg**

Universitatea București

**Does Europe need a gender mainstreamed agenda for the future?****Abstract**

The list of European problems is long: the Greek debt crisis, refugees in the Mediterranean, a war in Ukraine, another in Siria, excessive bureaucracy of the European institutions, or the rise of nationalist parties from Paris to Budapest. On the other hand, relatively speaking, Europe is doing fine in regard to gender equality. What does, then, gender equality have to do with Europe's overall problems of today or tomorrow?

A whole lot - the answer will be received during the presentation. Europe's success in the area of gender equality is haunted by various potential failures. I will bring forward some arguments that better address gender equality, as it is still important in order to overcome a myriad of other issues in Europe, that still exist explicitly but also implicitly, new forms of gender inequalities may in fact be a problem in Europe, holding societies back from unfolding their fullest and truest potential. That is why gender mainstreaming future agendas of Europe should be seriously taken into account.

**PANEL SESSIONS DAY 1 (THURSDAY, 12 November 2015)****PANEL 1: SYNERGIES IN BUSINESS AND ACADEMIC COMMUNICATION. TRAINING, EDUCATION AND RESEARCH (ENGLISH)****Mihaela Arsene**

Academia de Studii Economice București

**Academic Writing, the Invisible Dimension of the Curriculum  
The Experience of the Bucharest University of Economic Studies  
vs U.S. University Practice****Abstract**

In higher education, in Romania and elsewhere, writing is looked upon as a key learning tool and also a core assessment tool. If that is the case, is there a need for teaching academic writing to business students in Bucharest and do we offer students any models meant to develop their awareness of writing academic conventions or practices? Do undergraduate students pick up academic writing by sheer osmosis or does it need to be specifically taught? When, where and how to teach academic writing are some of the questions the paper will address, at the same time highlighting the practical solutions U.S. universities have developed to their students' benefit.

**Minouti Naik**MET's Institute of Computer Science  
Mumbai, India***Text and Analysing the Impact of Texting on Indian Students' Communication*****Abstract**

The advancement in technology and the proliferation of social media, in the current day and age, have had a deep impact on the way people triscaexpress themselves. Gone are the days of Milton, who wrote the epic poem *Paradise Lost*, which ran into ten books, comprising 10,000 lines of blank verse. We are now in an age, which boasts of the cell phone novel - a literary work, originally composed on the cell phone, over text messaging.

The growing obsession with text messaging has thus led to a movement towards economy of expression, while it has paradoxically also facilitated communication, in certain ways, by

speeding it up. However, on the larger canvas, through its open violations of grammar, punctuation and an almost erratic and many a times eccentric use of short forms, it has created a situation where “English completely disappears; why in America they haven’t used it for years!”, as Prof. Higgins laments in the movie *My Fair Lady*, though in a different context. In fact, texting has left an almost indelible impact and encroached on other formal oral and written forms of communication, violating their very essence.

Increasingly, these unconventional liberties, taken with the language, keep liberally cropping up in college assignments and in the professional world; many a times, even in reports and letters, to be submitted to prospective recruiters. Such errors often serve as a comment on one’s character and professionalism, marring one’s impression, which is why it is necessary to focus on the triggers and effects of texting violations.

Though proponents of change, flexibility and adaptability in language use would argue that language is merely a vehicle of conveying one’s thoughts, it is important to reflect, whether in fact, such liberties serve to obstruct communicating *effectively*, and, if so, does this ineffectiveness serve as a reflection of one’s personality/traits? And while this debate is an age old and perhaps endless one, it is one that begs attention as, among youngsters, the effects of texting have become so overbearing, that the medium seems to have killed the message.

Against this backdrop, my paper will evaluate and analyse the impact of texting on the acquisition and use of English, among Indian students, as is manifested through violations in grammar, spellings, punctuation, forwards and excessive use of emoticons and short forms, which in fact vary with age, culture and gender and are therefore extremely likely to result in bloopers. The study will encompass interactions with students and academicians, at both the undergraduate and postgraduate levels, and derive insights from secondary research, conducted on the subject, by referring to books like *Txtng: The Gr8 Db8* and *The Horrors of Textspeak*, which, though not of Indian origin, might help in highlighting either similarities or differences in the impact of texting on students.

By analysing what the possible triggers that result in such transgressions in language use are, my paper would thus try to arrive at possible solutions that could be used by English Language teachers, in helping their students to acquire, retain and use the English Language effectively.

**Anca Trișcă (Ionescu)**  
Universitatea din Galați

### **Business Terms in Shipbuilding Bilingual Newsletters**

#### **Abstract**

The Romanian shipbuilders’ use of English on a daily basis in multicultural environments, such as Damen Shipyard Romania, allowed business terms to develop as an important part in the naval architecture language, both spoken and written.

The present paper aims at identifying the most common business words encountered in shipbuilding documents by Damen Shipyard Romania and their possible equivalents, if any.

The Romanian naval architects' tendency to keep the original form of the English element or the adaptation of the English word to the phonetic, orthographic and morphological characteristics of Romanian is also illustrated in this paper.

The data collected and analyzed in this paper can be used to predict a pattern followed by Romanian naval architects when dealing with business English in their field.

**Mariana Nicolae**

Academia de Studii Economice București

### **Leadership and higher education – perceptions and stereotypes of inter/national best practices as indicators of personal and institutional development**

#### **Abstract**

Leadership continues to be one of the most widely invoked ingredients of the success of any enterprise, organizational or individual. Research on the various types of leadership are numerous and varied in design and methodology. The present one looks at cultural approaches to leadership in a transitional society and an emerging economy in a country in Eastern-Europe which chose to look for solutions in the Western world while carrying a significant heritage of non-Western cultural traditions. Aspirations and realities tend to clash or at least to give rise to tensions if they are not understood and handled with the necessary care that the fragile fabric of human relations requires. Perceptions and stereotypes of best practices in higher education are important lenses for exploring the models of leadership that are available for the interested students as well as some of the narratives in the globalized discourses of leadership studies.

Leadership and education have often been perceived as social equalizers, but are they really? This research looks at the question whether the largely inflated and marketized models of education and especially higher education as they are promoted today are still able to fulfill the long promised dreams of social and individual success.

**Mohamed Tahar Asses**

University of Skidka, Algeria

### **Empowering language teachers through self-assessment**

#### **Abstract**

This workshop introduces two international user-friendly teacher development frameworks from Eaquals (Evaluation and Accreditation of Quality Language Services association). The focus will be on self-assessment for the sake of regular reflection upon practice and continuous professional development. The purpose of this practical workshop is to share the

“good practices” of a recent Algerian experience in implementing the principles of teacher self-assessment in private language centres and the impact of these field-tested frameworks on teachers, trainers and managers.

**Laura Mihaela Mureşan**

Academia de Studii Economice Bucureşti

### **Gaining New Perspectives on the Quality Dimension in Higher Education through International Academic Mobilities**

#### **Abstract**

With the ever increasing number of mobilities for study and research purposes, both in Europe and in other academic environments, the main aim of the current study is to explore the impact that international experiences have on the participants' gaining new insights into a 'new' academic culture. The questions addressed to participants in mobility programmes were intended to elicit the respondents' perception of their contact with another university environment and the quality dimensions characteristic of that academic context. The analysis of interviews has revealed commonality among the participants' perceptions of challenges, as well as aspects facilitating their adaptation to the 'new' academic and cultural environment. The study has also pointed out the added value of these experiences for the students' personal and academic development. At the same time, the insights shared by the interviewees could be seen as inspiring for the internationalization process currently under way in the Romanian Higher Education.

**Preeti Shirodhar**

MET Institute of Management

### **(C)Losing the Debate: Importance of Effectiveness in Communication**

#### **Abstract**

In a world that is getting increasingly multicultural, bilingualism (if not multilingualism) is not an option. Whereas there is no denying the fact that for a variety of reasons English is a language of connectivity and aspiration, across the globe, with almost 1,500 million people worldwide speaking it (of whom only 375 million are native speakers); due to a variety of reasons, its effectiveness is still majorly in question. While a section of the people would argue that communication is essentially meant for idea exchange and effectiveness is merely what can be aspired for rather than a necessity, this is hardly a point of debate. For, ineffective communication is in fact no communication – as the result of ineffective communication can be misunderstanding or even a complete breakdown of communication.



For example, an Indian employee of a multinational company in his leave application had written – “kindly grant me leave, as I want to marry my daughter.” What is worse is that technology has in fact worsened the situation rather than improving it, though advocates of technology would beg to differ.

Being born and brought up in India and having taught Communication and Literature in English for almost a quarter of a century, I have come across many instances where language becomes an albatross, rather than a winning card. Given that India is essentially a country, where most people are bilingual, if not multilingual, I have noticed that the main obstacle that people face in communicating effectively, in English, is the interference of the first language, also known as the native tongue or the mother tongue. English being their second language, there is an innate tendency to translate from the mother tongue, creating faux pas that can be embarrassing in the least.

However if one is aware of these pitfalls their effect can be reduced, if not totally averted. This can be done if either the language trainer or the student is aware of these roadblocks. In the light of my experience in teaching English, I would attempt, through my paper, to identify such errors in the Indian context, so that they may serve as a guidepost to teachers and students in diverse locations.

Drawing upon my experience and narrating it, my paper would highlight these pitfalls essentially in the area of grammar, though I would also touch upon other aspects like vocabulary, accent, spellings and punctuation.

**Viorela-Valentina DIMA**

Academia de Studii Economice București

### **21<sup>st</sup> Century Challenges and Opportunities in the Translation Field**

#### **Abstract**

The aim of this presentation is to present an overview of the current trends in the translation industry, as emerging from the Translating Europe Forum 2015, organized on 29-30 October 2015 by the European Commission’s Directorate General for Translation. The Forum brought together students, academia and practitioners in an attempt to identify the strengths and weaknesses of young professionals, as well as opportunities for improvement and future development.

**Ioan-Vlăduț Nuțu**

Universitatea Politehnică București

**Aurelian Vlase**

Universitatea Politehnică București

## **Communication** **The main commitment of a manager**

### **Abstract**

Managers of companies do not know what measures can be taken to limit the adverse effects of the crisis and what they must do to keep their businesses afloat. Frequently, managers do not consider communication as an important factor that can affect the efficiency of employees. In this article the author presents a subject of current interest by discussing, refer to the commitments and how managers can traverse the crisis period through effective communication with the employers. They must know the procedure for questioning and how to interpret the signals provided by the employer, things that can be learned from this article.

**Cristina-Maria Prelipceanu**

Academia de Studii Economice București

## **Country branding in a multicultural world.** **The case of Romania**

### **Abstract**

Country branding or nation branding refers to the common images, perceptions and associations people have about a country or a nation. Therefore this concept can be an important tool used by countries to create, change or promote a distinct self-image and to gain international reputation. A country's brand is strongly related to its image, both the self-image created and transmitted by its citizens and the image projected and interpreted by foreigners. At present in the context of globalization the strategy of positioning a country in front of the other "world players" has a key role in the international arena for commercial, economic and political purposes. That is why the aim of the present paper is to analyse the concept of country branding as well as the related concepts and to critically examine Romania's branding campaigns and their effects, while also putting forward some suggestions for changing the stereotypes about Romania.



**Mihaela Luminița Levarda**

Academia de Studii Economice București

### **Revisiting the Arts: Victorian Educational Valences in Contemporary Art Teaching**

#### **Abstract**

The paper analyses the way in which the Arts have earned their place in the English contemporary curriculum among other valuable programmes of study, knowing that by the beginning of the Victorian Age appreciation of beauty was outside the scope of schools. The foundation of schools of Art and the introduction of the academic teaching of the Arts took place during the Victorian Age on a larger scale due to an increasing interest in the aesthetic aspect. Young ladies were mainly educated at home and their education was focused on the arts and manners. A number of women writers like the Brontë sisters created stories in which young women were fond of music and drawing. Prince Albert had a leading role in the foundation of schools of Art, as well. Moreover, the Victoria and Albert Museum was opened in 1852 and it has become the world's largest museum of decorative arts and design, housing millions of works of art. Therefore, the English contemporary curriculum comprises a series of Art forms thanks to the Victorian initiative to set up educational institutions for the study of the Arts.



#### **PANEL 2: SYNERGIES IN BUSINESS AND ACADEMIC COMMUNICATION. TRAINING, EDUCATION AND RESEARCH (GERMAN)**

**Lora Dagmar Constantinescu**

Academia de Studii Economice București

### **Werbediskurse im Deutschunterricht - Der „Mohren“ als Werbefigur**

#### **Abstract**

Eis-Mohr oder Schoko-Schnitte? Auf jeden Fall schmackhafte Gaumenfreuden. Drüber hinaus, ein Zusammenspiel der Wahrnehmung und der Interpretation: Werbung ist abermals Auslöser für eine Mediendebatte über die rassenbezogene Diskriminierung. Von der Gestalt des Mohren (des Dunkel- und Schwarzhäutigen) in der Werbung ausgehend,

stellt vorliegende Arbeit sog. werblichen „Störfall“ der Konsumartikelwerbung der letzten Jahre in Deutschland zur Diskussion.

Die Arbeit präsentiert die im Fachsprachenseminar bei fortgeschrittenen Deutschlernenden behandelte Thema: Dabei wurden die sich damit im Rahmen einer medienverständnis- und kommunikationsfördernden Werbeanalyse auseinander setzenden Deutschstudierenden vor die Aufgabe gestellt, Ursachen/Mechanismen der werblichen „Störfälle“ aufzuzeigen. Bei der Auslegung konnten sie Fremd- und Fachsprache, Landeskunde, Wirtschaftliches miteinander verbinden.

**Nicoleta Gabriela Gheorghe**  
Universitatea București

### **Übersetzbarkeit der Präfixoide mit superlativer Bedeutung, Affen-, Bären-, Blitz- in die rumänische Sprache**

#### **Abstract**

„Wo leben die meisten *Superreichen*?“ (Unde trăiesc cei mai mulți *bogați peste măsură*?)

„Zum Tod von Hans Riegel: Der Mann mit dem *Bärenhunger*“ (Despre moartea lui Hans Riegel: Bărbatul cu *foame de lup*)

„Die Emanzipation ist für Männer eine *Heidenarbeit*“ (Emanciparea e o *muncă titanică* pentru bărbați)

„Windows 7 ein *Bombenerfolg*“ (Windows 7, un *megasucces*)

**Ana Karlstedt**  
Universitatea București

### **Wahrnehmungsschulung im interkulturellen DaF-Unterricht**

#### **Abstract**

Establishing the connection between language and culture during the language teaching process is a main goal of intercultural learning. An important question is how a language teacher can raise awareness for foreign cultural situations. One method to achieve this awareness is to train the perception of the learners. Because perception is subjective, it is difficult to make learners aware of their own way of perceiving the world. Getting past this obstacle is the main focus of this article. The stages of perception are separated so as for the perception process to be reconstructed.

**Cornelia Pătru**

Academia de Studii Economice București

### **Euphemistische Formulierungen in deutschen und rumänischen Werbeanzeigen der Medizinindustrie. Einige Aspekte**

#### **Abstract**

In der heutigen globalisierten, besonders gewinnorientierten Gesellschaft spielen die ökonomischen Faktoren eine mindestens genauso wichtige Rolle wie die sozialen und gesellschaftlichen Aspekte und haben einen außerordentlich wichtigen Einfluss auf die Verwendung der Sprache zu gezielten, verschleiern und manipulativen Absichten. Der Gebrauch euphemistischer Äußerungen in der Werbesprache stellt eine der Einflussmöglichkeiten dar, die dazu beitragen sollen, die Meinung der Kunden in eine bestimmte Richtung zu lenken.

Der vorliegende Beitrag nimmt sich vor, aufgrund des zusammengestellten Korpus einerseits typische, sich wiederholende Muster, andererseits weniger häufige, doch expressive und linguistisch beachtenswerte Belege zu untersuchen, die ein Forschungspotenzial erwiesen. Das Augenmerk richtet sich dabei besonders auf die Formen und Funktionen der als Euphemismen geltenden Elemente.



#### **PANEL 3: SYNERGIES IN BUSINESS AND ACADEMIC COMMUNICATION. TRAINING, EDUCATION AND RESEARCH (FRENCH)**

**Ruxandra Constantinescu-Stefanel**

Academia de Studii Economice București

### **Techniques d'argumentation dans la communication commerciale: la négociation et la publicité**

#### **Abstract**

This article aims at illustrating the concepts defined by Ruth Amossy in her book « L'argumentation dans le discours » as they appear in two types of professional discourse, business negotiation and advertising in French magazines. The author will examine the argumentative orientation of these two discourses, their format, the audience, the speaker,

the logos and the pathos and will draw conclusions on the similitudes and the differences between them.

**Nina Ivanciu**

Academia de Studii Economice București

### **Les processus reformulatifs dans la perspective de la formation/ éducation à l'interculturel**

#### **Abstract**

L'intervention fixera en premier lieu le cadre théorique dont le réseau notionnel (communication interculturelle, postures énonciatives, point de vue, catégories et fonctions des reformulations, médiation culturelle, compétence interculturelle) serait en mesure d'expliquer le rôle des processus reformulatifs en rapport avec les références sociales de l'Europe contemporaine, « vivre et travailler ensemble », et, en prolongement, avec la didactique des langues-cultures.

Ainsi, la mise en corrélation des postures énonciatives avec les reformulations, en particulier les reformulations paraphrastiques, fait voir la capacité de ces dernières de contribuer à la cristallisation, en contexte bi- ou pluriculturel, de divers points de vue qui ne se limitent pas à correspondre seulement aux pôles opposés, consensus vs antonymie. Au cours des interactions interculturelles, les points de vue reformulant des dires antérieurs peuvent occuper également des positions intermédiaires, ce qui a conduit à la construction des patterns marquant à leur propos un espace de progression. En ce sens, le modèle élaboré par le professeur-chercheur A. Rabatel (2009, 2010) prend en considération quatre postures énonciatives auxquelles donnent naissance les reformulations : « concordance concordante », « concordance discordante », « discordance concordante », « discordance discordante ». Par ailleurs, ce modèle montre que les reformulations ne fonctionnent pas toujours en faveur de la coopération discursive; en revanche, elles offrent aux locuteurs la possibilité de choisir parmi les variations du côté de l'accord ou bien du désaccord, mais aussi l'occasion de négocier certains aspects cognitifs, relationnels, etc., non partagés.

D'autre part, les confrontations des enjeux cognitifs, métacognitifs ou affectifs, fréquents lors des échanges interculturels, requièrent des activités de médiation, celles-ci recourant évidemment aux reformulations susceptibles de résoudre ou d'atténuer les problèmes communicatifs nuisant à l'agir ensemble.

Le dernier volet de l'intervention suggère quelques pistes d'application de la thématique des reformulations à la didactique des langues-cultures en situations professionnelles, et cela d'autant plus que l'enseignement et l'apprentissage s'y centrent de par leur nature sur le contact avec l'altérité. Notons qu'en contexte universitaire – qui intéresse ici –, les opérations de reformulation servant, à l'écrit et à l'oral, à l'acquisition de la compétence de

communication interculturelle, voire de la capacité de médiation culturelle (G. Zarate, 2003), figurent parmi les macro-tâches transversales aux différentes disciplines (J.-M. Mangiante).



#### **PANEL 4: SYNERGIES IN BUSINESS AND ACADEMIC COMMUNICATION. TRAINING, EDUCATION AND RESEARCH (ROMANIAN)**

**Marina Militaru**

Academia de Studii Economice București

##### **Marketing politic și marketing electoral în România secolului xxi**

###### **Abstract**

Lucrarea de față își propune să clarifice două concepte destul de des folosite pe parcursul campaniilor electorale din România secolului XXI, anume **marketing politic**, respectiv **marketing electoral**. Se urmărește analiza conceptelor, evoluția lor în timp și aplicabilitatea mixului de marketing preluat din marketingul comercial și adaptat la zona politică românească.

**Gabriela Vasiliu**

Liceul Tehnologic „Anghel Saligny”, Brăila

##### **Forme reprezentative ale comunicării verbale în universul rural predist**

###### **Abstract**

Comunicările interpersonale în universul rural predist nu sunt fluide, prezintă sincope și sunt interpretabile. Folosirea poreclelor, înjurăturilor, apelativelor, în schimburile frecvente de replici, amplifică expresivitatea limbajului țărănesc predian. Cu toată agresivitatea conținută, limbajul reușește să nu devină trivial, „pudoarea” rămânând o trăsătură de bază a limbajului țăranilor lui Marin Preda.

**Gabriela Vasiliu**

Liceul Tehnologic „Anghel Saligny”, Brăila

### **Semnificațiile și funcțiile gesticulației rurale la Marin Preda**

#### **Abstract**

Personajele rurale prediste poartă amprenta mediului din care provin. În confruntarea cu realitatea citadină, ele se adaptează emoțional destul de ușor, dar stereotipiile gestuale țărănești reflectă originea lor în orice context spațio-temporal.



#### **PANEL SESSIONS DAY 2 (FRIDAY, 13 November 2015)**



#### **PANEL 1: EDUCATION THROUGH (INTER)CULTURAL STUDIES**

**Mihaela Arsene**

Academia de Studii Economice București

### ***The Engaged University and Student Development. The U.S. Approach***

#### **Abstract**

The concept of the engaged university has been attracting attention, energy and resources in the U.S. academic environment for the past 50 years, with the twofold benefit of community development/neighborhood enhancement/community revival, as the case may be, on the one hand, and student development in the wake of their participation in the university-initiated community projects, on the other. The paper focuses primarily on the educational benefits community-engaged universities are able to provide their students, thus building both their civic spirit and social responsibility, as well as the soft skills they need in order to perform successfully in the community-enhancement projects their university is putting forward and afterwards in their own careers.



**Victor N. Itumo**

Academia de Studii Economice București

## **Education Through (Inter Cultural) Studies**

### **Abstract**

The paper focuses on various concepts of education and how best to acquire educational knowledge. It will then look at the concept of culture, cultural studies, inter-cultural studies and how educational knowledge can best be promoted through inter cultural studies. There appear to be cultural dimension to studies in various climes across the globe and such context can be researched into in order to provide deeper insight into the issue of education through inter cultural studies and whether it has relevance for the educational system across the globe, particularly in Europe since the focus of this conference is on Europe. The research approach or methodology is to do a holistic assessment of such concepts as education, culture, intercultural studies and use them to determine relevance to acquisition of education and highlight the merits and demerits of education through intercultural studies.

The outline of discussions captured in the paper is as follows:

- What is Education?
- Types of Education?
- How to acquire education?
- What is culture?
- What is cultural study?
- What is inter-cultural study?
- Education through inter-cultural studies?
- How to acquire education and is it acceptable to all?
- Does culture influence the acquisition of education?
- What is the main thrust of inter-cultural studies?
- Does the main thrust of intercultural studies hold any relevance for acquisition of education?
- What are the merits of education through inter-cultural studies?
- What are the demerits of education through inter-cultural studies?
- The case of Europe: education through inter-cultural studies



## PANEL 2: DIASPORAS AND MULTICULTURALISM

**H.B. Patel**

Grow More College of Education, Himatnagar, Gujarat, India

**Tanja Grbesic**

The Mostar University Academy of Fine Arts, Siroki Brijeg, Bosnia and Herzegovina.

### **Job Satisfaction of Women Leaders in Education in India**

#### **Abstract**

Leadership in educational sector plays a vital role in developing youth of a developing country such as India. Leadership by Women may have different impact on an organisation than leadership by men. Male community dominates the leadership in education in India. In such a developing country, women are gaining good position in the education field, however, India has a strong social, caste and creed system. Thus, women from different strata may not be provided with equal opportunity at the managerial level. Women are provided with good opportunity for leadership in metro cities; however, the picture of leadership in rural India is different although the situation is gradually changing. The social, caste and creed system has strong impact in rural India. The society is divided in caste categories like SC, ST, SEBC and Open/General hence it is very interesting to study leadership by women from both social and geographical context. Women leaders in Indian education are selected for the research since they are currently largely influencing the Indian educational sector. It is essential for women to achieve management efficiency by increasing their own job satisfaction in their organisations with a view to gaining competitive advantage and adapting to healthy academic environment. The researcher has attempted to evaluate job satisfaction of women leaders contributing to the educational field in India. Attempts have been made to focus on the relative importance of job satisfaction factors and their impacts on the overall job satisfaction of women leaders in education. It also investigates the impacts of educational qualification, residential area, area of institute and category on job satisfaction of women leaders in education. It has been endeavoured to study job satisfaction of women leaders in the field of education from 13 different components: Work place/physical condition, Nature of work, Remuneration, Promotion, Authority/senior, Job security, Work interest, Social satisfaction, Colleague, Welfare facilities, Communication, Contingent rewards, Operating conditions. The researcher has also strived to study the interactive effect of educational qualification, residential area, area of institute and category on job satisfaction of women leaders in education. This research paper highlights some job satisfaction problems and presents a picture of job satisfaction level among women leaders in education. An online questionnaire on job satisfaction was developed for the study. Along with the digital questionnaire, a hard copy was also provided to some samples of the study. The questionnaire is based on a four-point scale. The impacts of various variables like

educational qualification, residential area, area of institute and category on job satisfaction of women leaders in education have been studied with the help of ANOVA. This research paper presents a comprehensive diagnosis of job satisfaction of women leaders in education, factors causing dissatisfaction and suggestions to improve them in order to achieve balancing family life and job of leader in education in Gujarat, India.

**Preeti Shirodkar**

MET Institute of Management

**Memory as His(her)story  
Intersectionality and Diaspora as captured in the Short Stories  
of Shauna Singh Baldwin**

**Abstract**

With the passage of time and the resulting socio-political dialectics that have unfolded with it, the twentieth century's concern with identity has evolved from a focus on the individual to an engagement with the nation, revolving around questions of home and belonging. Gathering momentum and volume, as a growing body of diasporic writing, it has drawn attention to issues of feeling (un)homed and belongingness, that have raised the debate about whether this writing needs to be looked upon as an alternative recording of history, as it unfolds, given that it will never find space, in the official record; despite being a concern that is growing, both in its diversity and size.

A strand in this writing, which in itself is extremely diverse, given the differences that inform it, in terms of age, type, place etc., and yet binds itself in the togetherness of shared issues and concerns, is diasporic writing from the intersectional space. Described by avtar brah, in a recent paper, as a space created as a result of the crossing between concerns of diaspora and gender, intersectionality begs attention, more due to its power than the neglect it suffers, given its position as a space within a space.

Raising issues that remained masked, or touched fleetingly, if at all, in the male diasporic's voice, the writing that has emerged from this intersectional space has voiced the emotions and issues that diasporic women face, as those whose identity gets effaced and questioned, not merely by the national space, but also their space within a society, culture, religion and home. Though fairly restricted in the actual body of work and the number of women, who are writing from this space, writing by diasporic women has more than carved its niche through its power – whether of its themes, characters, style, plots or approach.

An emergent but important voice from within this space is that of Shauna Singh Baldwin, whose writing is interesting, not merely due to its ability to involve the reader, the concerns it raises and the craftsmanship it has developed over time, but also due to the space from

which it emerges and the nuanced variety, which it, as a result, embodies, whether in character or theme.

Born in Montreal and brought up in India, Shauna has gone on to studying and then settling in Milwaukee. Having traversed and experienced the dialectics of place and displacement, across countries and continents, her canvas and characters reflect this diversity and make this journey with unimaginable depth and ease. Additionally, belonging to the Sikh community, which, as she herself states, is itself a minority in the Hindu culture of her ancestral land of origin, her writing is able to draw upon and reflect the concerns of varied groups of religious and cultural minorities, to whom her characters belong. This multiplacedness/displacement affords her writing a unique flavour, touching upon the issues of home and identity in the diasporic space.

Engaging with her two collections of short stories – *English Lessons and Other Stories* (1995) and *We Are not in Pakistan* (2007), my paper would attempt to explore these as representative of the voice of diaspora, from the intersectional space, to understand the dilemmas faced, despite a seeming commitment to multiculturalism, which more often than not remains a concept merely on paper. On a larger canvas, I would wish to see this writing as an alternative record of history, which raises issues that, if not addressed, would move beyond serving as memories of a community to becoming memoirs of a nation state that it would be ashamed to acknowledge.

**Yamini A. Shah**

University of Mumbai, India

### **Monique and Marx: A Troubled Symbiosis of Gender and Materialism**

#### **Abstract**

The minority subject is not self-centered as is the straight subject. Like Pascal's circle whose center is everywhere but circumference is nowhere. All minority writers enter into literature obliquely and the text works through fracturing. The movement back and forth between the levels of reality, the conceptual reality and material reality of oppression, which are both social realities, is accomplished through language. It is necessary to comprehend philosophically the concepts of 'subject' and class-consciousness and how they splice in tandem with history. An exploratory paper that critiques the symbiosis of Monique Wittig's 'The Straight Mind' and Karl Marx's, 'The German Ideology'.

**Iulia Rășcanu**

University of Mumbai

### **Debating Multiculturalism in the U.K. Representation and Analysis in Cinematic Texts**

#### **Abstract**

Continuous and various flows of immigrants (especially from the Indian subcontinent) to the UK throughout history have made the country a multi-ethnic, multi-faith one. The examination of multiculturalism in Britain focuses on the period starting with the middle twentieth century until the present. The article includes some of the major political views upon multiculturalism in connection to the individual, to communities and the large society, starting with an indication of former MP Enoch Powell's speech 'Rivers of Blood', continuing with PM Margaret Thatcher's 'swamping' speech and PM Tony Blair's perspective on immigrants, and ending with an analysis of PM David Cameron's infamous take on multiculturalism expressed in a speech delivered in Munich (2011) in which he identifies multiculturalism as a cause for Islamist extremism and impossibility of minority cultures to integrate in the British culture/society. These views are utilised as analytical tools for the interpretation of feature films released in the U.K. in the 1990s-beginning of the twenty-first century. This researcher strongly believes in the power of popular culture of representing, and sometimes challenging, social and political issues as well as in the utility of interpreting concepts within cinematic texts that interlace plot with historical, political and social contexts. The result is an exploration of the filmmakers' use of multiculturalism as it is experienced in real life as background for the plot of the films.

**Sharaf Rehman**

The University of Texas-Rio Grande Valley  
Brownsville, Texas, USA

### **Cinema through the Eyes of Their Directors: A Textual Analysis**

#### **Abstract**

This paper offers a comparative textual analysis of three European films and three films from Hollywood. All six of these belong to a film genre - Films about Filmmaking. The three European films included in the analysis are: *8 ½* (1963) by Federico Fellini, *Day for Night* (1973) by Françoise Truffaut, and *Cinema Paradiso* by Giuseppe Tornatore (1988); three American films included are: *The Bad and the Beautiful* (1952) by Vincente Minnelli, *The Last Tycoon* (1976) by Elia Kazan, and *The Player* (1992) by Robert Altman. Analysis of plots, themes, characters, and motivations reveals that European directors view their work differently than their American counterparts. While European films deal with inner or



interpersonal conflicts of the characters, American films about filmmaking are concerned with producing films as a commercial commodity. In so doing, the paper builds a case about the basic approaches to filmmaking in Europe and the United States. The paper suggests that Hollywood treats movie making as a business while the Europeans filmmakers have focused on the artistry and the artists involved in making films.

**Clelia Cline**

John Cabot University

### **Migration and multiculturalism in Italy: conflicting narratives of cultural identity**

#### **Abstract**

Despite the fact that immigration to Italy is not a new phenomenon, the Italian dominant discourse still treats it like an emergency. This attitude has important consequences for the way in which immigrants are represented in mainstream media and often fuels feelings of 'hysteria' about immigrants (Law, 2010: 208). In this paper I will discuss the politics of representation of dominant political and media discourses and will juxtapose them to the emerging counterdiscourses of "second generation" activists who, while refusing to be called 'immigrants', claim their right to representation, and effectively contribute to the creation of a multicultural country.

**Roxana Elisabeta Marinescu**

Academia de Studii Economice București

### **Multiculturalism within the Postcolonial and Postcommunist Frameworks The Cases of India and Romania**

#### **Abstract**

Since its beginnings in the 1970's to the proclamation of its death in 2010-2011 by the most important European leaders of the time (Angela Merkel, Nicolas Sarkozy and David Cameron) to its present day reinterpretation due to increasing migration and globalization, multiculturalism has been on the agenda of policy makers worldwide. And rightly so, as a liberal multiculturalist society, at least in theory, "cherishes the diversity of and encourages a creative dialogue between its different cultures and their moral visions." (Lord Bhikhu Parekh, *What is Multiculturalism?*). This is indeed the desired (some would say utopian) perspective, but how successfully has it been implemented? As far back as 2007 Will Kymlicka was challenging his readers with two possible options: either to abandon the



project of internationalizing multiculturalism (highly undesirable, in his opinion) or to rethink it and put it on a more coherent footing of liberal multiculturalism (*Multicultural Odysseys*). In this paper I address multiculturalism in the postcommunist and postcolonialist contexts and explore possible points of intersection between the two. If, as I have shown elsewhere, the postcommunist condition is (to a certain extent) part of the postcolonial framework, I am seeking to find out whether their approaches towards multiculturalism are similar. The case studies analyzed are Romania and India and the respective states' policies towards 'nation', as well as their relations with the minorities living on their present day territories. With different historical, political, ideological and geographical backgrounds, the two countries are taken as illustrations to test the validity of liberal multiculturalism and its theoretical and practical potential.